

## INSPECTION REPORT

**FREMINGTON COMMUNITY PRIMARY AND  
NURSERY SCHOOL**

Barnstaple

LEA area: Devon

Unique reference number: 113149

Headteacher: Mr PW Cloke

Reporting inspector: Dr T Simpson  
[10428]

Dates of inspection: 7<sup>th</sup> to 11<sup>th</sup> February 2000

Inspection number: 188992

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant, Junior and nursery

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Beechfield Road  
Fremington  
Barnstaple  
Devon  
Postcode: EX31 3DD

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Appropriate authority: The Governing Body

Name of chair of governors: Mr A Harness

Date of previous inspection: June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr T Simpson	Registered inspector	Science	Results and achievements Teaching Management and efficiency
Mrs G Osment	Lay inspector		Attitudes, values and personal development The school's links with the community Provision for spiritual, moral, social and cultural development Support and guidance Partnership with parents
Mrs V Emery	Team inspector	Design and technology Physical education Provision for under fives Special educational needs	Learning opportunities
Mrs H Moorhead	Team inspector	Mathematics Geography Music Equal opportunities	Assessment
Mr J Roseaman	Team inspector	English Art History Religious education	
Mr D Tompkins	Team inspector	Information technology	Resources

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Fremington is a bigger than average primary school serving a large village near the North Devon town of Barnstaple. There are 347 pupils on roll, including 67 who are in reception or nursery classes. Of the latter group, 40 are in a designated nursery unit. There are very few pupils from ethnic minority groups. Pupils enter the school with a range of attainment – but overall this is average. About 20% of pupils are on the register of special educational needs, which is about average. The number of pupils with statements of special educational needs, however, is above average. The percentage of pupils entitled to free school meals is below the national average.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. Standards are above average at the end of Key Stage 1 and average at the end of Key Stage 2. Pupils' rates of learning are satisfactory and most make sound progress as they proceed through the school. They are well supported by staff, have positive attitudes and behave well. Provision for spiritual, moral and cultural development is good. Teaching is good or very good in over a half of all lessons. The headteacher has a strong vision for taking the school forward and a series of strategies for further improving standards have been put in place. Governors are supportive and have a clear view of the school's strengths and weaknesses. Good improvement has been made since the last inspection. Income is around average and the school provides good value for money. Stringent targets have been set for further improving literacy and numeracy and these are on course to being met.

#### **What the school does well**

- Teaching is good.
- There is good leadership and management
- There are above average standards at Key Stage 1
- There is good provision for pupils with special educational needs
- Provision for the foundation curriculum is good
- Links with the community and partner institutions are good
- Extra curricular activity is good

#### **What could be improved**

- The school's provision for information technology
- The use of assessment information to guide the work that pupils are provided with in lessons

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1996. Since then it has made good progress in addressing most of the issues raised. Standards in literacy and numeracy at Key Stage 1 have improved and standards at Key Stage 2 are currently improving. The school is on course to meet its targets. Subject co-ordination weaknesses have been largely resolved. Teaching – in particular the quality of short term planning – is now better. The school now makes pupils more aware of other cultures and planning structures overall are now more effective. There is some analysis of cost effectiveness. The school has not managed to keep pace with the demands and changes in information technology since the last inspection and standards in this subject have declined. Standards in music at the end of Key Stage 2 and in physical education throughout the school have improved. There has been less emphasis on design and technology since the last inspection, with the result that standards are not now so high.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	C	D	E	well above average    A above average        B average                    C below average          D well below average    E
Mathematics	D	B	D	E	
Science	C	C	D	E	

This indicates that in the 1999 tests of eleven year olds, results in all three subjects were below the national average. They were well below average in comparison with similar schools. However, results vary from year to year. In 1998, for example, they were average in English and science and above average in mathematics. The school has recognised weaknesses in results at the end of Key Stage 2 – particularly in English. It has set stringent targets and has put in place a range of strategies to rectify the weaknesses. It is the judgement of the inspection team that these strategies are already proving successful and that standards in English and mathematics are currently above average at the end of Key Stage 1 and around average at the end of Key Stage 2. Standards in science are broadly average at the end of both key stages. There are particular strengths in the standards being achieved in art and physical education, but standards in information technology are unsatisfactory throughout the school. The school's trend of improvement in end of Key Stage 2 assessment results over recent years is broadly in line with the national trend. Pupils' overall achievement is good at Key Stage 1 and satisfactory at Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – pupils are enthusiastic about the school.
Behaviour, in and out of classrooms	Mostly good – there is occasionally misbehaviour in a rare lesson.
Personal development and relationships	Satisfactory – relationships are good, but there are not enough opportunities for pupils to take responsibility or use their initiative, except in the Nursery.
Attendance	Satisfactory – unauthorised absence is below average.

Pupils throughout the school respond well in lessons and have good attitudes towards their work. They are keen to please and want to learn. Most respect and follow the school's expectations on behaviour. Relationships at all levels are good.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good



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

Teaching is at least satisfactory in most lessons. It is good or better in over fifty per cent and very good in about five per cent. Just over three per cent of lessons are less than satisfactory. Literacy is taught well and the teaching of numeracy is satisfactory. Teachers plan well and the methods they use are suitably varied. They have a good knowledge and understanding of what they are teaching which contributes positively to pupils' acquisition of new knowledge and skills. Expectations are appropriate overall and sometimes high – with questioning being a particular strength – but work set is sometimes not finely enough matched to the level of different groups of pupils in a class, and this detracts from the effective learning of some. Discipline is mostly good and in some lessons the enthusiasm of the teacher inspires the pupils to want to learn. The school does not have a coherent approach to homework.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum covers all required areas – but there are significant imbalances within information technology and provision for this subject does not meet statutory requirements. The provision of extra curricular activities is very good.
Provision for pupils with special educational needs	Good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good; there are high quality assemblies and provision for spiritual, moral and cultural development is good.
How well the school cares for its pupils	A range of appropriate assessment procedures is in place but there is inconsistency in record keeping and the results of assessment are not used enough to inform planning; staff know and care for the pupils well.

The school works well in partnership with parents and most are satisfied with the provision it makes for their children. Although a broad curriculum is provided, there are weaknesses in information technology and the school's provision for this subject fails to meet statutory requirements. Literacy is well delivered. Pupils with special educational needs are well supported and they make good progress in relation to their prior attainment. All pupils are cared for well.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides strong and effective, forward-looking leadership. The deputy has a clear complementary role. Co-ordinators have a good understanding of strengths and weaknesses in their subjects and co-ordinators of key subjects have a well developed monitoring role.
How well the governors fulfil their responsibilities	The governing body is supportive and carries out its statutory responsibilities in a responsible manner. It still has an under developed role in focused monitoring of the curriculum.
The school's evaluation of its performance	Good – the school has evaluated its strengths and areas for further development, and has taken appropriate action.

The strategic use of resources	Resources are mostly used efficiently and the budget is constructed in response to the school's analysis of its needs.
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Resources are satisfactory overall. There are strengths in the resources available for physical education. The accommodation – including the swimming pool – is good and the learning environment is enhanced by a number of good quality displays of pupils' work. The external environment of the school is a valuable resource for learning, which is currently under used and untidy. Overall management is good. The school has carried out some analysis of its cost effectiveness and makes purchases in relation to the best value it can get.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school is approachable.</li> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• The school expects pupils to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• There is not enough information about progress.</li> <li>• Their children do not get the right amount of homework.</li> </ul>

Comments at the parents' meeting and questionnaire returns were mostly very positive about the school. The inspection team agreed with the positive comments. However, it judged that annual reports to parents do not contain enough information about the progress of individual pupils and that the school does not have a coherent approach to homework.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In the 1999 tests of seven year olds, results were well above the national average in reading and mathematics, and above average in writing. Results were the same when compared with those of similar schools. In the teacher assessments of science, pupils reached above average standards in terms of the percentage reaching the expected level 2, but were below average in terms of the percentage reaching the higher level 3. End of Key Stage 1 assessments have shown a steady improvement over the past three years. In the same year's tests of eleven year olds, (SATs), results were below average in all three subjects and well below average in comparison with similar schools. Assessment results, however, can vary from year to year. In 1998, for example, they were average in English and science and above average in mathematics. Taking the four years, 1996 to 1999 together, pupils' performance in mathematics and science was close to the national average, although still slightly below this in English. The trend of improvement in the school's average score for all these subjects was broadly in line with the national trend. Additionally, in 1999 the group of pupils who sat the tests included about one third who were on the school's register of special educational needs. Also nine of the cohort did not start their education at this school. The school has carefully analysed its statutory assessment results and has put in place a series of strategies for improvement at the end of Key Stage 2 – particularly in English. These include 'booster' classes and extra focused support in lessons for specific groups of pupils. It is the judgement of the inspection that these strategies are already having the desired effect and that standards are currently above average at the end of Key Stage 1 and average at the end of Key Stage 2 in both English and mathematics. In science they are broadly average, with a significant proportion of pupils at the end of both key stages achieving higher.
2. Pupils enter Key Stage 1 with broadly average attainment and their rate of progress is satisfactory. However, the rate of progress varies with, for example, most pupils achieving well overall at Key Stage 1 but higher attaining pupils under achieving in some science and mathematics lessons at Key Stage 2. Stringent targets have been set for improving standards in literacy and numeracy and these are on course to being met. There are particular strengths in art and physical education at both key stages, but significant weaknesses in information technology. Standards in religious education reach expected levels at the end of both key stages. Standards in the remaining subjects also reach expected levels throughout the school. Pupils in the Nursery achieve well in their development of personal and social skills and in their knowledge and understanding of the world. By the time they enter Year 1 pupils achieve standards that are as expected. Pupils with special educational needs develop good attitudes to their learning throughout the school and as a result of this make good progress and achieve good standards in relation to their prior attainment. There are no significant differences in the standards reached by boys and girls.
3. Pupils enter the school with varying levels of spoken language. They have regular opportunities for using spoken language purposefully and achieve improved fluency and confidence as they proceed through the school. Teachers keep a firm focus on speaking and listening skills and by the time pupils leave the school, the gains they have made are good. Pupils are also well supported in the early stages of learning to read, and by the end of Key Stage 1 use well established phonic skills and word building strategies to decipher unfamiliar words and obtain meaning. At Key Stage 2, pupils express preferences in reading, respond to nuances in text and begin to understand how language is used figuratively in both poetry and prose. Standards of attainment in numeracy are improving, with number the central focus of most work in mathematics. By the end of Key Stage 1, pupils are beginning to understand place value, with some using numbers up to one hundred confidently. By the end of Key Stage 2, pupils add, subtract, multiply and divide well. A few, however, still use their fingers to help them solve problems. Standards in other areas of mathematics are satisfactory. Pupils at the top end of Key Stage 2, for example, use data handling techniques to interpret graphs. Key Stage 1 pupils use accurate scientific language and make relevant predictions. By the end of

Key Stage 2, most pupils are aware that only one variable at a time should be changed at a time in an investigation.

4. Standards in information technology are unsatisfactory at the end of both key stages. At the end of Key Stage 1 pupils have some idea of text handling. However, they have little knowledge of handling data, controlling a robot or exploring an information technology based model. At the end of Key Stage 2, pupils have some limited ability in handling text and art software but they have no higher order multi-media skills. Religious education has an established place in the school's curriculum. Younger pupils have a good recall of Bible stories and successfully relate these to aspects of their own lives. At Key Stage 2 pupils have a growing spiritual awareness within religious understanding.
5. In art, pupils experience working with a wide range of media at Key Stage 1 and develop key skills systematically. They also improve their own skills through replication of the work of internationally famous artists. At Key Stage 2 pupils successfully continue to develop their skills across a range of techniques – including watercolour and printing. Key Stage 1 pupils successfully use untuned percussion instruments to demonstrate different rhythms. By the end of Key Stage 2 pupils can sing songs in rounds of several parts and successfully discuss aboriginal music. This is an improvement on the findings of the last inspection. In dance lessons, younger pupils make good progress in the development of their control and co-ordination. At Key Stage 2, pupils have well developed ideas of speed and levels and use these sensitively to interpret dance music. There is a particularly good rate of learning in swimming.

#### **Pupils' attitudes, values and personal development**

6. The pupils come to school with good attitudes. Pupils across all year groups enjoy coming to school. They enjoy their schoolwork and want to learn. Pupils are keen to please and many are able to sustain concentration for reasonable periods of time. In a Reception/Year 1 art lesson, for example, the pupils settled quickly to make paper woven patterns and simple collage and they worked well without direct teacher supervision.
7. Overall the pupil's behaviour is good. When teaching is good and lessons are well planned to meet the needs of all, pupils behave well in classrooms. Occasionally, when teaching is unsatisfactory, disruptive behaviour can surface quickly. When this occurs pupils lose concentration and tend to leave work unfinished. This results in a slower pace of work and unsatisfactory learning. The pupils move around the school in a controlled manner and respond readily to the requests and instructions of teachers, class-room assistants and lunchtime supervisors. Pupils are polite and courteous to each other, to teachers and other staff, as well as to visitors. They are trustworthy and show respect for property, treating the resources they use with care. There was one fixed term exclusion from the school during the year prior to the inspection. The school does not use this sanction lightly and operates it using appropriate procedures.
8. The personal development of the pupils is satisfactory. Personal and social development are sensitively integrated into the Early Years curriculum and the children in the Nursery are encouraged to demonstrate self-discipline. Older pupils form good relationships with fellow pupils and adults, built on tolerance for the work, ideas, beliefs and values of others. They work well as individuals or in pairs or small groups. The pupils are kind to each other, take turns and help their classmates. Pupils have few opportunities to use the library for research and they display little capacity for personal study skills using computers in classrooms or setting up their own experiments and investigations. There are also few opportunities provided for pupils to take responsibility in the life of the school.
9. The level of attendance is satisfactory and unauthorised absence is below average.

#### **HOW WELL ARE PUPILS TAUGHT?**

10. Teaching was satisfactory or better in nearly all the lessons seen during the inspection. It was good or better in over fifty per cent and very good in about five per cent. It was less than satisfactory in just over three per cent. There is no significant difference in the quality of teaching overall between the different stages of education in the school and no relative weaknesses in the teaching of specific subjects. There are strengths in the teaching of art, design and technology and physical education. The implementation of the National Literacy and Numeracy Strategies has had a positive effect on the quality of teaching overall and literacy is well taught. The teaching of numeracy is satisfactory. Teaching is now better than it was at the time of the last inspection, as there has been an improvement in the quality of short term planning. No lessons were seen in geography at Key Stage 1 or in information technology at either key stage.
11. Class teachers' plans for pupils with special educational needs are carefully constructed and ensure that work is well matched to pupils' needs. The effectiveness of this planning is supported very well by successful liaison with the special educational needs teacher, who makes regular assessments of pupils' progress and attainment when they are withdrawn from lessons for extra support. Individual education plans contain clear targets and are sufficiently practical for class teachers to implement when support staff are not present.
12. Teachers have a good knowledge and understanding of the aspect of the subject that they are teaching and lessons are well supported by plans, which are frequently detailed. This has a positive effect on pupils' acquisition of skills and knowledge. Basic skills are well taught. Good quality questioning is used effectively to challenge pupils and to stimulate their intellectual development. A good example of this was seen in a Year 5 religious education lesson, when pupils were enabled to develop their own points of view following an extended discussion about a New Testament miracle. Work in some lessons – notably literacy – is well matched to the needs of different pupils within a class. This practice is not universal, however, and in some lessons, including mathematics and science, assessment information is not used to ensure that pupils of different levels of prior attainment are given tasks that are appropriate to their needs. This detracts from the effective learning of some pupils. Teachers successfully employ a range of methods, including whole class, group and individual activities to stimulate pupils and maintain their interest. Teaching methods are satisfactory overall in the Foundation Stage and good at Key Stage 1 and Key Stage 2. Occasionally, as in a Key Stage 1 mathematics lesson, the methods employed are less effective, pupils waste time and the pace of their learning is adversely affected. Management of pupils is mostly good throughout the school. This supports pupils' levels of concentration. In a rare lesson a task set is not challenging enough, pupils are permitted to misbehave and they fail to learn enough. Some on-going assessment is used to dictate the course of a lesson, but the quality of marking is inconsistent. Homework is administered throughout the school but, as yet, there is no coherent approach to this. Resources, including time and support staff are mostly used well.
13. In a particularly successful Key Stage 2 literacy lesson, the introduction was very effective. Challenging language and the good quality reading of a poem inspired the pupils. Independent learning was encouraged through 'gentle' but unobtrusive support of subsequent group activities and pupils made significant gains in their appreciation of poetic form. In a science lesson, also at Key Stage 2, a very relevant introduction ensured that all pupils were fully aware of what they were trying to achieve. Questioning was very focused, while good class management, relevant methods and the enthusiasm of the teacher had a very positive effect on the effort they put in to achieving their investigative goals. A specific strength of a Key Stage 1 dance lesson was also the enthusiasm of the teacher. This, along with her good subject knowledge and understanding, contributed considerably to the successful standards achieved.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

14. A broad curriculum is provided by the school, which includes all National Curriculum subjects and religious education. A good range of practical activities is provided in the Foundation years, covering all the required areas of learning and based on first hand experience. The curriculum for Key Stages 1 and 2 benefits from very good extra curricular provision, extra

literacy support and booster classes at the top end of Key Stage 2. However, the curriculum does not meet the statutory requirements in information technology as there is limited provision for control, data handling and modelling at both key stages and - in addition - monitoring at Key Stage 2. This weakness was broadly identified in the last inspection and has not been rectified. Health sex and drugs education are appropriately taught through a good personal social and health education programme using external support from the school nurse.

15. An appropriate time is allocated to literacy and numeracy and relevant strategies have been implemented to teach these basic skills. The consistency of teaching and the rate of learning have been enhanced by the implementation of the National Literacy and Numeracy Strategies. The framework for planning is good, providing a two-year cycle of work that takes account of the mixed ages in some classes. The development of schemes of work was a key issue in the last report and this has been largely addressed. Some schemes of work are in the process of re-development to align them with new government guidance. However, the lack of a scheme of work for information technology is having an adverse effect on the delivery of this subject throughout the school. Medium term planning contains good detail of links with programmes of study, skills and concepts to be taught and an outline of activities and some assessment points. Weekly plans are even more detailed, with activities, strategies and evaluations outlined. Overall, this provides a good planning structure, which is an improvement on the last inspection where planning was judged as satisfactory. Good opportunities for semi-specialist teaching are provided in Key Stage 1 and the lower part of Key Stage 2, where a 'carousel' system operates. This enables teachers to exchange classes to teach their strongest subjects on two afternoons and one morning a week.
16. A very good number of clubs covering a wide number of areas is provided by the school. A particular strength is the good opportunities that are offered to the Key Stage 1 pupils. The Nursery also provides very good opportunities for children to swim regularly in the school's swimming pool with their mothers. The range of clubs offered throughout the school is wide and covers both sporting and arts opportunities. Such clubs as football, rugby, choir, guitar, drama and environmental science are, for example, regularly offered to pupils. There is a good response from pupils to these opportunities.
17. The school makes good provision for pupils with special educational needs. Identification procedures are sound and all staff are aware of the particular needs of the pupils they teach. The class teacher and the special needs co-ordinator have designated time to review and produce individual education plans. This process is very well supported by strong assessment procedures, which provide regular weekly information. The individual education plans are well designed with a good level of detail and suitably precise targets, which help teachers in planning specific work for the pupils. Review of these plans and the annual review of statements are appropriately carried out. Some unnecessary replication in the paper work has been correctly identified by the school as being in need of improvement. All pupils have full access to the curriculum.
18. The community contributes very positively towards pupils' learning. A number of visitors are invited to speak to pupils on various topics, such as the ex-deputy headteacher on memories of her school days, representatives from Help the Aged and the children's hospice, several local clergy and the school nurse. The local community makes very good use of school facilities out of school hours and this in turn has led to pupils performing with the Barnstaple male voice choir for the Burma Star Association. There has been support for sport through local businesses sponsoring kits for football and gymnastics.
19. Year 6 pupils are invited to use science facilities at a local private school, and many pupils participate in area sports events including football, netball and gymnastics. The school has strong relationships with schools within the Pilton Academic Council for music and book workshops, and Year 6 pupils take part in a maths project. There are several music festivals to which pupils are invited, including the North Devon Proms and the Bideford Park Music Day. The school offers work placements to students from North Devon College and pupils have visited the college to take part in bricklaying as part of the schools' Business Link.

20. Provision for pupils' spiritual development is good. Religious education, literacy and history lessons provide good opportunities for insight into the values, feelings and beliefs of others. In a Year 5 religious education lesson pupils were given the opportunity to write speech bubbles of the 'Fishes and Loaves' story from the perspective of the boy. Assemblies seen during the inspection week were of a high quality. They contribute a great deal to the spiritual life of the school, through the act of collective worship and time devoted to reflection. An assembly on 'Caring for our World' led into a discussion on dropping litter and clearly demonstrated to the pupils the relevance of this theme to their lives.
21. The moral ethos of the school is to show the values of right and wrong and it emphasises these in all aspects of school life. School and class rules follow the same objective. The positive way in which the school deals with unsatisfactory behaviour is to show pupils why this kind of behaviour is not socially acceptable. Staff provide good role models, and honesty, trust and respect for others are at the heart of the schools' philosophy and practice. Overall provision for moral development is good.
22. Social provision is satisfactory overall but pupils are given too few opportunities to take responsibility for aspects of the day-to-day life of the school or for their own learning. However in the Nursery the children are given opportunities to make choices and take some responsibility for their own learning. Assemblies and lunchtimes show that there is a good community spirit within the school and that all pupils are respected as individuals. The relationships between pupils are good and reflected in the levels of mutual respect and politeness. A good feature of the school is the high degree of tolerance of other people's views shown by the pupils, which is clearly demonstrated in their co-operation and good-natured behaviour in the playground, when moving around the school and in physical education lessons.
23. Provision for cultural development is good. The school is providing coverage of pupils' own culture in the teaching of literacy. For example, some very sensitive writing has been produced based on poems of the First and Second World Wars. Coverage of other cultures is present in religious education lessons and there are multi-cultural aspects apparent in other subjects of the curriculum. There are opportunities for pupils to learn that by appreciating the variety of other cultures they can enrich their own. For example in the Year 5/6 class some carefully detailed aboriginal artwork has been produced and was shared with other pupils during an assembly. Nursery children have been learning about the Chinese New Year and made a dragon, which they confidently paraded in an assembly. There are good opportunities to celebrate other cultures as part of the day-to-day work of the school. Since the last inspection the school has increased the number of books depicting other religions and cultures.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

24. Appropriate procedures for assessment have been carefully planned. These are not fully in place but are a focus of the school improvement plan. The school carries out careful analysis of statutory and other assessment data and uses this in its strategic planning. Targets for individual pupils have been set and the tracking of pupil progress is planned. However, the format for record keeping is not yet consistent across the school and the results of assessment are not always used effectively in planning or to match work set in lessons to the needs of pupils with different levels of prior attainment. This was noted during the inspection in some mathematics and science lessons. A good beginning to matching the results of assessment to pupils' needs is being made in English.
25. The school takes satisfactory steps to ensure pupils' welfare, health and safety. All staff work hard to maintain positive relationships, they know the pupils well and are able to monitor personal development successfully. The school has formal procedures for monitoring personal development, which provide information on out of school achievements and activities. These have a positive effect on pupils' attitudes and learning. The provision outlined on statements of special educational needs is fully implemented and good liaison exists with the necessary external agencies. Effective procedures are operating to identify and place pupils on the special educational needs register and the school fully complies with the Code of Practice.

26. The school has an appropriate health and safety policy. Fire practices take place and are recorded and regular governor sub-committee meetings are held at which health and safety issues are discussed. The school has on-going concerns about the untidiness of the school site but these have not been addressed yet.
27. There are suitable arrangements in place for first aid and medical support, and there are a number of staff with the required first aid qualifications. Most of the staff have also been appropriately trained to supervise pupils in the swimming pool. The school nurse is working closely with the school on asthma awareness and in a Year 5/6 lesson many pupils showed that they felt well supported by the procedures in place. The school has satisfactory arrangements in place for child protection issues. The reception teacher is the named responsible person and, together with the Headteacher, has been trained for this role. Not all staff, however, are aware of the procedures in place.
28. The Headteacher appropriately monitors the attendance registers every term and instances of unexplained absence are followed up by class teachers. The school receives termly visits from the Education Welfare Service. Most registers are taken briskly at the start of morning and afternoon sessions and this ensures a prompt start to lessons. However in one class during the inspection week the register was not taken in the required way.
29. There are good procedures for encouraging good behaviour. The school has a discipline policy, which includes a system of rewards and sanctions. It is implemented consistently by teachers to ensure that pupils behave well. Good behaviour and effort are rewarded through praise and the weekly 'Star' Assemblies. Through the pre-inspection questionnaires parents expressed concerns that there was not enough for young pupils to do at lunchtimes. The inspection team agrees with this view as no equipment was provided for the pupils to play with during the week of the inspection.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

30. The school has a good partnership with parents. In response to the pre-inspection questionnaire many parents and carers indicate that they have positive views of the school. 95% feel comfortable about approaching the school with questions or problems. Parents also feel particularly positive about the progress their children are making and about the quality of the teaching they receive. They consider that the school expects their children to work hard. Some are concerned that not enough information is provided about their children's progress.
31. The quality of information provided for parents is satisfactory overall. The school uses a number of ways to inform parents about the progress their children are making. There are three formal parent/teacher consultations during the year and the headteacher and teachers are also willing to meet parents at other times. Annual reports to parents do not provide enough detailed information about pupils' progress in some subjects - including information technology - which is unsatisfactory. However, the final Nursery pupil profiles are very well written and clearly inform parents of how their children are progressing towards the desirable learning outcomes.
32. According to the response from the pre-inspection questionnaires and pre-inspection meeting, a number of parents are not satisfied with the work their children are expected to do at home. The inspection team agreed with this concern. However, home/ school reading records are well used by some parents and the good help that parents give to their children with reading is a valuable asset to the school.
33. Regular newsletters keep parents up to date with the day-to-day life of the school. Both the school and Nursery prospectuses are informative, but little additional written information is produced for parents on the topics to be covered each term. Information evenings have been held on the National Literacy Strategy, information technology and Key Stage 1 and Key Stage 2 assessment tests. Parents are invited to Christmas services in St Peter's church, school productions, the Book Fayre and the Year 6 leavers' presentation. Through the Teacher Friends Association, parents are very supportive of the school. A variety of social and fund



raising events are held, and funds have been used to buy information technology and gymnastics equipment, and to support summer trips.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

34. The school is well managed. The head teacher has a strong vision for taking the school forward, which is firmly based on his desire to raise standards further. For example, he has carried out a detailed analysis of assessment results, and has redirected resources carefully to improve weaker areas of the curriculum such as literacy and information technology. He is regularly involved in monitoring teaching and supports in lessons himself. He carries out effective annual reviews of teachers' performance. The deputy head has a clear complementary role with a particular focus on managing staff development and supporting newly qualified teachers. She carries this out very successfully. Co-ordinators have a good understanding of strengths and weaknesses in their subjects. The co-ordinators of the key subjects of English and mathematics have had time available to monitor teaching, while some others have worked alongside colleagues, supporting them in lessons. This is a marked improvement on the findings of the last inspection, which found that subject co-ordination was weak. There is an appropriate senior management team in place – also an improvement on the last inspection. Routine administration is effective.
35. The co-ordinator for special educational needs provides good leadership, both within a consultative role to staff and in her oversight to ensure the requirements of the Code of Practice are met. She is newly in post and has completed a stringent monitoring of procedures to identify appropriate ways in which the paperwork can be refined, to prevent duplication and undue work.
36. The governing body is supportive and carries out its statutory responsibilities in a proper manner. Individual governors – including those with responsibility for literacy, numeracy, health and safety and special educational needs - are regular visitors to the school. The governor who has a particular interest in science has examined the school's provision for the subject in detail. An appropriate structure of active committees is in place. This ensures that the governing body keeps itself well informed about all areas of school life. The governors have a strategy for managing the salaries of the head and deputy head in place. This is appropriately based on relevant performance criteria. The governing body as a whole, however, still has an under developed role in focused strategic monitoring of the curriculum.
37. There are sufficient suitably qualified teachers for the full delivery of the curriculum. The level of support staff is good. Support staff play a key role in raising standards, several having been trained, for example, in literacy improvement strategies. Resources are adequate to support learning – with strengths in physical education. There are also strengths in the school's accommodation, which is attractive, well looked after and used efficiently. A specific example is the recently completed indoor swimming pool. Many attractive displays celebrate pupils' achievements and serve to stimulate their learning. The external environment of the school is a valuable resource, which is currently under developed and untidy.
38. The school development plan is a practical working document, which is enhanced by more detailed improvement and management plans. Its construction involves staff and governors at relevant stages. Its progress is regularly monitored by senior staff and by the governing body. Appropriate strategies for constructing and monitoring the school budget are in place. The budget priorities are fully based on the school's analysis of its strengths and weaknesses. Examples of this are the school's decision to invest in a new information technology suite and in extra literacy support. There is some analysis of cost effectiveness. For example, the school has been able to relate the positive effect of building its new pool on pupils' swimming standards. Resources – including staff and accommodation - are generally used efficiently. In addition to the external environment, the main exception is information technology, as computers are not currently used effectively to develop pupils' skills in the subject. All staff are committed to raising standards further. The main issues raised by the previous report have been addressed successfully. The school's overall effectiveness is good. Its aims are appropriate and are met well.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. The governors and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes further:

- Ensure that the results of assessment are fully reflected in planning and in the work provided in lessons for pupils of different levels of prior attainment.  
(paragraphs 24, 63, 66)
- Improve standards in information technology by:
  - a) developing a scheme of work to ensure the full delivery of the statutory information technology curriculum
  - b) ensuring that all pupils are systematically taught information technology skills
  - c) developing a recording system to ensure that individual pupils' progress is effectively monitored  
(paragraphs 2, 4, 10, 14, 15, 87, 88, 89, 90)

In addition to these key issues there is a number of less important weaknesses, which the school should consider for the action plan. These involve improving reports to parents, increasing curricular information for parents and creating more opportunities for pupils to exercise responsibility, and are indicated in paragraphs

(The school has identified improvements in information technology as a target in its most recent development plan)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5%	49%	42%	1.6%	1.6%	

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	307
Number of full-time pupils eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register	4	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.7

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	23	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	24
	Girls	23	21	23
	Total	43	43	47
Percentage of pupils at NC level 2 or above	School	91(90)	91(88)	100(92)
	National	82(80)	83(81)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	23
	Girls	23	23	23
	Total	44	47	46
Percentage of pupils at NC level 2 or above	School	94	100	98
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	23	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	19
	Girls	16	17	20
	Total	31	33	39
Percentage of pupils at NC level 4 or above	School	63(64)	67(71)	80(73)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	20
	Girls	17	18	19
	Total	30	36	39
Percentage of pupils at NC level 4 or above	School	61	73	80
	National	68	69	75

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	310
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	23.4
Average class size	25.3

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	181

#### **Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
	£
Total income	488137
Total expenditure	476087
Expenditure per pupil	1576
Balance brought forward from previous year	2665
Balance carried forward to next year	14715

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	61

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	39	56	5	0	0
Behaviour in the school is good.	28	60	7	0	5
My child gets the right amount of work to do at home.	21	56	13	3	7
The teaching is good.	46	51	2	0	1
I am kept well informed about how my child is getting on.	23	59	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	54	41	5	0	0
The school expects my child to work hard and achieve his or her best.	39	54	5	0	2
The school works closely with parents.	33	53	11	3	0
The school is well led and managed.	41	43	8	2	6
The school is helping my child become mature and responsible.	38	52	7	0	3
The school provides an interesting range of activities outside lessons.	30	46	13	0	11

### Summary of parents' and carers' responses

Comments at the parents' meeting and questionnaire returns were mostly very positive about the school. The inspection team agreed with the positive comments. However, it judged that annual reports to parents do not contain enough information about the progress of individual pupils and that the school does not have a coherent approach to homework.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

40. Entry to the Nursery is in the term that children are four and they transfer to the reception class in the term that they are five. Almost all children have attended pre-school provision near the school site and there are close and regular links with the school. A good programme of home visits and visits to the Nursery ensures that all pupils are familiar with their new class and their teacher before they enter the school. Similarly, a well managed programme of visits takes place on entry to the reception class. The children's attainment on entry to the Nursery is broadly as expected for their age. When children take the baseline assessment in the reception classes, they are almost five and attainment is above average. Overall, the rate of learning is satisfactory and by the time children enter the Year 1 class, they are reaching the expected levels and higher attaining pupils are working within Level 1 of the National Curriculum. There are particular strengths in the development of personal, social and emotional growth and in the knowledge and understanding of the world. This judgement is broadly similar to that made in the last inspection.
41. The quality of teaching is good overall, with strengths in teaching personal, social and emotional development and knowledge and understanding of the world. Teaching is based on a sound understanding of the needs of these young children, providing a broad, balanced and practical curriculum, which provides a good range of first hand experience. The Nursery and reception classes plan closely together in a good level of detail that covers all the areas of learning. A good system of regular assessments is established. Teaching is consistently weaker in the reception classes than in the Nursery. This is because of the lack of use of assessment to inform the planning of tasks in numeracy and literacy in particular. A well organised environment is established in all the classes, which provides a carefully planned curriculum to help children achieve the early learning goals. The teachers have warm, friendly relationships with the children and a happy environment is established where children feel safe and secure and are ready to learn. The quality of teaching has improved since the last inspection.

#### **Personal, social and emotional development**

42. The children have well developed relationships with each other and with the teacher. They share resources and work and play happily together. They behave well and respond appropriately to school routines, such as putting up their hands, taking turns and listening to each other politely. They develop independence, show interest in their work and most can sustain concentration for a suitable time, enabling them to complete the tasks. They have a well developed understanding of the agreed codes of behaviour which are necessary for groups to work together harmoniously. The teaching is consistently good in all classes, with a firm insistence on treating each other with respect. Teachers provide good role models in the way they are seen to treat each other and their children. In their current work concerning the Chinese New Year, children are taught to respect the views and beliefs of other cultures. Teachers rightly put a strong focus on the children's development of confidence, concentration and respect for each other and other cultures. This results in a good rate of learning and children reaching the appropriate levels by the time they enter Year 1.

#### **Language and Literacy**

43. The young children make satisfactory progress in the development of their language and literacy skills and the teaching is satisfactory. Children are often engaged in planned and spontaneous conversations and their views and suggestions are treated with respect. Regular opportunities are provided to share and enjoy rhymes, poetry and stories. Teaching provides early opportunities in the Nursery to link sounds to letters and to see and read familiar words. Children compose stories and see adults writing for them. They are encouraged to write in an emergent way. For example, they 'write' menus and bills in their role play of a 'Chinese Restaurant'. Children retell, in sequence, a story they know using the pictures to help them. In the reception classes, teachers have a modified Literacy Hour, and during these sessions



children are encouraged to join in the reading, especially with repeating phrases. Such an example is the 'Chinese Dragon', where children repeat " So do I, so do I, said ....." Children know the meaning of words such as 'author' and 'illustrator', and there is an appropriate focus on learning basic phonics and early reading and writing skills. By the time they enter Year 1, they write their own names and are starting to form simple sentences. Early reading is established with a good number having a small whole word vocabulary and starting to read simple books, resulting in the children reaching the desired learning goals.

### **Mathematical development**

44. In their mathematical development, the rate of learning is satisfactory in both the Nursery and reception classes. Basic counting is reinforced regularly in all classes by counting everyday objects such as 'how many spoonfuls of rice fill the pot ?' Children regularly sing number songs, say number rhymes and take part in counting games. They measure the playground, for example, and count objects such as trees, windows and posts when they are outside. They look at the pattern of brickwork and make their own brick walls by sequencing and copying the pattern they see. In the reception classes, they have learned to count up to 10 at least and they learn to order the numbers in a sequential way, recognising the number shapes. By the time they enter Year 1, most have met the early learning goals. In the Nursery, there is a good range of different activities which focuses on mathematical development, and the practical activities are well supported by oral development. In the reception classes, activities continue to be imaginative and enjoyable, but in group activities, the work is not always matched closely enough to the particular stage of individual pupils' development and this has a detrimental effect on the progress made by some children. Overall, in the three classes, teaching is satisfactory.

### **Knowledge and understanding of the world**

45. The children make good progress in this area of learning and by the time they enter Year 1, their attainment reaches the appropriate levels of the early learning goals, and a good number are well within Level 1 of the National Curriculum. The teaching is good, based on a wide range of activities involving first hand experience, exploration and discussion. Activities are imaginative and enjoyable and all adults give children good support in helping them to communicate orally what they have found out. Particular strengths are identified in children being enabled to find out about the natural world and to know about the cultures of other people. The work concerning the Chinese New Year is a particularly good example of this. Children find China on a large world map, they cook and eat noodles at snack time and their imaginative play is centred around a Chinese restaurant. Teachers take particular care in providing a very good range of resources for this restaurant. It is through this effort that the children know a great deal about the Chinese people. They know what they wear for example, they can dress up in Chinese clothes, they eat with chopsticks from Chinese bowls and write their own menus of Chinese food.

### **Physical development**

46. By the time the children reach Year 1, their physical activities meet the expected early learning goals and the rate of learning is good. The teaching is good providing a wide range of opportunities both outside, in a secure outdoor play area and in the hall. Outside, the Nursery children regularly use a good variety of wheeled vehicles, which help them to develop good control and co-ordination in pushing, pulling and pedalling. With good access to the school hall, all classes use a range of large and small apparatus with confidence, showing an appropriate awareness of space, of themselves and others. Children learn to manipulate a good range of construction equipment and handle tools with increasing control.

### **Creative development**

47. The children's rate of learning in this area of development is good. The teaching is also good and provides a rich environment in which creativity and expressiveness are valued. A wide range of activities is offered including resources from different cultures, which stimulates different ways of thinking. The current focus on the Chinese New Year is a good example of

this. Additionally, children are taught a good repertoire of songs, which they know by heart, and are provided with a wide range of materials that they use imaginatively. They chalk pictures outside, for example, and they mix and match colours having looked at pictures by Monet and make collages and Chinese lanterns. All such activities provide good provision for creative development.

## ENGLISH

48. Standards are above average in all aspects of English at the end of Key Stage 1, representing a marked improvement since the time of the last inspection where levels of attainment showed variance and inconsistency. Results from the 1999 National Curriculum tests at Key Stage 1 were above the national average in writing and well above in reading.
49. As the result of focused and well planned support provided by the school, standards at Key Stage 2 are now satisfactory and in line with targets to increase the number of pupils reaching the national average. National Curriculum test results at Key Stage 2 in 1999 were below average for pupils at Level 4 and above but close to the national average for those achieving Level 5. There has been no consistent upward trend at Key Stage 2 since the last inspection, though standards are currently improving. Differences between test results from last year and inspection judgements are attributable to well targeted literacy support and good teaching at the upper end of the key stage.
50. The rate of learning is good at Key Stage 1 and is satisfactory and often good at Key Stage 2. Improvements in reading and speaking and listening are good at both key stages. Progress in writing is good at Key Stage 1, reflecting positive attitudes and enthusiasm for learning, but slower at Key Stage 2 where previous momentum is not fully maintained throughout the whole of the key stage. A good beginning has been made to matching tasks to pupils' needs, but this is still not consistent and occasionally expectations are too low. Pupils' attitudes to learning are generally good throughout Key Stage 2 and when combined with well focused skills teaching in the latter part of the key stage, the overall rate of learning is good. Pupils with special educational needs are well supported in literacy and maintain a good rate of progress in relation to prior attainment. The school has set challenging targets for literacy based on an analysis of current attainment and national assessment information, with an appropriate focus on improving writing at Key Stage 2.
51. Provision for literacy is good. Recommendations in the National Literacy Strategy are well established as the result of a planned and coordinated approach, with due attention given to monitoring and review. An added strength is the good provision made through additional literacy support and booster classes in the final years of Key Stage 2, where expectations and challenge are high and pupils well motivated to learn. Teachers are also aware of the positive contribution different subjects can make to literacy, for example encountering the language of time in history along with opportunities for using contents, index and a glossary when researching topics. On the other hand not enough use is made of information technology to support literacy.
52. Pupils are well supported in the early stages of learning to read. By the end of Key Stage 1 they use well established phonic skills and word building strategies, for tackling unfamiliar words and obtaining meaning. Most become fluent, confident readers who enjoy stories, and their growing knowledge about the structure and language of books is evident in the informed way in which they use terms such as author, illustrator and blurb. Through sharing 'Big Books' in the Literacy Hour they learn to read expressively, successfully adjusting tone of voice to the meaning of the words. At Key Stage 2, pupils express preferences in reading, respond to nuances in text and begin to understand how language is used figuratively in both poetry and prose, through careful study of key texts. They distinguish between fiction and non-fiction and correctly identify different literary genres, including fantasy and 'embellished legend!' Records are kept of pupils' reading, but practice varies and lacks a coherent approach.
53. Writing skills are well developed at Key Stage 1, with many pupils communicating successfully through well punctuated sentences, sometimes including commas to mark grammatical boundaries and inverted commas for speech. Well chosen words and phrases add interest for

the reader and ideas are developed sequentially with a lively sense of action. Pupils write well in both narrative and non-narrative forms, and make good use of a 'Yippee PE' book for commenting on lessons. Progress slows at Key Stage 2 when pupils are insufficiently motivated to reach high standards, though good use is made of individual, group and class targets for writing, and there are indications of an improving situation towards the end of the key stage. Sentences are more complex and writing is often structured into paragraphs with increased awareness of setting, character and main events. The school is rightly aware of the need to set aside more time for extended personal writing within the context of the Literacy Hour. Spellings are tested regularly and while many pupils develop a legible, well formed and consistent handwriting style, following a more co-ordinated approach, the presentation of work is still poor in some cases.

54. Pupils enter school with varying levels of skill in spoken language. Improved fluency and confidence comes through teachers providing regular opportunities for using spoken language purposefully, for example, when talking about home and school events, sharing thoughts during circle time and in spirited role play encounters in drama. At Key Stage 1 pupils give clear explanations and answers to questions. At Key Stage 2 they gain confidence from being able to use appropriate technical language, for example when explaining how to recognise the active and passive voice. Teachers keep a firm focus on speaking and listening skills and by the time pupils leave school, the gains they have made are good.
55. Pupils enjoy work in English and attitudes are good in response to stimulating, well paced teaching. Lessons frequently have a busy working atmosphere and pupils work with sustained concentration on carefully planned activities that capture their interest and imagination. Teaching is good at Key Stage 1; sound and often good at Key Stage 2, with a strong commitment to phonics training and to giving pupils experience of wide ranging text. This marks an improvement since the time of the last inspection where there were weaknesses in the teaching of writing skills. Additional support by trained non-teaching staff is improving literacy standards for pupils in Key Stage 2.
56. The co-ordinator provides sound leadership and receives valuable support from other staff with management responsibilities in systematically monitoring provision throughout the school and identifying priorities for development. Medium and short term planning is good, firmly based on the National Literacy Strategy. An appropriate range of assessment procedures for language is in place, though there is scope for them to be administered on a more consistent basis, and for more use to be made of information gained for tracking individual progress. A portfolio of written work at different levels provides that basis for consistent teacher assessment, though this still to be fully developed for Key Stage 2. Pupils' work is marked regularly and constructively, though occasionally exaggerated praise creates an unreal standard. The assessment of pupils with special educational needs is good and effective weekly liaison between teachers and support staff contributes positively to the good progress pupils make.
57. The school is adequately resourced for literacy with separate libraries for each key stage, though that at Key Stage 2 is still to be fully developed for teaching library and higher order reading skills. Books and language have a suitably high profile in classrooms and shared areas.

## **MATHEMATICS**

58. The National Curriculum tests in 1999 showed that pupils were achieving standards well above the national average at Key Stage 1 but below the national average at Key Stage 2. The results at Key Stage 1 were above average for pupils achieving the higher grades while the results at Key Stage 2 were below average for pupils achieving the higher grades. The inspection findings indicate that standards for pupils at the end of Key Stage 1 are currently above the national average and those for pupils at the end of Key Stage 2 are broadly in line with the national average. This is an improvement at Key Stage 2. The reasons for this improvement are the more focused teaching and the effective introduction of the National Numeracy Strategy. The test results over the last three years, despite fluctuations, show an improvement and the trend over time is close to the national picture. Current standards at Key Stage 1 are an improvement on the findings of the last inspection.

59. Pupils enter statutory schooling with average standards. The rate of learning throughout Key Stage 1 is sound and sometimes good because of clearly defined teaching and positive pupil attitudes. At Key Stage 2 the rate of learning is sound overall. Increased pupil confidence is especially evident in Years 5 and 6 where learning is often good.
60. Standards of attainment in numeracy are improving, with number the central focus of almost all the work. Lessons start with mental work, which provides the pupils with challenging questions. In Year 3, for example, they were asked to double numbers and also explain the different ways in which they could add tens and units. By the end of Key Stage 1 pupils are beginning to understand place value, with the most able using numbers up to one hundred with increased confidence. By the end of Key Stage 2 pupils can add and subtract well and multiply and divide. They identify important words and decide on the calculation to use in solving number problems. The majority are secure with their quick recall of number bonds and tables, but a few still use their fingers to solve problems.
61. Standards of attainment in other aspects of mathematics are sound. There is evidence of work with two and three dimensional shapes. Year 1 and 2 pupils describe the number of sides and shape of faces. Year 3 and 4 pupils classify shapes and explore lines of symmetry. Year 5 and 6 pupils use data handling to interpret graphs and reach conclusions on class shoe sizes and time spent watching television.
62. Overall the pupils' attitudes to their work are positive. At Key Stage 1 they are attentive and respond to work with enthusiasm. The majority take care when recording their work. At Key Stage 2 pupils' attitudes are not always positive and they occasionally lack concentration, which affects their progress and learning. They record work well but presentation sometimes lacks care.
63. The overall quality of teaching is satisfactory and sometimes good. The planning and organisation of lessons are sound and they follow the recommended pattern for numeracy. In good lessons pupils work in groups and the work is closely matched to the needs of the pupils. It also provides pupils with challenge and encourages them to work at pace. The main weakness is that for some pupils, especially the more able, the work is not well matched to their needs and as a consequence does not support learning and progress. Pupils have too few opportunities to work co-operatively, or to use initiative and develop independence. Marking at Key Stage 1 is positive and supportive but at Key Stage 2 lacks consistency, with limited evidence of comments and suggestions for improvement.
64. The co-ordinator has monitored the introduction of the National Numeracy Strategy through the planning, and has begun to monitor the teaching. Assessment is in place with increased testing of Key Stage 2 pupils planned. Scores and levels are recorded and targets set. This data will be used to systematically monitor pupil progress, with the aim of further raising standards. No evidence was observed of information technology being used to reinforce skills and enhance work in graphing and data handling or in supporting other areas of mathematics.

## **SCIENCE**

65. In the 1999 assessments of seven year olds, pupils' results were well above average in terms of those reaching the expected level 2. In terms of those reaching the higher level 3, they were below average. In the tests of eleven year olds, (SATs), overall results were below average. The percentage reaching the expected level 4 was close to the national average, while the percentage reaching level 5 was below this. Results vary from year to year. For example, the previous year's scores were average, while taking the results over the past four years, performance was again close to average. The findings of the inspection are broadly similar. Standards in science are currently at least average at the end of both key stages, while a significant proportion of pupils are achieving higher levels than expected in some lessons. This is a similar finding to that of the last inspection. Pupils enter the school with broadly average knowledge and understanding. Their rate of progress is satisfactory and they achieve appropriately in relation to their prior attainment. Young Key Stage 1 pupils, for example, understand relevant scientific vocabulary. Most are able to make reasoned predictions about

the reversibility and irreversibility of certain materials and in some cases can provide lucid explanations about the accuracy of their findings. By the end of this key stage, pupils are aware of the causes of shadows and use words such as 'translucent' and 'opaque' in the correct context. At the lower end of Key Stage 2, pupils appreciate that under different conditions some substances can be either solid or liquid. They understand that changes in temperature can have the opposite effect on different materials. They also know that investigations need to be scientifically 'fair'. By the end of the key stage, most pupils are aware that only one variable should be changed at a time in their investigation into dissolving. They are clear that the accuracy of their findings will be enhanced by multiple repetitions of their experiments.

66. Teaching is at least satisfactory in nearly all lessons and good or better in about half. In an occasional lesson, it is very good. Most teachers provide clear explanations and deliver their material well. Consequently the pupils are fully aware of what they are trying to achieve. There is a good level of overall challenge to activities, which contributes well to pupils' acquisition of new knowledge and skills. Questioning is a particular strength and teachers are frequently enthusiastic about the subject. However, in some lessons tasks are not matched finely enough to the needs and aptitudes of different groups of pupils within a class and this adversely affects the progress of some. A good range of methods is employed to maintain pupils' interest and support the pace of their learning. Pupil management is generally good. In an occasional lesson, however, there are poor expectations of behaviour and pupils stray off task. In the most successful science lesson seen during the inspection, the teacher was very clear about what he was trying to achieve. Questioning was challenging and focused. Good class management, successful methods and the infectious enthusiasm of the teacher had a positive effect on pupils' concentration levels and the effort they all put into their investigations. Pupils' attitudes to science are good. Most are very interested in the tasks set for them and behave well in lessons. Relationships are good, and even the younger pupils work well on their own, sharing resources and apparatus well with one another. In most lessons, behaviour is excellent and pupils are very enthusiastic about the work.
67. Planning for science is satisfactory and is currently being revised in line with national initiatives. There are strategies in place for assessment, but these are not developed far enough and the results of assessment are not always reflected in planning for the needs of pupils with different levels of prior attainment. The co-ordinator has a clear view of the subject's future needs and has supported other teachers in lessons. There is scope, however, for her role to be further developed.

## **ART**

68. Art is valued throughout the school as an important, enriching activity for communicating ideas and feelings in visual form. It is used extensively to accompany and illustrate work in English, history and science, but is also developed as a subject in its own right, with its own skills and disciplines. Standards at Key Stage 1 and Key Stage 2 are above average and pupils maintain a good rate of learning as they move through the school, especially in drawing and painting skills.
69. A carefully planned carousel approach at Key Stage 1 ensures that pupils experience working with a wide range of media and develop key skills systematically. Clear explanations ensure that they know what is expected of them and effective classroom management and organisation results in well paced lessons that advance relevant skills and knowledge. Early in the key stage they explore colour mixing techniques as a valuable prelude to picture-making, making effective use of an appropriate range of tones to illustrate the landscape around the school and the nearby town of Barnstaple. This skill is put to good effect in combining pastel and paint in abstract designs, and in studies of natural objects that show a keen awareness of the effect created by line, shape and texture. Pupils become particularly skilled at creating a subtle range of light and dark tones and in using carefully blended pastel colour to give objects shape and form. Drawing is of a particularly high order, evident through well observed pencil sketches of vehicles and construction toys.

70. At Key Stage 1 pupils also improve their own painting and design skills through replicating impressionist techniques of Monet and Van Gogh and using splashes of rich colour in the style of Gustav Klimt. They produce accurately proportioned portraits and figures and use a combination of different media to explore the Inside Story of Vegetables. Detailed design work is well complemented by opportunities for working on a larger scale and pupils use a variety of painting, collage and printmaking skills on a frieze to celebrate the Discovery of America. A good rate of learning is also maintained through Key Stage 2. Pupils become increasingly skilled in the use of watercolour through replicating Japanese banner painting and produce strongly designed African masks in white chalk and pastel. Increased skill in printmaking and creating textured effects comes through stippled bottle shapes and in designs using a selective range of colour taken from Aboriginal art.
71. The clear progress pupils make comes as the result of good teaching at both key stages which also gives due attention to developing appropriate work habits in the care and safe use of equipment. It is also enhanced by personal knowledge and interest in art, and by well planned lessons. This often results in a very positive response from pupils, well illustrated by the excitement of Year 5 pupils, discovering at first hand the visual tricks and 3D effects in drawings by M C Escher. It is then used effectively as the basis for pupils' own tessellated and rotational designs. Interest and enthusiasm for the subject is also reflected in the care taken with work on display and in folders.
72. The subject is competently led by the coordinator who has clear priorities for reviewing existing policy, increasing the range of media used and developing work in three dimensions. Links with local organisations, involvement in art competitions and visitors working in classrooms provide valuable added experience for pupils. Adequate records of individual progress are kept through observations and assessments as part of the carousel of activities at Key Stage 1, and samples of work retained at Key Stage 2. Teaching is also well supported by a satisfactory range of basic resources and the good standards reported at the time of the last inspection are being maintained.

## **DESIGN AND TECHNOLOGY**

73. Only two design and technology lessons were seen during the course of the inspection. Evidence for the report is also based upon discussions with pupils, teachers and the coordinator, as well as the examination of the work exhibited around the school and teachers' records. There has been less emphasis placed on design technology since the last inspection, with the result that standards are not as high as those seen previously. The standards achieved throughout the school are in line with national expectations at the end of both key stages.
74. In the reception class, pupils develop appropriate skills in cutting and joining, working mainly with recyclable materials. They make large models, working co-operatively together, for example. They develop their manipulative skills using various sizes of construction equipment to build brick structures for their topic on 'Homes'. By the end of Key Stage 1, pupils discuss and make simple drawings to communicate their designs. Higher attaining pupils label these designs. In Year 2, when pupils make shadow puppets, they look at a selection of hand puppets and base their designs on their investigations on how these puppets have been made and for whom they have been designed. They discuss their ideas as they develop, and a good number evaluate their designs in relation to how well the puppet works.
75. At Key Stage 2, pupils make such artefacts as moving toys using a cam mechanism to produce movement. They develop their designing skills by using information sources to generate ideas and to formulate an understanding of how cam mechanisms can be used to produce movement. They extend their making skills by cutting, joining and shaping. They select materials, tools and equipment to measure and cut accurately. For example, when they make musical instruments they gather information and generate their own designs. They evaluate their work as it develops and make sketches to show alternative designs. They produce step-by-step plans to identify the main stages of making, listing tools and materials required. Pupils measure, work out and cut simple shapes in a range of materials, using a variety of techniques to join them. Through evaluation, they identify what works and what does not. Their attainment is broadly in line with that expected nationally by the end of Year 6. The

school has correctly identified the need for the finished product to more closely resemble the design brief.

76. The teaching seen during the inspection was good. There are detailed lesson plans, which include a clear focus on the development of skills. Lessons are well structured and controlled and there is a good level of practical involvement for pupils. Consequently, pupils have a good understanding of what they are learning, are motivated and progress is good. Their response is also good. Pupils are ready to work, the behaviour is good, there is a good level of concentration and good relationships exist between the pupils.
77. The co-ordinator is knowledgeable and experienced and has a clear vision for the development of design technology. Good monitoring of the subject has taken place, along with the development of a good scheme of work, based on a new government guidance. From the two lessons seen, there is a consistency in the teaching on the development of skills as a response to the good leadership given.

## **GEOGRAPHY**

78. Overall the pupils are meeting national expectations, which is similar to the previous inspection findings. The teaching is sound, providing a broad range of information sources to research questions posed and opportunities to make visits within and beyond their own locality to widen their knowledge and understanding of places and environments. By the end of Key Stage 1, and throughout Key Stage 2, pupils' attitudes are positive and their rate of learning is sound.
79. At the end of Key Stage 1 pupils are able to describe the physical and human features of places, for example, a Year 2 visit to Barnstaple. They select information from resources to ask and respond to questions and can access the website to find information about weather around the world. At the end of Key Stage 2 pupils describe how people can improve and damage the environment. For example, Year 5 pupils construct speeches to criticise and support the building of the Aswan Dam. Year 5 and 6 pupils use video and other secondary sources to describe features and the similarities and differences between localities, and to consider the natural and human influences upon these localities.
80. The quality of teaching is sound. Lessons are well planned and there is frequently a good level of challenge to the work being covered, which has a positive effect on the effort the pupils put into their tasks and the development of their geographical knowledge and skills. Teachers employ a range of methods to interest pupils. Questioning is used well to encourage pupils to focus effectively on evidence and reach appropriate conclusions. Resources are used effectively to enrich pupils' understanding of the subject. Most pupils are interested and behave well in lessons. Occasionally older pupils' find it difficult to concentrate on the task set for them. Pupils are generally well managed and relationships in lessons are, consequently good.
81. The school is currently reviewing its planning strategies in line with new national initiatives. Strategies for assessment and recording pupils' attainment are in place but have yet to be systematically and consistently applied throughout the school. The co-ordinator has a very clear idea of the subject's developmental needs to ensure systematic improvement.

## **HISTORY**

82. It was only possible to see two lessons during the course of the inspection, one at each key stage. Evidence from these lessons, a scrutiny of past and current work in files and discussion with the coordinator indicate that pupils are provided with an appropriate history curriculum and that standards at both Key Stage 1 and Key Stage 2 are in line with the national expectation. While these findings are similar to those of the previous inspection there have been some improvements.
83. Pupils at Key Stage 1 now learn more about aspects of the past beyond living memory through studying the lives of famous people. They have improved knowledge and understanding of important historical events, for example, the story of Guy Fawkes, the heroism of Grace

Darling and events marked by Remembrance Sunday. They develop a secure sense of chronology and acquire useful early skills of historical enquiry, through looking at changes over time recorded in photographs and by handling artefacts such as a collection of old water bottles. Pupils are also increasingly aware that evidence from the past is to be found all around them. A particularly good example is meeting a pupil from 1957, a dinner lady from 1969 and a granny, as part of a comparative study of school life over the past generation. As the result of this first hand, evidence based approach, pupils think historically and maintain a sound rate of learning.

84. At Key Stage 2, pupils have a broader perspective on the past, explaining how time can be divided into periods, ordering Celts, Romans, Normans, Tudors and Victorians correctly and showing some awareness of each period. They detect important differences in life style through books and illustrations. Some even question the reliability of writing by people from the past, who for reasons such as invasion and conquest in the case of the Celts and Romans, were in conflict with each other. Through other work on Ancient Egypt pupils begin to empathise with people from a different age and non-European civilisation. As a result they also understand how the past is accessible through museums, archaeological findings, buildings and written accounts.
85. In one of the two lessons seen, teaching was satisfactory; in the other it was good. Teachers have an informed understanding of the areas to be covered and this has positive effects on the development of pupils' knowledge, their enjoyment of the subject and on ensuring a satisfactory rate of learning at both key stages. Information is well presented and lessons proceed at a brisk pace, with a good balance between the different activities provided. At present work is planned according to a two year rolling programme and, although a policy statement for history is in place, the lack of a detailed scheme of work that gives teachers clear guidance on what to teach and by when, is still to be addressed. This is a priority recognised by the recently appointed co-ordinator, who has made an encouraging start on reviewing current provision and the resources needed to support developments based on national guidelines. Assessment is largely an informal review of work covered by pupils. The coordinator recognises this as a further priority in the current review of the subject.
86. Resources are adequate for supporting existing work, though there not enough artefacts available and shortages are offset by loans from local authority centres. Visits to local places of interest, including a Victorian walk, help extend class based learning, and some pupils have successfully researched aspects of Roman daily life on the computer. Work in history also makes valuable contributions to literacy by introducing pupils to words and phrases that record the passage of time, stories from the past and by providing further opportunities for using an index, contents page and glossaries to gather information.

## **INFORMATION TECHNOLOGY**

87. By the end of both key stages standards are below average. At the end of Key Stage 1, pupils have some knowledge of text handling; they input text and manipulate font size and colour. They use art software appropriately to select brush size and colours and to paint simple pictures. Pupils have very little experience or knowledge of handling data, controlling a robot or exploring an information technology based model. At the end of Key Stage 2 pupils have some limited ability in handling text and art software. They input text and manipulate it on screen but are insecure in the use of graphics and have no higher order multimedia skills. Pupils undertake some very basic art and data work but higher order skills such as painting for a specific audience or sorting and searching data are very underdeveloped. Pupils are not able to monitor the environment or control events through information technology.
88. The school's lack of a scheme of work has resulted in erratic and uncoordinated use of information technology throughout the school. The pupils are not taught information technology skills in any coherent or logical sequence and thus make poor progress. Very few changes are evident in the delivery of this subject since the last inspection, although the role and requirements of information technology have developed significantly in the interim. It is clear that the school has been failing to keep pace with these developments.



89. No information technology teaching was seen during the inspection. The subject does not appear on the school timetable or feature in an adequate way in school planning. This has an adverse effect on the progress and attainment of pupils.
90. The use of information communications technology to support and enrich the wider curriculum is very underdeveloped and the activities that are undertaken do little either to enhance the particular subject or to develop appropriate skills. Evidence was seen of pupils having used the internet to download weather data from the BBC website to support work in geography. However, in general, internet use is not consistently developed across all classes and pupils' limited information technology skills do not allow this powerful resource to be exploited to its full educational advantage. The lack of a fully co-ordinated and coherent record keeping system does not permit pupils' progress to be monitored.
91. The coordinator has had responsibility for the subject for less than two terms and thus little time to impact on its development. Both he and the senior management team are aware of the shortcomings in provision for this core subject and many of the purely structural issues are addressed in the school development plan, which contains a major financial commitment to updating hardware and software. The school has also carried out a needs analysis to establish the level of information technology capability among the staff who will all be undertaking a comprehensive training program through the 'New Opportunities Fund' initiative. Currently, standards achieved are not effectively monitored and the school does not meet the national curriculum statutory requirements for information technology.

## **MUSIC**

92. Pupils are broadly meeting the end of key stage descriptors at both key stages. This is an improvement on the last inspection findings for Year 5 and 6. The teaching is sound, providing a range of practical music making activities and regular opportunities to practice and improve their singing. Pupils' attitudes to learning are mostly positive and the rate of learning is sound throughout both key stages.
93. At the end of Key Stage 1 pupils sing songs enthusiastically from memory and maintain a rhythm. For example, Year 1 and 2 pupils listen to fast and slow melodies and use untuned percussion instruments to play and demonstrate their own fast and slow rhythms. They also create a contrasting tune for the middle of the piece. They look at and listen to instruments to recognise how sounds are made. At the end of Key Stage 2, pupils are able to sing songs in rounds of two parts and sometimes four parts with, for example, Year 5 pupils linking songs – "London's Burning" and "Ring a Ring of Roses" - to their work on Tudors and the Fire of London. Year 5 and 6 pupils listen to and discuss aboriginal music, and reflect on how the didgeridoo is constructed.
94. The quality of teaching is sound. Lessons are well planned and pupils have opportunities to work collaboratively and demonstrate their developing skills. Recorded music is used to good effect to encourage response and to develop skills in using a range of instruments. Most pupils behave well in lessons, although a few become very excited during parts of some lessons and are restless between activities.
95. Music has been an area where some developments have been made since the last inspection. Resources have been extended. An increased level of staff expertise has helped to improve standards, especially in Years 5 and 6. The introduction of a 'carousel' system of organisation in Years 1 and 2 and also in Years 3 and 4 has also made a positive contribution. Some assessment takes place during lessons, but a whole school recording system is not yet in place.
96. There are a good range of extra curricular musical activities including recorders, guitars and choir. Pupils also have the opportunity to receive violin and piano/keyboard tuition. The choir hold concerts and musical events and the pupils enjoy rehearsing and sing enthusiastically from a diverse repertoire. The instrumentalists have little opportunity to demonstrate their developing skills to the school.

## **PHYSICAL EDUCATION**

97. Overall, the pupils are making good progress and their standards are above the end of both key stage expectations, which is an improvement on the last inspection. All aspects of the subject are covered and there is a particular strength in the provision for swimming. The school has its own indoor heated swimming pool, which is very well used and all pupils, including the Nursery children have regular access to this facility.
98. At Key Stage 1, in dance lessons, pupils are making good progress in the development of their control and co-ordination, their rhythmic response to music and their use of contrasting shapes, direction, speed and levels. In their gymnastic lessons they are also making good gains in learning to evaluate their own and others' movements. In games lessons, pupils have good awareness of others and work together successfully in small games' activities. Observation of swimming sessions with Nursery and reception children, indicates very good provision, very good teaching and consequently a very good rate of learning. This is because of highly skilled teaching based on a good knowledge of the subject and good management of other adults who provide a good adult/child ratio. At Key Stage 2, owing to the nature of the timetable, it was only possible to see dance lessons. Pupils have well developed ideas of speed and levels and use these sensitively to interpret dance music. They have good knowledge of how to use shape to enhance their dance movements. Such an example is the lesson where sixties music such as 'Dr. No', and the Beatles 'A Hard Days Night' were being used to help pupils interpret the style of music from different eras. Pupils' skills of evaluation of the dancing of others further develops and supports their own improvement in terms of variety, quality and accuracy. From scrutiny of records, there are indications that considerable numbers of pupils attain well above expected levels in swimming. Successes in football, netball and gymnastic events indicate high achievement in these areas also.
99. The quality of teaching is good and on occasions very good. The major strength is the good knowledge and understanding of the subject, coupled with good provision for semi-specialist teaching. Lessons are planned in good detail and basic skills are taught thoroughly. The management of pupils is good and teachers have high expectations of the pupils' performance. Pupils' response to lessons is good. They concentrate hard, collaborate well with partners in dance for example and respond well to both mental and physical challenges.
100. The hard working, well-qualified co-ordinator has good oversight of the subject and gives good leadership. Good links are made with the community, with gymnastic displays that are frequently provided for the Barnstaple town centre or local fetes, as examples of this. A good range of extra sporting opportunities is provided through extra curricular clubs such as football, gymnastics, rugby and the good provision for regular swimming.

## **RELIGIOUS EDUCATION**

101. Religious education has an established place in the school's curriculum and issues raised in the last inspection report on continuity and provision have been addressed. Current work at both key stages relates closely to targets in the local Agreed Syllabus on meaning and on knowledge and understanding about religion. Statutory requirements are met.
102. Standards in religious education are average at both Key Stage 1 and Key Stage 2. Pupils at Key Stage 1 have a good recall of Bible stories and through well focused questioning in lessons, successfully relate many of the ideas explored to aspects of their everyday lives. When discussing the Old Testament story of Hannah, they successfully link ideas of motherhood to aspects of present day family life. Many also understand why the Bible is a special book for Christians and begin to explain the meaning and purpose of prayer. Some pupils offer well reasoned explanations for key events in the life of Jesus, suggesting for example, that 'he gave his life for other people' through what happened at Easter. A satisfactory rate of learning is maintained, and throughout the key stage pupils make effective use of the picture/caption format for retelling stories, and for expressing ideas and feelings.
103. Learning about religious ideas and concepts continues at a satisfactory rate throughout Key Stage 2. Sensitive, well informed teaching helps pupils express their thoughts confidently and develop a personal point of view, for example when exploring the New Testament miracle

story of the loaves and fishes. Knowledge about religion also increases through looking in detail at the beliefs and practices of different faith communities, such as the Jewish festivals of Hannukah, Rosh Hashanah and Yom Kippur. Some also have the opportunity to meet and talk to a Muslim mother in school as part of work on other faiths, but pupils do not fully understand how belief determines the way that people lead their lives. Learning is well complemented by the exploration of religious and moral themes in daily worship and, for example, through thoughtful, reflective writing on the experiences of people during wartime. This has a positive impact on pupils' growing spiritual awareness within religious understanding.

104. Teaching is sound at Key Stage 1 and good at Key Stage 2. The most successful teaching occurs where lessons have clear learning objectives rather than a series of prompts about the content to be covered, and where feedback whilst pupils are working continues to probe and stimulate their thinking. As a result they are interested, concentrate well and standards improve. Sound overall planning is based on a two year topic cycle and carousel approach at Key Stage 1 which ensures adequate coverage of the subject, but assessment is unsatisfactory and does little to inform future work. Teaching is well supported by improved resources that include extensive material for work on other faiths, and an improved range of library books on religious topics. Effective use is also made of the local parish church as additional resource for learning. Occasionally the computer is used to research information, but this is sometimes limited by a lack of skill and confidence in conducting a search.