

INSPECTION REPORT

Goodleigh CE Primary School

Goodleigh, Barnstaple

LEA area: Devon

Unique Reference Number: 113376

Inspection Number: 188041

Headteacher: Mr Tim Nias

**Reporting inspector: Ms Lynne Fardell
21736**

Dates of inspection: 13 - 15 September 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Church of England Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Goodleigh Primary School Goodleigh Barnstaple North Devon EX32 7LU
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mrs Pat Newell
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Lynne Fardell, RgI	English Information technology Art Music Physical education Religious education Equal opportunities	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Leadership and management
Jean MacKay, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Jill Forward	Mathematics Science Design and technology Geography History Under-fives Special educational needs	Curriculum and assessment Staffing, accommodation and learning resources Efficiency

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MAIN FINDINGS

What the school does well

- Parents' involvement in their children's education is a strength of the school and their support effectively reinforces the importance of education in the minds of pupils. The school makes good use of the support and expertise of members of the community.
- Very good provision is made for extra-curricular activities.
- Leadership and management are good.
- The quality of information for parents is good.
- Relationships throughout the school are good.
- Financial control and administrative systems are good.
- Standards in music are above national expectations at the end of both key stages.

Where the school has weaknesses

- Pupils' attainment in information technology is below national expectations, and planning for the subject does not cover all aspects of the subject appropriately. Resources for this subject are unsatisfactory.
- The curriculum for children under five is not planned appropriately to ensure that appropriate activities are provided to enable children to achieve the Desirable Learning Outcomes.
- The school fails to comply with statutory requirements for teacher appraisal.
- Activities for the more able pupils do not always present sufficient challenge.

The weaknesses are significantly outweighed by what the school does well, but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has worked hard to take action on the areas for improvement identified during the last inspection. The progress made in achieving the targets set has been carefully monitored and evaluated by the headteacher and governors. The curriculum is now generally broad and balanced, a clear curriculum framework has been developed and longer term planning has improved, with the exception of planning for information technology and for children under five. Planning for religious education is now clearly based on the locally agreed syllabus. A policy for assessment has been developed and this is used well; a marking policy has also been put in place but this is used less consistently. The quality of monitoring of teaching and learning has improved and is good. The governors are more closely involved in the strategic management of the school, and this is now good. The school is well placed to continue improving.

Standards in subjects

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

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

As only a small number of pupils take the tests each year, it is difficult to make a secure comparison between the results achieved in different years. The results achieved in 1998 were well below average in both English and mathematics, but of the eight pupils who took the tests, three pupils were on the school's register for special educational needs, two of whom had Statements of Special Educational Needs. This may explain, to some extent, the results achieved. An improvement is indicated in results of the 1999 tests, particularly in English, and inspection findings indicate that current Year 6 pupils are on target to attain at nationally expected levels by the end of the key stage. In most other subjects attainment at the end of both key stages is in line with national expectations; attainment is above expectations in music, but is below expectations in information technology.

Quality of teaching

Teaching in:	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Information technology	Insufficient evidence	Insufficient evidence
Religious education	Insufficient evidence	Insufficient evidence
Other subjects	Satisfactory	Satisfactory

The quality of teaching is satisfactory in three out of four lessons. It is good in almost one out four of lessons and unsatisfactory in only two of the lessons observed. Teachers' subject knowledge is secure and they plan appropriately for all subjects of the National Curriculum and religious education. Teachers establish good relationships with their pupils, and promote effective attitudes to learning. Lessons are well organised and resources are used effectively. In some lessons the pace of lessons is too slow and higher attaining pupils are not given sufficiently challenging work. In the most successful lessons teachers share their enthusiasm for the subject with their pupils. Due to the constraints of the timetable during the three days of the inspection it was not possible to observe enough lessons in information technology or religious education to make secure judgements in the quality of teaching in these subjects.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Behaviour is satisfactory, in lessons most pupils concentrate well and listen attentively to their teachers. Any instances of inappropriate behaviour are managed well.
Attendance	Good, authorised absences are below national averages.
Ethos*	Parents appreciate the caring ethos, which is underpinned by the Christian values promoted by the school. However, teachers' high expectations of behaviour and attitudes to learning are not always reflected in expectations for academic achievement.

Leadership and management	The headteacher and governors provide a clear educational direction for the work of the school, and they are supported well by all staff.
Curriculum	Satisfactory overall. The policy for teaching and learning provides a clear framework for planning, and this encompasses policies for most subjects. The school's longer term planning is supported by its schemes of work and the Qualifications and Curriculum Authority's documents. However, planning for information technology and for children under five is unsatisfactory.
Pupils with special educational needs	Provision for pupils with special educational needs is good. Teachers and support staff provide sensitive support, and comprehensive individual education plans are reviewed regularly and promote sound progress.
Spiritual, moral, social & cultural development	Satisfactory overall, provision for pupils' social development is good. Provision for pupils' cultural development has improved since the last inspection, but not enough attention is paid to the diversity of cultures within modern British society.
Staffing, resources and accommodation	Satisfactory. The school has an appropriate number of qualified and experienced teachers and support staff. A suitable range of good quality resources is available except for information technology, resources for which are unsatisfactory. Good use made of visits to enrich the curriculum.
Value for money	The school provides satisfactory value for money.

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

The parents' views of the school

What most parents like about the school

- The caring atmosphere.
- That they are encouraged to participate in their children's learning.
- They feel welcome in school.
- That their children are encourage to participate in activities beyond lessons.
- That the school's attitudes and values have a positive effect upon their children.

What some parents are not happy about

The inspection team supports the positive comments made by parents. Since parents were surveyed a new home/school agreement has been implemented and inspection findings indicate that the pupils are given a good range of opportunities to work at home. From the evidence available, the school pays sufficient attention to the complaints made by parents.

KEY ISSUES FOR ACTION

The school should now:

i) Raise pupils' attainment in information technology by:

- ensuring that planning for the subject covers all the National Curriculum Programmes of Study in sufficient depth;

[paragraph 118]

- improving resources and providing appropriate training for teachers in the use of any new acquisitions.

[paragraph 62]

ii) Develop an appropriate curriculum framework for children under five to ensure that activities are planned appropriately to ensure children achieve the Desirable Learning Outcomes by the age of five.

[paragraph 28]

iii) Ensure that an appropriate range of suitably challenging activities is planned for higher attaining pupils, particularly in English, mathematics and science.

[paragraph 22]

iv) Comply with statutory requirements for teacher appraisal.

[paragraph 59]

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INTRODUCTION

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Characteristics of the school

1.The school is in a rural location. The village of Goodleigh is approximately three miles from the town of Barnstaple. In addition to pupils from the village, others travel from outlying villages and hamlets, as well as Barnstaple, to attend the school.

2.Many pupils have attended playgroup before entering compulsory schooling. Children's attainment on entry to the reception class ranges, but is generally above that which is expected. The number of pupils who claim free school meals is below average in relation to similar schools nationally.

All pupils are white and come from homes where English is the sole language spoken. At the time of the inspection there was only one child under five, who is taught in the mixed age Key Stage 1 class. Of the 74 pupils on the school roll, 25 are identified on the school's register for special educational needs, two pupils have Statements of Special Educational Need. The school is smaller than most primary schools nationally and was previously inspected in March 1996. Since the last inspection the number of pupils attending the school who have special educational needs has increased.

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3.The school has identified the following areas for improvement during this academic year:

- to improve the quality of all descriptive and creative writing, and the standards achieved by lower achieving boys in reading;
- to establish the National Numeracy Strategy throughout the school, with an initial emphasis on improving skills and confidence in mental calculation;
- to modify the curriculum by reviewing its overall balance, and by taking into account the school's re-organisation, in preparation for the implementation of the forthcoming Curriculum 2000;
- to prepare for a major review of information and communication technology to coincide with the National Grid for Learning funding and support expected by July 2000.

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Key indicators

1.Attainment at Key Stage 1

Number of registered pupils in final	Year	Boys	Girls	Total
year of Key Stage 1 for latest reporting year:	1998	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	4	6	7
	Girls	4	5	5
	Total	8	11	12
Percentage at NC Level 2 or above	School	57	79	86
	National	80	81	84

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	7	6
	Girls	5	5	5
	Total	10	12	11
Percentage at NC Level 2 or above	School	71	86	79
	National	81	85	86

5. **Attainment at Key Stage 2**

Number of registered pupils in final year of Key Stage	Year	Boys	Girls	Total
2 for latest reporting year:	1998	4	4	8

National Curriculum Test Results		English	Mathematics	Science
Number of pupils	Boys	2	2	2
at NC Level 4 or	Girls	3	2	3
above	Total	5	4	5
Percentage at NC	School	63	50	63
Level 4 or above	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	2	2	3
at NC Level 4 or	Girls	3	2	3
above	Total	5	4	6
Percentage at NC	School	63	50	75
Level 4 or above	National	65	65	72

6. **Attendance**

Percentage of half days (sessions)			%
missed through absence for the	Authorised	School	4.9
latest complete reporting year:	absence	National comparative data	5.2
	Unauthorised	School	0.2
	absence	National comparative data	0.5

6.

7. **Exclusions**

Number of exclusions of pupils (of statutory school age)		Number
during the previous year:	Fixed period	2
	Permanent	1

8. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	0
	Satisfactory or better	93
	Less than satisfactory	7

8. PART A: ASPECTS OF THE SCHOOL

8.

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

8.

Attainment and progress

2. Standards of attainment on entry to school are above those expected for the majority of children. They enter school at the beginning of the term in which they become five and although they come from diverse backgrounds, they settle into school well and make satisfactory progress.

3. Pupils in Years 2 and 6 are on target to achieve standards in English that are in line with national averages by the end of both key stages. The results of the 1998 national tests showed that pupils' overall attainment at the age of seven was well below average in reading and below average in writing and mathematics. National test results for 11 year olds showed that pupils' overall attainment in English and mathematics was well below average. Their attainment in science was close to the national average. The results of the 1999 tests indicate that standards have improved. Inspection evidence is that pupils' attainment is indicated to be close to national averages at the end of both key stages signifying an improvement on the 1998 results. The marked variations between the 1998 test results and inspection evidence are due to the variation of attainment between and the small size of, the different cohorts of pupils involved. Additionally, in 1998 of the eight pupils in Key Stage 2 who took the tests, three pupils were on the school's register for special educational needs, two of whom had Statements of Special Educational Needs.

4. At the end of both key stages, pupils' attainment in reading is in line with national averages and progress is satisfactory. By the end of Key Stage 1, pupils' reading shows understanding and is generally accurate. Pupils use more than one strategy to attack unfamiliar words, and use phonic clues effectively, often blending letters together. They enjoy books and happily talk about stories they read both at school and at home. By the end of Key Stage 2, many pupils are reading confidently, although their capacity to associate sounds with letters or groups of letters to read unfamiliar words is underdeveloped. They use their skills effectively to research other areas of the curriculum, using contents' pages and indices competently. Throughout the school, nearly all pupils read at home regularly, and their parents' support makes a significant contribution to their learning.

5. At the end of Key Stage 1 attainment in writing is similar to national averages. Progress is satisfactory overall. Pupils learn to spell simple words accurately and sometimes construct simple sentences. Handwriting is taught systematically by the end of the key stage many are writing in a neatly joined style. Simple punctuation such as capital letters and full stops are used. They begin to write for different of purposes. At Key Stage 2 pupils build on these skills as they write for a range of audiences and pupils demonstrate an increasing ability to adapt their writing style to match its purpose, for example when writing letters. Some of their work is written at length and in good detail. Spelling develops through regular practice and although many frequently used simple words are spelt accurately, more complex words are often incorrect or not phonetically justifiable. Pupils use basic punctuation when this is the focus of the task, but in freer writing they are less diligent in punctuating their work. By the end of the key stage, many pupils write well-sequenced stories, poems and accounts in adequate detail. Higher attaining pupils use direct speech effectively in their work and at times use a vivid vocabulary in their work.

6. Pupils systematically build upon previous skills in speaking and listening and reading. When speaking they consider the vocabulary they use, gradually using more complex sentences. Pupils' progress in writing is improving through carefully focused teaching, particularly in spelling and the structured teaching of phonics. This is also improving pupils' fluency when reading. Their ability to draw inferences from the books and stories they read steadily improves. Lower attaining pupils and those who have special educational needs make sound progress when supported appropriately.

7. Key Stage 1 pupils develop an appropriate understanding of number, shape and measures. By the end of the key stage pupils are familiar with number bonds to 20 and recognise odd and even numbers. They count confidently in twos, fives and tens. They know how to add and subtract two digit numbers accurately with the support of number cubes and digit cards. In playing number games they use appropriate mathematical language such as 'longer than', 'short edge', 'plus', 'minus' and 'equals'. By the end of Key Stage 2 pupils have learned satisfactory strategies for mental number problems. They consolidate their understanding of addition, subtraction and multiplication, although place value with large numbers is challenging for many pupils. More than half the pupils at the end of the key stage can correctly express proportions as fractions, percentages or decimals. Older pupils develop an understanding of probability and discuss simple events using appropriate vocabulary, such as, 'certain', 'likely', 'unlikely', 'impossible'. However, experiences are limited for pupils to understand and use measures. Also to access, collate, interpret and record data using the computer. Overall most pupils, including those with special educational needs make satisfactory progress in mathematics throughout both key stages. However, higher attaining pupils at both key stages are not always sufficiently challenged to apply their mathematical knowledge and understanding to a variety of real life situations and within the subject itself.

8. Although no lessons in science were seen in Key Stage 1 and only two lessons in Key Stage 2, from discussions with pupils and the scrutiny of workbooks the inspection evidence indicates that pupils at the end of both key stages attain satisfactory standards. This is similar to that found at the last inspection, and better than that indicated in the results for 1998. Pupils at the end of Key Stage 1 are developing a sound knowledge of growing things and are beginning to understand the needs of plants and animals during their life cycles. They know about different types of materials. They record their observations using some scientific language and draw simple annotated diagrams. However, there is limited evidence of pupils recording their scientific findings in a variety of ways. At the end of Key Stage 2 pupils have a good understanding of the care of their bodies, the need for healthy eating and the effects of drugs, alcohol and cigarettes on health. They use the nutritional information labels on food to make sensible judgements for a balanced diet. They design and make a simple electric circuit, and can fit a single circuit into a model house. They complete investigations into the properties of many natural and man made materials, such as the testing of permeable materials. They know about temporary and permanent change in substances by investigating, soluble and insoluble substances in water. Most pupils do not fully understand how to conduct a fair test. Nevertheless, they are beginning to predict and evaluate their results. However there is limited evidence of detailed observations, comparison of results and varying means of presentation and no evidence of pupils collating databases using the computer.

9. Progress is satisfactory overall at both key stages. Pupils are encouraged to be more specific in observing and recording of investigations at Key Stage 1. The oldest pupils understand about classification and are beginning to apply their scientific knowledge, for example when they use their knowledge of a balanced diet to discuss the amount of fat and sugar in a selection of processed foods. However, the older higher attaining pupils are under challenged and do not

make the progress of which they are capable.

10. Attainment in information technology at the end of both key stages is below national expectations and pupils make unsatisfactory progress. By the end of Key Stage 1 although pupils are suitably confident when using computers, they have limited ability to generate their own ideas through tables or pictures, or retrieve, process and display information. Other activities, such as working with language games and word processing programs, help to increase the speed of pupils' responses and develop keyboard skills. However, they do not challenge pupils sufficiently for progress to be maintained. In Key Stage 2 some pupils develop their word processing skills, and by the time they leave the school are able to change the font style or size of print. However, pupils' use of control and data-handling programs is limited and pupils' abilities to use information technology to organise and present ideas are unsatisfactory.

11. By the end of both key stages, standards in religious education are in line with those expected in the locally agreed syllabus. At Key Stage 1 pupils understand that they are unique individuals and that they belong to different groups, such as friends, family and church. Through Bible stories pupils learn about the life of Jesus and the basis of Christianity. As part of their studies on journeys they learn stories from the Old Testament, such as Joseph's flight to Egypt. They learn how different religions celebrate special occasions such as marriage. Older pupils at Key Stage 2 have a sound understanding of basic Christianity. They consider the work of people of faith such as William Booth, Martin Luther King and Dr Barnado. They learn stories such as those of Ruth, Elijah, Nebuchadnezzar and David from the Old Testament and reflect upon the nature of God. In their studies of Hinduism they learn about major festivals and deities, such as Ganesh.

12. Attainment in all other subjects, with the exception of music, is similar to that usually expected at the ages of seven and 11 and pupils make satisfactory progress. Pupils' attainment in music is above that usually found. Pupils' skills in singing, composing and performing are developed well through focused teaching.

19. **Attitudes, behaviour and personal development**

13. Pupils' attitudes to learning are satisfactory overall. They are generally well motivated, interested in learning and listen attentively when lessons are stimulating. Many pupils respond positively to challenges in lessons and the responsibilities they are given. Pupils relate well to each other and staff and confidently talk with adults, answering questions and contributing ideas. Pupils are encouraged to learn from their mistakes, and an assembly held in the local church during the inspection reinforced this message. Pupils learn to collaborate well from their early years in the school, and many instances such as sharing musical instruments and sports equipment during breaktimes were observed during the inspection. Although most sustain concentration when not directly supervised, a few pupils find taking responsibility for their own learning difficult.

14. Pupils with special educational needs generally respond positively in lessons. Where teachers effectively support pupils, through targeted questions and tasks, which are matched with pupils' needs, their response is better. Strategies to support pupils with behavioural difficulties are generally effective.

15. Pupils' behaviour is good and has a positive effect on pupils' attitudes to learning. Most parents support the school's values and attitudes, and the Christian ethos of the school has a positive effect on pupils. Following the last inspection, the school's new behaviour and discipline policy

outlines clearly agreed principles and procedures that are understood by pupils, teachers and parents. The school rules are displayed in classrooms, and are referred to in the occasional instance of over-boisterous behaviour. Pupils understand the system for sanctions and rewards, which includes special annual rewards for good work, behaviour or attendance. Parents spoken to during the inspection believe that the school encourages thoughtfulness and care for others. For instance, older pupils help younger ones to put on shoes for physical activities, and many pupils show care and support for more vulnerable and less able pupils. Their contribution to the life of the community is also encouraged for instance, pupils are taught bell ringing in the parish church. Pupils show pride in their school, and there is no evidence of vandalism or graffiti.

16. Pupils' personal development is satisfactory. They are encouraged to develop capacity for personal study in the newly signed home/school agreement and are given regular homework. In school many pupils show a capacity for self-discipline by taking out books to read prior to registration, and by volunteering to help in the new environmental garden. Many visitors to the school, either from the local community and from far afield reinforce pupils' understanding of citizenship; for example, children from Chernobyl recently visited the school. The school council also helps to promote a feeling of citizenship by enabling pupils to make decisions, and having a role in the running of the school. Pupils are encouraged to take responsibility, for instance by operating the overhead projector and the radio during assemblies, and for setting out and putting away musical instruments. They have also been involved in organisation the collection of money for charities such as Red Nose Day, and for saving dolphins.

23. **Attendance**

17. Following the last inspection, the school continues to maintain good levels of attendance, this has a positive effect on pupils' learning, and the standards they achieve. Punctuality is good, and a prompt and efficient start is made to lessons.

24. **QUALITY OF EDUCATION PROVIDED**

24. **Teaching**

18. Teaching is satisfactory overall, and ranges from good to unsatisfactory. Teaching is satisfactory in three out of four lessons, it is good in almost one out four of lessons and was unsatisfactory in only two of the lessons observed. The standard of teaching has been maintained since the last inspection.

19. Teachers' subject knowledge is secure in most subjects and they plan appropriately for all subjects of the National Curriculum and religious education. Teachers establish good relationships with their pupils, and promote effective attitudes to learning. Good use is made of the experienced support staff available to support pupils with special educational needs. Teachers ensure that all support staff are well briefed and understand individual pupils' learning objectives.

20. Lessons are well organised and resources are used effectively. In the most successful lessons teachers share their enthusiasm for the subject they are teaching effectively with their pupils. Planning is generally satisfactory across the school, most subjects are taught separately and due attention is given to consolidating skills in literacy and numeracy. Most lessons have clearly

defined and appropriate learning objectives and relate to the National Curriculum Programmes of Study. In some lessons tasks are planned to take into account different ages and ability levels, but often the level of challenge for individual higher attaining pupils is too low, particularly in English and mathematics and in some lessons the pace of lessons is too slow. Teachers use available resources well.

21. Teachers employ a range of different approaches to class organisation including the effective use of whole-class teaching, and where appropriate a good emphasis is placed on collaborative work between pupils. For example, in a Key Stage 2 geography lesson pupils were collaborating with their map work, and identifying Italy and its neighbours on a map of Europe. Questioning is used effectively to assess pupils' knowledge and understanding, to develop learning and to ensure that all pupils have a chance to respond. Appropriate use is made of plenary sessions to recapitulate on the lesson and consolidate learning.

22. Pupils are managed well and, in most lessons, classes are quiet and well ordered, with pupils working purposefully. Behaviour is satisfactory and pupils usually work successfully on their own or in groups as required, although in Key Stage 2 when one or two older pupils present challenging behaviour their teachers ensure that they do not disrupt other pupils excessively. The good relationships between all members of the school have a positive impact upon the progress that pupils make. Homework is used appropriately and plays an important part in consolidating learning and extending understanding.

23. Work is regularly marked and, in the best practice, teachers provide constructive written feedback for pupils, giving clear suggestions for improvement. However, there are inconsistencies in practice and sometimes marking records completion rather than indicating how pupils can further improve their work. Oral feedback is constructive and helpful.

24. The teaching of pupils with special educational needs, particularly in reading, is sound. Special educational needs support staff is well qualified to support these pupils and well-planned activities are provided that take proper account of pupils' individual education plans.

31. **The curriculum and assessment**

25. The curriculum fully reflects the aims of the school. Pupils throughout the school, including those with special educational needs, receive a broad curriculum. An appropriate amount of time spent on each subject, except for information technology where insufficient time is given to teaching the necessary skills.

26. There is no policy for children under five and children do not receive the statutory curriculum entitlement. Planning does not address the Desirable Learning Outcomes for children of this age. The youngest children work with pupils at Key Stage 1 to the requirements of the National Curriculum.

27. Religious education follows the locally agreed syllabus. The requirements for literacy and numeracy are being addressed well and meet the needs of all pupils, as are the statutory requirements for personal and social education. Pupils are well prepared for the next stage of their education. The recent reorganisation of the school provides for more focussed planning and provision for equality of access and opportunity for pupils to learn and make progress. This is not entirely successful for children under five and the more able older pupils in each Key Stage 2 class.

28. The school meets the requirements of the Code of Practice for pupils on the special educational needs register. Provision for pupils with special educational needs was a concern at the time of the last inspection, but has now improved. All pupils with special educational needs have detailed individual educational plans that identify clear targets and include strategies that staff can follow.
29. Subject policies are in place and with a detailed teaching and learning policy providing sound support and guidance. With the support of Qualifications and Curriculum Authority's guidelines these enable staff to plan systematic coverage of the National Curriculum at both key stages, except for information technology. Medium-term plans follow the schools two-year topic programme and provide satisfactory continuity, progression and curriculum content coverage. This has also improved since the last inspection. However, provision for the older and ablest pupils at Key Stage 2 is not always sufficiently challenging and tasks lack sufficient depth for these pupils. The format for planning is consistent across the school and teachers collaborate closely to ensure progression.
30. A satisfactory homework policy is implemented throughout the school. This supports class lessons and the development of pupils' skill in English and mathematics.
31. The school provides a very good range of extra-curricular activities that enrich the curriculum; these include sport, bell ringing, gardening and craft activities. Pupils visit local places of interest, museums and exhibitions linked to topic activities. They participate in a variety of community events, such as the flower festival, church celebrations and have hosted pupils from Russia.
32. A good school assessment policy is in place. Procedures for record keeping and assessment are satisfactory for children under five and good at both key stages. Assessment is generally incorporated in lesson plans and helps teachers to plan future learning. Sound procedures are in place to assess the attainment of children as they are admitted to school. Standardised assessment tests are administered at the end of each key stage, and several commercial tests are used. These provide sufficient information for lesson planning and for individual pupil tasks, but this is not always taken account for the more able pupils.
33. A marking policy that has been adopted since the last inspection. However, this is not used consistently and teachers do not always set clear targets when marking work to raise standards overall or develop the knowledge and understanding of individual pupils. Pupils are encouraged to make evaluative comments about their work but do not contribute to their annual report. This report clearly states the pupil's strengths and some areas for development. Record folders of work samples provide evidence for themselves and their parents of their progress across aspects of the curriculum.
34. There are whole-school portfolios in place for agreeing standards and teacher assessment of pupils' work in the core subjects. Portfolios in other subjects are in the early stages of development.

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

35. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. All adults in the school successfully contribute to the caring and supportive atmosphere in which all individuals are valued. Pupils are encouraged to develop a sense of identity with the school community and to develop an agreed code of behaviour and self-discipline. The staff provide good role models for pupils. This positively promotes the ethos of the school that reflects its

Christian foundation.

36. Provision for the spiritual development of pupils is satisfactory. Daily acts of collective worship meet statutory requirements. They are characterised by well-chosen themes; worship is conducted through hymns and prayers. Pupils consider and reflect upon themes such as 'If at first you don't succeed, try, try again'. In this area of outstanding natural beauty, they reflect upon the beauty of nature and observe changes between seasons with wonder. Curricular provision, especially in religious education, art, history and geography, gives pupils the opportunity to reflect upon and discuss spiritual and aesthetic aspects of our environment, and the life and work of famous people.
37. Provision for pupils' moral development is satisfactory, this is supported by the school's consistent approach to behaviour. The principles of right from wrong are taught positively. Every pupil's work and efforts are valued and celebrated through the reward and incentive system that operates consistently through the school. In many areas of the school attractive displays of pupils' work also celebrate their achievements. Pupils are given good advice and support from teachers and other staff who provide good role models that demonstrate a caring attitude, courtesy, fairness and respect.
38. Provision for pupils' social development is good. Many opportunities are planned for pupils to collaborate and co-operate with each other, particularly in lessons. Pupils are encouraged to demonstrate initiative, they identify tasks around the classroom and carry them out without fuss. They also initiate raising funds for charities they wish to support, such as 'Red Nose Day'. Older pupils help with the overhead projector in assemblies and lessons; other pupils help their teachers to prepare classrooms for lessons. Pupils make a good start in developing a sense of citizenship through the school's council. Their understanding is enriched by initiatives such as 'Book Burst' when members of the local community visit school to share books with pupils, and through this an understanding of people of other generations is developed.
39. Provision for pupils' cultural development is satisfactory. Assemblies, religious education lessons and studies of established artists and composers, mainly from Europe, enrich pupils' understanding of a range of cultures. It is successful in teaching its pupils to appreciate their own culture, with its beliefs and traditions, through such activities as bell ringing and maypole dancing. However, limited attention is paid to developing pupils' understanding and appreciation of the diversity of cultures within modern British society. Teachers generally promote an unbiased and informative approach to pupils' cultural development.

Support, guidance and pupils' welfare

40. The support, guidance and provision for pupils' well being are satisfactory overall. Most parents believe that the school works hard to promote Christian values, and provides effective support and advice for all its pupils. Teachers know their pupils well, and pupils support each other. The school builds pupils' self-esteem and self-confidence of in a number of ways, such as awarding stars and stickers for good work or good behaviour, praising pupils' efforts in assemblies. Parents also appreciate the opportunities provided after school for them to raise any concerns they may have over their child's progress and attainment.
41. Individual education plans for pupils with special educational needs are reviewed annually and are constantly monitored by the class teachers, headteacher and the governors. Parents are also consulted about the targets set in these. External agencies offer appropriate support to the school, but a high level of sickness among support teams sometimes affects the level of support

available for pupils with special educational needs, particularly those with behavioural difficulties.

42. Appropriate advice is given to parents on the importance of regular attendance at school. Parents know the procedures to follow if their child is absent, and the school secretary logs all telephone calls for the attention of the headteacher. The educational welfare officer is suitably involved in the case of long-term absences. However, registers are not totalled consistently throughout the school, and are not returned to a safe place at the end of the school day. Registers are monitored weekly. In the last academic year two pupils gained awards for 100 per cent attendance at the school.
43. Pupils with behavioural difficulties have a 'Helping Chart' to log their progress and behaviour. When it is necessary to exclude a pupil from school the correct procedures are followed. No pupils are excluded at the present time.
44. The school has good procedures for monitoring pupils' academic progress, monitoring of pupils' personal development is less formal, but is nevertheless efficient.
45. Parents, governors, teachers and pupils, were involved in producing a behaviour and discipline policy that has been developed in response to the last inspection. The school rules are clearly displayed in each classroom, pupils are aware of what these are and they are applied consistently. For instance, during a lunchtime football session, a pupil was asked to sit down for a while and to reflect on the rule "keep your hands and feet to yourself" after he had been unduly rough with another pupil. The home/school contract is also linked to the behaviour policy. Pupils know what steps they should take to deal with instances of bullying or verbal harassment. The school uses the Devon guidelines for child protection, and a senior member of staff is the designated person. Appropriate links are established with external agencies; staff are aware of child protection procedures.
46. Although governors take the health, safety and well being of its pupils very seriously, they have recognised the need for a more formal system of risk assessment. It currently follows the Devon health and safety guidelines. Mealtimes and playtimes are supervised well. Lunchtime is a social occasion where pupils choose to sit in groups. Both the playground and the recently developed attractive environmental area are well supervised. The school is cleaned to a good standard. The accident book for minor playground injuries is up to date, and there are adequate first aid facilities, however all staff are at present awaiting re-training in first aid procedures. The school doctor and nurse visit regularly.
47. There is no specific access for disabled pupils, however as the school is on a hillside site, and is built on two levels, the governors are aware of potential problems and recognise that, should the need arise, it would be necessary to make arrangements for appropriate access. A new fire alarm system has been fitted recently, and also new fire exit signs have been put in place since the last inspection. Fire drills take place regularly and are recorded in accordance with requirements. Pupils spoken to during the inspection knew what to do in the event of a fire, and the message "don't panic" was an immediate reaction to questions about a possible fire in school. Security procedures are reviewed at least annually. Pupils walking between the two sites are well supervised, and are aware of road safety issues. However, because some registers are not totalled, and are kept in classrooms, it is not known exactly how many children are in school at any one time.

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

48. The partnership between the school, parents and the community is very good and continues to be a strength of the school. The school has traditionally played an important part in the life of the community. Local people, many of whom were pupils at the school themselves, are keen to help in many ways, such as giving talks, helping with reading, cookery, gardening, small maintenance jobs and after-school activities. This regular involvement by parents and members of the community encourages pupils to value their education, and contributes substantially to the quality of relationships in the school. The parent-teachers' association contributes to the life of the school in a number of ways, for instance in the summer they arranged a sponsored bike ride on the 'Tarka Trail'. The quality of information for parents is good. Annual progress reports, weekly newsletters that contain curriculum information, and the governors' annual report all provide parents with detailed information about their children and the school. Parents are invited into school in the autumn term to learn about the work planned, in the spring term an opportunity is provided for them to look at pupils' work, and a further consultation with teachers is offered following the publication of the annual report in July.

49. The links with the local playgroup play an important part in helping younger children to make a smooth start to their formal education, and in establishing close links between home and school. Good communication supports the smooth transfer of pupils to the local secondary school. Links with the community are well established. For example, many members of the community come in to help with lessons, to give talks, and teach bell-ringing skills to pupils in the local parish church. The local vicar has periodic contact with the school, and the minister from the local Methodist church also visits. The local public house has recently been involved in collecting book tokens issued by national companies to increase the school's resources. Many other visitors to the school include a puppeteer, policemen and firemen. A new homework policy sets out requirements for each key stage, this has improved the information for parents about the work their children are expected to do at home. Visits to the many places of interest such as museums, farms in an area of outstanding natural beauty lead to stimulating artwork and poetry.

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

56. **Leadership and management**

50. The leadership and management of the school are good. The headteacher and governors effectively share their clear sense of vision for the school's future with the whole-school community. As a result the school provides a happy and caring atmosphere. The staff share a common sense of purpose, supporting the work of the headteacher in working towards achieving identified goals and priorities. The roles of teachers and curriculum co-ordinators are clearly defined and regularly reviewed. Through planned monitoring and careful analysis the headteacher and governors have a good picture of the quality of education being provided in the classrooms.

51. The school has worked hard to take action on the areas for improvement identified during the last inspection. The progress made in achieving the targets set has been carefully monitored and evaluated by the headteacher and governors. The quality of monitoring of teaching and learning has improved and is good. The governors are more closely involved in the strategic

management of the school and the school is well placed to continue improving.

52. Co-ordinators have monitored the quality of teaching in their subjects throughout the school, but less attention has been paid to monitoring curriculum planning. They regularly complete resource audits and check that there are sufficient resources available to support the topics and classroom activities. Changes in curriculum organisation and the development of selected subjects are planned well and evaluated carefully. As a result, teachers and governors have a clear picture of the school's successes and areas they wish to improve further. The school has appropriate management structures and systems in place and is well placed to achieve its goals and improve the overall provision even further. Provision for special educational needs is managed satisfactorily, and the requirements of the national Code of Practice are met.

53. The school's action plan for the implementation of the National Numeracy Strategy is sound, and the National Literacy Strategy has been successfully introduced into the curriculum. Appropriate training has taken place, and the strategy has been successfully introduced into all classes. Senior staff and governors have monitored literacy sessions and reported upon the progress the school has made to other governors. The school has made a good start in its plans for the implementation of the National Numeracy Strategy this year, and this is being managed appropriately.

54. The governing body works hard and gives the school good support. Governors are well informed about progress through the headteacher's reports and planned monitoring visits to the school. Committees and working parties meet regularly; they have clearly defined responsibilities and meetings are recorded. The governor with responsibility for special educational needs regularly discusses pupils' progress and provision with the special educational needs co-ordinator.

55. The school development plan is a useful management tool. It is an effective document that incorporates both medium and long-term plans. Priorities are carefully chosen for the contribution they will make to pupils' education, and include clearly defined areas of responsibility, resources required and success criteria. Progress made towards targets is monitored and evaluated at regular intervals, and these evaluations are recorded in detail.

56. The school's ethos is good. It has been built and developed over a period of years, and is certainly appreciated by the parents, who support the school's aims and values. The involvement of the whole school community makes a strong contribution to the quality of learning offered to the pupils. It is based on good relationships, mutual respect, hard work and a commitment to providing an effective learning environment.

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

57. Staffing, accommodation and learning resources are satisfactory overall. The school has sufficient, suitably qualified and experienced teachers for the number of pupils on roll and to teach all subjects of the curriculum. An adequate number of hours are allocated for the classroom learning assistant to support pupils with special educational needs, and to give assistance to the children under five. Members of staff have appropriate job descriptions that are discussed during a professional discussion with the headteacher. However, arrangements for appraisal are not in place and statutory requirements are not met.

58. The accommodation is on a split site with a hall and playing field available within a short walking distance of the school. Although sometimes difficult in poor weather, the accommodation does not limit the provision of the curriculum, except for gymnastics. Arrangements for this are

being made with the nearby comprehensive school. Recent developments and decoration, particularly in the Key Stage 1 class, have improved the accommodation. Displays of work by the pupils enhance the accommodation in the classrooms and the general areas of the school.

59. The grounds of the school provide an adequate tarmac area, brightly marked activity areas for playtimes and team games enhance this. A recent development is the attractive terraced grass area that contains a pond, living sculptures and places for quiet as well as lively play, this area also provides a good resource for many areas of the curriculum.

60. The learning resources available to support the curriculum, including children under five and pupils with special educational needs, are satisfactory overall. However, resources for information technology and outside play equipment for children under five are unsatisfactory. Most resources are in good condition, appropriately organised and accessible to all staff, with the exception of most of the computers, which are old, outdated and in need of replacement. The library is adequate, with a range of books to support the curriculum. However, it is not easily accessible to pupils in Key Stage 2 during lesson times.

61. Good use is made of local museums, loan services and school trips, including a residential visit at the end of Key Stage 2, to extend and enrich the pupils' learning.

68. **The efficiency of the school**

62. The school manages its budget effectively and the procedures for financial planning are good. The school development plan clearly indicates goals, developments and details of costs. Recommendations in the 1997 audit report have been fully complied with. The school's action plan drawn up in response to the last inspection is being implemented well, with developments prioritised to raise pupils' attainment.

63. The finance committee and the headteacher work closely together to plan, monitor and review the budget. Financial projections are realistic and take into account the possibility of a reduction in pupil numbers as a result of a new school opening nearby. Funds allocated are spent appropriately on resources for literacy and the provision of a learning support assistant to work with pupils with special educational needs.

64. The school has effective financial procedures and the day-to-day financial running of the school is undertaken well by an efficient secretary. The daily administration of the school is good. The recent changes in organisation and administration support have enabled the headteacher to have more time to monitor the work of the school. This is an improvement since the last inspection. Statutory requirements not fulfilled at the last inspection are now complied with, but requirements for teacher appraisal are not complied with.

65. Teachers are suitably deployed according to their expertise. Teachers who work as a job-share team, work well together and complement each other's expertise. Good use is made of the support staff, who complete their responsibilities conscientiously, have good relationships with the children and work well alongside the teachers.

66. The split site accommodation is used effectively and is well maintained. Appropriate use is made of resources available to support the curriculum, except in information technology. Good use is made of community resources for physical education.

67. Given that most children's attainment on entry to school is above average and they make satisfactory progress throughout the school; that although standards were well below average in English and

mathematics at the end of Key Stage 2, according to the last year when comparable data is available, inspection evidence indicates that standards are improving; sound progress is made by pupils with special educational needs; pupils have satisfactory attitudes to learning and standards of behaviour and the good leadership and management, the school gives satisfactory value for money.

74.

PART B: CURRICULUM AREAS AND SUBJECTS

74. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

68. At the time of the inspection only one child under five was in the reception/Key Stage 1 class, she had been in school for less than one week. Therefore insufficient evidence is available to make secure judgements on attainment or the quality of teaching. Judgements are made from general observation on provision for children under five and the scrutiny of pupils' workbooks.

69. Generally children enter school with above average levels of attainment.

70. Children are admitted to the school at the beginning of the autumn or the spring term. Most children attend a local playgroup, which works closely with reception staff on planning activities and sharing information. Before starting school children attend two sessions a week in the reception/Key Stage 1 class, and join in activities. This is a positive introduction to the school for each child. As a result of this good practice children are integrated into the class and quickly understand the school and class expectations.

71. This arrangement also provides many good opportunities for the teachers to provide informal assessment of individual competence. With the completion of the entry assessment teachers gain considerable information to support planning for each child.

72. The educational opportunities provided for the children under five are unsatisfactory. There is no policy nor a curriculum planned to the Desirable Learning Outcomes. Tasks are planned for all children to aspects of the National Curriculum.

79. Personal and social development

73. Suitable opportunities are provided for children to develop confidence and become independent. They change their clothing independently for physical education activities. They participate in sharing resources in a small group and select activities within the classroom and initiate their own ideas, such as in the role-play and book areas.

Language and literacy

74. Many opportunities are provided for children to talk about their activities, individually to teachers and within the whole-class discussion times. They are encouraged to share their thoughts and ideas. There is satisfactory provision of books and language resources to develop skills in reading and writing. Teachers and support staffs emphasise the development of children's speaking and listening skills and systematically introduce children to letters, sounds and book skills. They provide many opportunities for independent writing and teach handwriting skills.

81. Mathematics

75. Many opportunities are provided for children to count, recognise and understand numbers to ten. There are many resources to support learning and the vocabulary of mathematics; role-play, shopping activities, construction kits, sand and water play and simple computer games.

Knowledge and understanding of the world

76. Provision is made for children to gain knowledge and understanding of the world through a range of interesting topic activities about themselves and their family, their local environment and a range of creative activities. Children make music and explore painting and craft materials, including needlework. They are encouraged to design and make with paper and card, such as moving pictures and models.

Physical development

77. There are many opportunities for children to develop fine motor control with learning resources such as construction kits, materials and tools for art and craft and board games.

78. There is a secure outside playground beside the classroom, marked for play activities and games. However, there is no specially designated area, outside play equipment or climbing and balancing apparatus for the children under five.

Creative development

79. There is satisfactory provision of creative activities. There are a variety of art materials to develop skills and competence scissors, glue, paint, collage materials and crayons. There are opportunities to play and listen to a range of musical instruments and to join in singing. The role-play area is changed regularly from a home, to a shop, to a doctor's surgery to provide for imaginative and dramatic play.

86. ENGLISH, MATHEMATICS AND SCIENCE

86. English

80. Inspection evidence indicates that standards of attainment are in line to be average overall at the end of both key stages. The results of the 1998 national tests showed pupils at the end of Key Stage 2 achieving average standards in writing at the expected Level 2, but the percentage of pupils achieving higher levels was below average. In reading the percentage of pupils that achieved Level 2 or above was well below the national average. In the Key Stage 2 test results the percentage of pupils attaining the expected Level 4 was close to the national average but the percentage of pupils attaining the higher Level 5 or above was below the national average. Although comparisons between results from one year to the next are unreliable due to the small number of pupils at the school who take the tests each year, the 1999 test results indicate an improvement. In 1998, of the eight pupils in Year 6 who took the tests, three pupils were on the school's register for special educational needs, two of whom had Statements of Special Educational Need. This may explain, to some extent, the results achieved. Additionally the school has improved its approach to the teaching of spelling and reading, placing greater emphasis on the use of phonics. The implementation of the National Literacy Strategy has also had a positive impact upon pupils' attainment.

81. Pupils' attainment upon entry to compulsory schooling is above average. Most have an appropriate vocabulary, and some express themselves well. Pupils listen attentively in lessons developing

and extending their vocabulary through discussion, reviewing their work and storytelling. By the end of Key Stage 1 nearly all pupils speak confidently and enjoy discussing their work with adults and each other. These skills are effectively built upon in Key Stage 2. Pupils answer questions sensibly, often conveying their opinions with assurance. They carefully prepare and present talks to the whole class on topics they have selected.

82. At the end of both key stages, pupils' attainment in reading is average and progress is satisfactory. By the end of Key Stage 1, their reading shows understanding and is generally accurate, although this sometimes lacks expression. Pupils use more than one strategy to attack unfamiliar words, and use phonic clues effectively, often blending letters together. They enjoy books and talk about the plot and characters in stories they read both at school and at home. By the end of Key Stage 2, many pupils are reading confidently, although their capacity to associate sounds with letters or groups of letters to read unfamiliar words is underdeveloped. They use their skills effectively to research other areas of the curriculum, using contents' pages and indices competently. Most understand the reference system used in the non-fiction library, and many use the local public library regularly. Pupils discuss their preferences in fiction and they understand how characterisation affects the plot of stories read. Throughout the school, nearly all pupils read at home regularly, and their parents' support makes a significant contribution to their learning.

83. At the end of Key Stage 1 attainment in writing is average. Progress is satisfactory overall. The youngest pupils learn to write by tracing over their teacher's writing and by copying beneath. They learn to spell simple words accurately and sometimes construct simple sentences. Many recognise that in some words that contain the same sound pairs of letters, such as 'ea' and 'ee', these change the spelling. Handwriting is taught systematically and early in the key stage pupils learn to add 'flicks' to their letters to enable a joined handwriting style to be developed later, and by the end of the key stage many are writing in a neatly joined style. Simple punctuation such as capital letters and full stops are used. They begin to write for different purposes. At Key Stage 2 pupils build on these skills as they write for a range of audiences and pupils demonstrate an increasing ability to adapt their writing style to match its purpose, for example when writing letters. They apply their skills to other areas of the curriculum, such as history and religious education where they write accounts of stories and past events. Some of this work is written at length and in good detail. Spelling develops through regular practice and although many frequently used simple words are spelt accurately, more complex words are often incorrect or not phonetically justifiable. Pupils understand and use basic punctuation such as full stops and capital letters when this is the focus of the task. However, in creative writing they are less diligent in punctuating their work. By the end of the key stage, many pupils write well-sequenced stories, poems and accounts in adequate detail. They regularly write reviews of books they have read. A neat, joined handwriting style is developed. They draft and redraft their work to further improve it, but limited use is made of word-processing programs to support this. As part of the National Literacy Strategy they explore texts to learn how authors set the scene by using important small details. Higher attaining pupils use direct speech effectively in their work and at times use a vivid vocabulary in their work.

84. Pupils systematically build upon previous skills in speaking and listening and reading. When speaking they consider the vocabulary they use, gradually using more complex sentences. Pupils' progress in writing is improving through carefully focussed teaching, particularly in spelling and the structured teaching of phonics. This is also improving pupils' fluency when reading. Their ability to draw inferences from the books and stories they read steadily improves. Lower attaining pupils and those who have special educational needs make sound progress when supported appropriately.

85. Pupils generally enjoy their lessons and many work hard to please their teachers. However, a few, older, Key Stage 2 pupils have not developed the necessary good work habits that enable good progress to be made. Nevertheless, their teachers swiftly intervene to bring their attention back to their work. Most pupils take pride in their achievements and are eager to share their successes with teachers and each other. Pupils develop good co-operative skills, sharing resources and ideas with each other.

86. The quality of teaching ranges from unsatisfactory to good, and is satisfactory overall. In the most successful lessons, clear success criteria and learning targets make a positive impact upon pupils' attainment and progress. Good relationships have been established, and teachers use praise effectively to encourage pupils. Teachers are generally secure in their subject knowledge and are sensitive to the needs of their pupils, planning work appropriately for them. However, where teaching is unsatisfactory planning does not take sufficient account of the varying abilities of pupils and the pace is often too slow. Expectations vary between teachers, in some classes a clear commitment to high expectations is apparent, but in others low expectations of pupils inhibits progress, especially for higher attaining pupils. Teachers manage their pupils well. In the most effective lessons, the purpose of tasks is made clear to the pupils and their success at achieving these was reviewed at the end of the session. Most lessons are well structured, however, in one lesson observed disorganisation and erratic pace inhibited pupils' progress. On occasions pupils are left too long without teacher intervention, with some pupils waiting for further instructions as they have completed tasks, other pupils with less well-developed work habits waste time. Teachers ensure that learning support assistants are well briefed about what is required, and the purpose to activities. They are deployed effectively. Homework is used appropriately to support pupils' reading and spelling and parents make a good contribution to the progress made by pupils through the support they give in this.

87. The subject is managed well, and the co-ordinator offers her colleagues effective support. The school's policy is clear and the school uses the National Literacy Strategy guidelines and other materials to support teachers when planning. The curriculum is monitored appropriately through reviews of planning and pupils' work. A successful start has been made to the implementation of the National Literacy Strategy, although group-reading activities at Key Stage 2 are not yet fully effective. The headteacher, literacy co-ordinator and governor undertook appropriate training and this has been shared with other colleagues. The co-ordinator has observed all colleagues delivering the National Literacy Strategy and governors have also visited all classes to observe the strategy in action. Short-term planning for literacy is satisfactory, and in most classes the different elements of the strategy are clearly identified. Assessment and recording procedures are good. Pupils have their own individual portfolios in which they store examples of their best work. Some of this work is clearly annotated by teachers. Resources for the subject are generally adequate and accessible; the school has recently improved the range of big non-fiction books and associated group-reading books to enable the implementation of the National Literacy Strategy. The library is well organised, but its location in the lower part of the school makes it difficult for older pupils to use it to support their work.

94. **Mathematics**

88. In the 1998 National Curriculum tests, seven year old pupils attained standards that were below the national average and well below in comparison with similar schools. These results were similar to those achieved in the previous two years. The performance of boys in these years was close to the national average; the performance of girls was below. In the 1998 National Curriculum

tests for 11 year olds, standards were well below the national average and well below the average in comparison with similar schools. The performance of boys was very low whereas the performance of girls was close to the national average.

89. The 1998 results show a fall in standards from the previous year, however they are similar to results for 1996. Small numbers of pupils for these statistics cause considerable year to year variation and care should be taken when comparing results. The 1999 test results show an improvement and, from the scrutiny of pupils' workbooks and lesson observations, inspection evidence indicates that pupils' attainment is on target to be in line with national averages by the end of both key stages. These standards are similar to those reported at the last inspection.

90. At Key Stage 1 pupils develop an understanding of number, shape and measures. By the end of the key stage pupils are familiar with number bonds to 20 and recognise odd and even numbers. They can count confidently in twos, fives and tens. They add and subtract two digit numbers accurately with the support of cubes and digit cards. In playing number games they use appropriate mathematical language such as 'longer than', 'short edge', 'plus', 'minus' and 'equals'. They record the date and some times on a clock face. They recognise coins and are beginning to understand how to add money and give change from 10p. They draw and discuss the number of sides and corners of some two-dimensional shapes. Limited evidence is available of pupils being able to record information in simple diagrammatic or graphical form.

91. By the end of Key Stage 2 pupils have acquired satisfactory strategies for mental number problems. They use a calculator appropriately. They consolidate their understanding of addition, subtraction and multiplication, although place value with large numbers is challenging for many pupils. More than half the pupils at the end of the key stage can correctly express proportions as fractions, percentages or decimals. They can recognise two-dimensional and three-dimensional shapes and develop an understanding of angles and degrees to measure rotation. However, experiences are limited for pupils to understand and use measures or to access, collate, interpret and record data using the computer.

92. Overall most pupils, including those with special educational needs, make satisfactory progress throughout both key stages. Younger pupils develop a good understanding of numeracy across the curriculum through such activities as playing with money in the role-play area as a shop, using relevant measuring containers in the sand and water and participating in group games with shapes. Older pupils develop an understanding of probability and learn how to discuss simple events using appropriate vocabulary, 'certain', 'likely', 'unlikely', 'impossible'. However, the more able pupils at both key stages are not always sufficiently challenged to apply their mathematical knowledge and understanding to a variety of real life situations and within the subject itself.

93. Pupils have positive attitudes to mathematics and enjoy the structure of the National Numeracy Strategy. They contribute enthusiastically to the mental mathematics session and the more able pupils appreciate the fast pace expected. Pupils readily participate in discussion about the mental strategies they use.

94. The teaching of mathematics is sound at both key stages. Teachers use appropriate questioning to develop pupils' knowledge and understanding. They plan and organise effective lessons and group activities and explain tasks clearly to their pupils. Teachers encourage pupils to use appropriate mathematical vocabulary, for example when describing different degrees of probability. However, at times the pace of lessons is too slow for the more able pupils. Teachers demonstrate a good understanding of the National Numeracy Strategy in their

planning.

95.The mathematics policy, the National Numeracy Strategy, commercial scheme workbooks and a satisfactory range of resources ensure the curriculum provided addresses the National Curriculum Programmes of Study at both key stages. Marking of pupils' work is adequate. However, this usually indicates whether an answer is right or wrong and limited use is made of evaluative comments or of setting targets to raise standards. Regular assessment procedures are in place and the progress of pupils is monitored. The results of the assessment tests are used to inform and modify planning appropriately. Homework is used effectively in Key Stage 2 to improve pupils' skills in numeracy.

96.The co-ordinator supports colleagues and has identified areas for development and has recently focussed on data handling to raise standards.

97.Resources for mathematics are satisfactory and in good condition. A wide range of counting, shape and measure apparatus is available for both key stages. However, computer programs are limited, particularly at Key Stage 2.

104. **Science**

98.In the 1998 National Curriculum teacher assessment, the results for the seven year old pupils was below the national average and well below the average for similar schools. In the 1998 National Curriculum tests for 11 year old pupils, the number of pupils who attained the national average, Level 4, was close to the national average but the number achieving the higher Level 5 was well below that found nationally. The results were well below the average for similar schools with pupils from similar backgrounds. The performance was also well below the national average considering the figures for the last three years.

99.Although no lessons were seen in Key Stage 1 and only two lessons in Key Stage 2, from discussion with pupils and the scrutiny of workbooks the inspection evidence indicates that pupils at the end of both key stages attain satisfactory standards. This is similar to that found at the last inspection, and better than that indicated in the results for 1998.

100.Pupils at the end of Key Stage 1 are developing a sound knowledge of growing things and are beginning to understand the needs of plants and animals during their life cycles. They know about different types of materials. They record their observations using some scientific language and draw simple annotated diagrams. However, there is limited evidence of pupils recording their scientific findings in a variety of ways.

101.At the end of Key Stage 2 pupils have a good understanding of the care of their bodies, the need for healthy eating and the effects of drugs, alcohol and cigarettes on health. They use the nutritional information labels on food to make sensible judgements for a balanced diet. They know how to draw and make a simple electric circuit, and are able to fit a single circuit into a model house. They have a sound knowledge of many natural and man-made materials and complete investigations into their properties, such as the testing of permeable materials. They know about temporary and permanent change in substances by investigating, soluble and insoluble substances in water.

102.Pupils do not fully understand how to conduct a fair test, but are beginning to predict and evaluate their results. However, there is limited evidence of detailed observations, comparison of results and varying means of presentation. There is no evidence of collating databases on the

computer.

103. Progress is satisfactory overall at both key stages. Pupils are encouraged to be more specific in observing and recording of investigations at Key Stage 1. The oldest pupils understand about classification and are beginning to apply their scientific knowledge, as when they use their knowledge of a balanced diet to discuss the amount of fat and sugar in a selection of processed foods. However, the older higher attaining pupils are sometimes under challenged and do not make the progress of which they are capable.

104. All pupils enjoy science and they listen and contribute well to class and group discussion. They work together sensibly in small groups and share resources. At times the older pupils lack focus during practical activities. Pupils' work is neatly presented in their workbooks.

105. The quality of teaching is satisfactory and teachers have a sound knowledge of the subject. The medium-term plans support the coverage of the aspects in science and good use is made of the Qualifications and Curriculum Authority's documentation. However, learning objectives for lessons are not always specific and expectations and pace for the more able pupils are not sufficiently high. Management of pupils is generally satisfactory and good use is made of resources. Teachers provide an adequate range of reference books to support learning and use the school grounds extensively as a valuable resource for growing things, for pond investigations and to develop the pupils' knowledge of, and a sensitivity to, the environment.

106. Assessment procedures are satisfactory and constructive links are made between subjects to inform future planning and to consolidate the pupils' knowledge and understanding, such as when decimal and numerical place value recognition was quickly revised before the investigation of nutrition labels.

107. The co-ordinator supports colleagues, monitors planning and assessment and maintains a careful audit of resources. Recent attention has been given to the analyses of the pupils' test papers to identify areas for curriculum development. Results of this are being addressed to raise standards.

114. **OTHER SUBJECTS OR COURSES**

114. **Information technology**

108. Attainment at the end of both key stages is below national expectations and pupils make unsatisfactory progress. By the end of Key Stage 1 although pupils have suitable confidence when using computers, they have limited ability to generate their own ideas through tables or pictures, or retrieve, process and display information. Other activities, such as working simple control and word processing programs help to increase the speed of pupils' responses and develop keyboard skills. However, they do not challenge pupils sufficiently for progress to be maintained. In Key Stage 2 some pupils develop their word processing skills, and by the time they leave the school are able to change the font style or size of print. However, pupils' use of control and data-handling programs is limited and pupils' abilities to use information technology to organise and present ideas are unsatisfactory.

109. Although teachers try hard to ensure pupils have access to computers, many of the machines installed in classrooms are unreliable and frequently it is not possible for these to be used. This lack of reliable equipment has had a direct, adverse impact on pupils' attainment and progress. Pupils do not receive enough direct teaching to improve their skills. No direct teaching of information technology was observed during the inspection and therefore no secure judgement can be made on the quality of teaching.

110. On the few occasions it was possible to observe pupils working with computers, their attitudes to information technology were positive. They co-operate well when working in pairs or small groups and handle machines carefully.

111. The requirements of the National Curriculum are not met. The school recognises the need for improvement in the subject and has a clear plan for further development, which will include connection to the Internet. The school has already adopted some aspects of the Qualifications and Curriculum Authority's guidance for information technology. Assessment and recording for this subject lacks sufficient rigour to ensure that all pupils make steady progress. Commitment from the school to improve resources and to ensure equal opportunities for all pupils to use the available equipment provides a foundation for the school to raise standards.

118. **Religious education**

112. By the end of both key stages, standards in religious education are in line with those expected in the locally agreed syllabus. Although religious education is regularly taught throughout the school, due to the constraints of the timetable during the three days of the inspection judgements are based on one lesson observed and examination of work previously completed by pupils.

113. At Key Stage 1 pupils understand that they are unique individuals and that they belong to different groups, such as friends, family and church. Through Bible stories pupils learn about the life of Jesus and the basis of Christianity. As part of their studies on journeys they learn stories from the Old Testament, such as Joseph's flight to Egypt. They learn how different religions celebrate special occasions such as marriage. Messages from religious education are reinforced effectively in assemblies.

114. Older pupils at Key Stage 2 have a sound understanding of basic Christianity. They consider the work of people of faith such as William Booth, Martin Luther King and Dr Barnado. They learn stories such as those of Ruth, Elijah, Nebuchadnezzar and David from the Old Testament and reflect upon the nature of God. In their studies of Hinduism they learn about major festivals and deities, such as Ganesh.

115. Insufficient lessons were observed to make secure judgements on the quality of teaching or pupils' responses to religious education. Since the last inspection the policy has been reviewed and now complies with the requirements of the locally agreed syllabus. Resources are satisfactory.

122. **Art**

116. At the end of Key Stage 2, attainment in art is similar to that found in most primary school and pupils make satisfactory progress. Although art is regularly taught throughout the school, due to the constraints of the timetable during the three days of the inspection judgements are based on examination of work previously completed by pupils. Insufficient evidence was available to make a secure judgement on pupils' attainment or progress at Key Stage 1.

117. Pupils explore drawing techniques using a range of materials including pencil, crayon and pastel and make sensitive drawings of natural forms and still life. By the age of 11 many pupils have developed sound drawing skills particularly in linear work, for example when drawing cross sections of fruit, but their use of shade and tone is less well developed. They know that various effects are achieved by using different grades of pencils. Pupils learn a range of techniques in paint handling, for example using stippling, splattering and dribbling paint to achieve different effects. Older pupils develop a good sense of perspective and demonstrate a sensitive handling of colour when painting landscapes. Additionally, pupils explore the effects that can be achieved when using a range of media, such as tissue paper, paint and seeds, in the same piece of work. Some pleasing work is produced in response to the work of established artists such as Monet, and artistic movements such as Cubism.

118. As no lessons in art were observed during the inspection it is not possible to make secure judgements on the quality of teaching or pupils' response to art.

119. The policy and scheme of work for art is appropriate and is due to be reviewed in the light of the revised National Curriculum. Work is planned to develop art skills that build upon previous learning. Sufficient resources are available; these are well organised and accessibly stored.

126. **Design and technology**

120. No lessons were seen at Key Stage 1 and only one lesson at Key Stage 2. Judgements are made after discussion with staff, from photographs around the school, and scrutiny of pupils' work.

121. By the end of both key stages, pupils attain standards in line with those expected. Pupils of all abilities make satisfactory progress throughout the school. They understand the design process by making a variety of their own designs, such as a working paper picture, masks and moving models.

122. At Key Stage 1 pupils are given activities and experiences with a range of materials. They are developing a satisfactory understanding of design and the way products are made. Pupils apply their knowledge and skills from art and mathematics to design and make. They complete models with construction kits, various sorts of collage, design and sew their name on material and use paper for cutting and folding activities. They demonstrate sound skills in cutting, joining and gluing a variety of materials. They record the materials they use for their design and any changes they make during the making process.

123. Pupils at Key Stage 2 undertake many practical tasks in which they develop and practice their design skills. They construct moving cardboard models, paper towers and bridges that can bear weights; model houses containing a simple electric circuit and items linked to other curriculum topics. These include creating healthy sandwiches during science, and designing Joseph's multicolour coat as part of a religious education lesson.

124. Pupils record their design process well and evaluate their problems and future improvements. They have a good understanding of safety matters and use appropriate vocabulary when talking about their models. However, the areas of knowledge and understanding about products, how designs function and the effectiveness of the product are underdeveloped.

125. The co-ordinator provides support for colleagues on an informal basis. Planning at both key stages is satisfactory with support of the Qualifications and Curriculum Authority's documents. There is a wide range of materials, suitably stored and accessible to teachers and pupils as required.

132. **Geography**

126. Only one lesson of geography was seen during the inspection. Judgements are made after talking with pupils and teachers and observing a range of pupils' workbooks. From these, standards are judged to be similar to those normally found for pupils at the end of both key stages and all pupils make sound progress.

127. Pupils at the end of Key Stage 1 are beginning to understand the purpose of map work. They talk well about their own route to school and how to represent it on a plan and simple map. They are developing a sound knowledge about features in the local environment. They record the weather and describe characteristics of the seasons. They are becoming familiar with the different types of work undertaken by people in the school community and in their village, the local area and the nearest town. They visit a farm and supermarket as part of their studies of how people live, work and use the land.

128. At Key Stage 2 pupils are gaining a sound knowledge of different countries through their topics. Pupils talk with knowledge and understanding about a village in India that they study and contrast with their own village. They know how to record weather using simple instruments. Pupils understand how weather effects the way people live and work through studying the lives of people in desert and polar regions. They use atlases and local maps to find out about river systems, and details of their local area. They are familiar with the physical geography of their county and talk with a sensitive understanding about the conservation of their local countryside, pollution and recycling to maintain natural resources.

129. Pupils enjoy geography and talk enthusiastically and with sound knowledge and understanding about the visits they make to support the topics, particularly the residential field trip to Bristol that is made at the end of Key Stage 2.

130. Teachers' topic plans are satisfactory and cross-curricular links are constructively used. Walks around the local area provide opportunities to develop the pupils' history and geography skills, while study of the River Nile is part of the topic about Ancient Egypt. Full use is made of the Qualifications and Curriculum Authority's documents for planning. The co-ordinator has informal planning discussions with colleagues and monitors plans and samples of the pupils' work. Teachers keep appropriate record of the pupils' achievements.

131. There are sufficient resources to support the curriculum with materials from the museum and library loans service when required.

138. **History**

132. Only one lesson was seen at each key stage, and judgements are made from a scrutiny of work and discussion with teachers and pupils. From these, standards are in line with those normally found for pupils at the end of both key stages.

133. Pupils at the end of Key Stage 1 are beginning to understand about time past and change. They talk enthusiastically about the different types of toys their grandparents played with and compare these with their own toys. They develop skills in observation of artefacts, photographs and buildings, and can tell about how life was in their village many years ago. They are able to

write a short factual report about why some people are famous, such as Helen Keller and Neil Armstrong. They are beginning to use a range of reference books to support their enquiry about historical topics, such as the British royal family.

134. At the end of Key Stage 2 pupils are developing a good understanding of the purpose of a time line and are able to put some famous people, events and civilisations into the correct century. They have a good knowledge of the history of the village and the local area and are able to contrast life in the past in Goodleigh with their own lives. They compile detailed observations and annotated drawings of old buildings during structured walks, investigate a range of artefacts as part of topic activities and during visits to places of local historical interest. Their knowledge and understanding of history is enriched by talks from members of the community about the personal experiences and view of events during their own lives, such as in the Second World War.

135. They have a sound understanding of life in ancient Egypt, during the time of the Tudors and aspects of Britain since 1930. They talk about differences between life today and Victorian times. Pupils use reference books to find out about their historical topics and are beginning to develop appropriate research skills.

136. From the evidence available the pupils make sound progress at both key stages in their understanding of past times and cultures and how these have influenced modern times. However, the older and more able pupils are not always sufficiently challenged.

137. Pupils enjoy history and talk enthusiastically about the topics they have studied. They work well together on activities and in group discussions. Their recorded work is well presented.

138. Teachers have a sound knowledge of the topics they plan with the support of the Qualifications and Curriculum Authority's history document. Teachers keep records of the tasks completed and the pupils' understanding. This is used for planning. The co-ordinator gives informal support to colleagues and monitors a selection of pupils' books for standards and appropriate coverage of the Programmes of Study.

139. There are sufficient school resources to support the topics, with the addition of those provided by parents, local museums and resource centres.

146.

146. **Music**

140. Attainment in music is above that normally expected at the end of both key stages. In assemblies and hymn practice pupils sing well and tunefully. The whole school sings together in rounds and two-part harmony successfully. Good regard is paid to tempo and dynamics. Diction is also good.

141. Key Stage 1 pupils demonstrate enthusiasm for their 'musical journey', following the migration of swallows. They compose their own sounds to evoke differing climatic regions and demonstrate good control and technique when playing percussion instruments. They follow their own simple, graphic notation and play at the right times. Key Stage 2 pupils copy and clap repeating patterns accurately. They also clap out patterns reading traditional notation. Pupils are developing a good sense of timing, and recognise the importance of rests in music. They compose their own short pieces of music and use simple notation to record these. When playing percussion instruments most pupils demonstrate good techniques, producing a range of sounds from one instrument. Pupils' higher attainment is supported by tuition received in the extra-curricular activities provided, by playing the recorder or learning to play other instruments, such

as the clarinet.

142. Pupils make satisfactory progress in singing and good progress in other aspects of the subject. Progress is related to the quality of the teaching and the time available to develop pupils' knowledge, skills and understanding. Pupils' knowledge of, and confidence using, technical vocabulary is suitably developed as they progress through the school.

143. Pupils respond well in lessons, and although most enjoy singing in hymn practice sessions, a few, older, boys respond less enthusiastically. Pupils generally organise themselves well, and are sensible when handling instruments. Many older pupils discuss their work with each other well, evaluating performance and suggesting points for further improvement.

144. The overall quality of teaching is good within the range from sound to good. Teachers' subject knowledge is secure. Many lessons are supported by recorded broadcasts that ensure ample opportunities are provided for pupils to appraise music from a range of cultures. Lessons are well structured to include elements of performing, listening and appraising. Teachers use their own voices well to aid their teaching. Expectations are suitably high.

145. Pupils' involvement in extra-curricular music clearly supports their higher attainment and good progress. A high number of pupils take advantage of this provision. The school has a tradition of taking part in a local music festival, along with other neighbouring schools. Involvement in these is especially supportive of pupils' social development, contributing well to the raising of pupils' self-esteem. Leadership and management of the subject are good. The co-ordinator has very good expertise in the subject and supports her colleagues. The policy for music has been revised recently and an appropriate programme of work is planned to ensure progress is maintained in the mixed age classes. Resources for the subject are satisfactory.

152. **Physical education**

146. Only lesson in physical education was observed in each key stage during the inspection, and consequently a secure judgement on attainment and progress cannot be made. Nevertheless, from the lessons observed attainment in games' skills is indicated to be at least in line with those expected for the age of pupils. Whilst swimming was not observed during the inspection, at the end of Key Stage 2 the majority of pupils can swim at least 25 metres and are confident in the water by the time they leave the school.

147. Early in Key Stage 1, pupils run with good control and use space well when skipping and hopping. They generally handle beanbags and balls confidently; many using a bat and ball competently. By the end of the key stage, pupils are beginning to understand the importance of warming-up before exercise. Key Stage 2 pupils demonstrate suitable body control. They stop, move and increase speed and pace efficiently. They demonstrate a growing understanding of strategy in competitive ball games, dodging, intercepting and defending well. Catching skills are more variable, with some pupils demonstrating weak hand to eye co-ordination. Most pupils have appropriate stamina and maintain activity throughout the lesson. Pupils are aware of the importance of rules and of teamwork. Progress observed in lessons was sound, particularly where teachers used pupils' demonstrations to draw attention to the skills to be developed.

148. In those lessons observed pupils' attitudes to learning were satisfactory. They sometimes work too noisily and this has a detrimental affect on their learning, as the pace of the lesson slows. A few pupils misbehave by not listening to instructions and not following established routines. When fully engaged in tasks the majority of pupils work well and are very co-operative when working with a partner or within a group.

149. Not enough lessons were observed to make a secure judgement on the quality of teaching.

150. Extra-curricular activities, such as football, provide pupils with valuable opportunities to extend their skills. These activities are supported well by parents; both by coaching the pupils and providing transport for inter-school matches.

151. Resources are generally satisfactory. However, the school uses the local village hall for indoor physical activities and no storage facilities are available for gymnastics equipment. It is planned that the facilities at local secondary school will be used to ensure that pupils have appropriate opportunities to develop skills in this aspect. Additionally the school field is at some distance from the school and considerable curriculum time is used walking to this and to the village hall for lessons.

158. **PART C: INSPECTION DATA**

158. **SUMMARY OF INSPECTION EVIDENCE**

152. The inspection team of three inspectors, one of whom was a lay inspector, was in school for a total of seven inspector days. During the inspection 67 observations were made, including observations of 28 lessons or parts of lessons, some registrations, assemblies, lunchtimes and breaktimes.

153. Time spent on lessons, work scrutiny and interviews with pupils, teachers, governors and others who work at the school was a total of 39.3 hours.

154. Inspectors heard many pupils read, examined their mathematical knowledge and understanding, and talked to them about their work. Samples of pupils' work were inspected in all classes. The policy documents, teachers' planning files, pupils' records, reports, attendance registers and the school development plan and budget figures were examined.

155. Discussions were held with the headteacher, members of staff, the Chair of Governors and other governors. Twelve parents attended a meeting with the reporting inspector and discussed their views of the school, and 22 parents returned a questionnaire expressing their views on the education provided by the school.

162. **DATA AND INDICATORS**

163. **Pupil data**

163.

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	74	2	25	4

163. **Teachers and classes**

164. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	3.3
Number of pupils per qualified teacher:	22.4

165. **Education support staff (YR - Y6)**

-

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

2
29.3

166. **Average class size**

Average class size: 24.6

167. **Financial data**

Financial year: 1998 - 1999

	£
Total income	137,510
Total expenditure	138,325
Expenditure per pupil	1,844
Balance brought forward from previous year	7,822
Balance carried forward to next year	7,007

168. **PARENTAL SURVEY**

Number of questionnaires sent out: 74
 Number of questionnaires returned: 22

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	50	50	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	55	0	0	0
The school handles complaints from parents well	15	55	25	5	0
The school gives me a clear understanding of what is taught	23	64	5	9	0
The school keeps me well informed about my child(ren)'s progress	18	50	18	9	5
The school enables my child(ren) to achieve a good standard of work	15	60	20	5	0
The school encourages children to get involved in more than just their daily lessons	27	59	5	9	0
I am satisfied with the work that my child(ren) is/are expected to do at home	9	50	18	23	0
The school's values and attitudes have a positive effect on my child(ren)	23	68	9	0	0
The school achieves high standards of good behaviour	19	71	10	0	0
My child(ren) like(s) their school	45	55	0	5	0

168.