

# INSPECTION REPORT

**BROADHEMPSTON VILLAGE PRIMARY  
SCHOOL**

Broadhempston, Totnes

LEA area: Devon

Unique reference number: 113191

Headteacher: Mr R D Clarke

Reporting inspector: Mrs Kay Cornish

Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> March 2000

Inspection number: 189140

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Broadhempston Totnes Devon
Postcode:	TQ9 6BL
Telephone number:	01803 812689
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Appropriate authority:	GoverningBody
Name of chair of governors:	Mr L Sutcliffe
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Kay Cornish Registered inspector	Special educational needs English Religious education Art History Music Equal opportunities	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Michael Whitaker Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Philip Inness Team inspector	Mathematics Science Information technology Design and technology Geography Physical education Under-fives	Pupils' attitudes, values and personal development. How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Broadhempston Village Primary School is situated some six miles east of Totnes in an area of scenic beauty in Devon. The school was built in 1870 and modernised in 1993, when a mezzanine floor was built to accommodate a third classroom. The small, enclosed playground is supplemented in dry weather with a fenced public field and play area, about 25 metres from the school. A larger playing field, 1½ miles away, is used for sports and matches. The school's minibus is used frequently to transport pupils for sports and visits. The village hall and the parish church are used regularly. The school takes pride in its links with parents. Pupils come from a wide socio-economic context. They are broadly in line with national expectations on entry. Most pupils have had some pre-school provision.

There are 51 pupils on roll, much smaller than the national average. The percentage of pupils known to be eligible for free school meals, 14 per cent, is below the national average. There are no pupils who speak English as an additional language, and this is low when compared to national averages. The percentage of pupils identified as having special educational needs, including those with statements, at 18 per cent, is about the national average. Two pupils have statements of special educational needs under the DfEE Code of Practice<sup>1</sup>. At four per cent this is above the national average. The average class size is 14 pupils, which is much lower than schools nationally. Admission is by entry in September and January. Pupils can be admitted on a part-time basis a term before they are due to start full time education.

The school has undergone significant changes since the previous inspection in September 1996, namely in headship, teaching staff and governors. Since mid-December 1999, a newly qualified teacher has been in post, covering maternity leave. The school has now stabilised.

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

Broadhempston Village Primary is a highly effective school that provides a very good quality of education. It consistently helps pupils to achieve standards that are above national expectations. Good teaching impacts substantially on pupils' learning. The high quality of leadership constantly strives to achieve higher standards in all aspects of the school's development. The significant strengths of the school outweigh those aspects in need of improvement. The school uses the principles of best value very effectively and gives good value for money.

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

- The headteacher leads the school with enthusiasm and an excellent grasp of the school's needs.
- Pupils' standards are higher than those expected nationally.
- Teaching is a major strength of the school and has a significant impact on pupils' learning.
- The planned curriculum is exciting and broadly balanced. There is excellent enrichment through a wide range of extracurricular activities.
- The very good attitudes, behaviour and excellent relationships in the school are ensured by all the hard-working and talented staff who work well as a team to give good support.
- The highly committed governing body is very good at fulfilling its role.
- There are very good links with parents and the community.
- Financial and daily administration are of a very high standard.

<sup>1</sup> The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## What could be improved

- Pupils' standards in some aspects of writing at Key Stage 1.
- Mathematical standards at Key Stage 2, although satisfactory compared with similar schools, do not reach the same high standards as literacy and science.
- Pupils have insufficient experiences of control and measuring in information technology, although overall standards are satisfactory.
- The outdoor provision for under-fives lacks opportunities for their physical and creative development and knowledge and understanding of the world.
- The quality of assessing pupils on entry to school, before they reach Key Stage 1, is unsatisfactory.
- Not all marking gives clear guidance for pupils to correct or finish their work.
- The lack of a school hall and other aspects of the accommodation create difficulties.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in 1996. All the key issues for action of the previous report have been dealt with very effectively. Overall, literacy standards have significantly improved, apart from certain aspects of pupils' writing at Key Stage 1, which the school has identified and is rectifying. Work habits and expectations of all pupils have greatly improved. Planning of the curriculum is now completed consistently to an agreed format. Assessment, recording and reporting at both key stages are now very good. The school's development plan, which covers a three year cycle, is now thorough, workable and clearly set out. It includes an excellent review and evaluation of the progress made in the previous inspection's action plan. The school has updated and implemented a health and safety policy. The marking of registers now complies with legislation. No unsatisfactory teaching was seen during the current inspection. Teaching is a major strength of the school. The school is well placed to maintain standards and to continue its good improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A*	A*
Mathematics	B	A	B	C
Science	C	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that in 1999 national tests at the end of Key Stage 2, pupils achieved standards which were well above average in English and science, and above average in mathematics, compared with all schools. The school's performance in English puts it in the top five per cent of schools nationally for this subject. Standards were in line with the average for mathematics for similar schools based on eligibility for free school meals. Standards in information technology are broadly in line with national expectations by the end of both key stages. Standards in religious education are above the requirements of the locally agreed syllabus at the end of Key Stage 2 and in line with requirements at Key Stage 1. In all other subjects, standards are above national expectations. Pupils with special educational needs make good progress in their learning throughout the school.

Children under five achieve standards which are similar to the national expected levels by the time they reach their fifth birthday. By the age of seven, pupils achieve standards broadly in line with the expected averages in writing and mathematics, apart from some aspects of writing which are below. Pupils' attainment in speaking and listening, reading and science is above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very purposeful attitudes to their work. They are enthusiastic about their studies. They are very happy to come to school.
Behaviour, in and out of classrooms	Pupils' behaviour is very good.
Personal development and relationships	Personal development is very good. Pupils make maximum use of many varied opportunities to take responsibility, conduct independent research, and to use their initiative. Relationships are excellent.
Attendance	Attendance is satisfactory overall being broadly in line with the national average this year. Punctuality is 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 with satisfactory features	Very 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.*

Throughout the school, the quality of teaching and learning observed was predominantly good. There was very good teaching seen in all classes. There was no unsatisfactory teaching. Teaching in a third of lessons seen was very good and occasionally excellent. In half of the lessons, teaching was good. This is a very good picture especially in Key Stage 2, and a significant improvement from the previous report. The impact of the high quality of teaching has had a substantial effect on pupils' standards. Areas for development in teaching are in the teaching of all aspects of writing at Key Stage 1, in the better matching of tasks to pupils' needs in mathematics in Years 3 and 4, and in challenging higher attainers in Years 5 and 6 in mathematics. Teachers do not provide sufficient opportunities in information technology for measurement and control.

The quality of pupils' learning is good overall. There is good achievement in reading, science, art and geography at both key stages. At Key Stage 2, pupils achieve above the expected national standards in religious education, design and technology, history, music and physical education.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The planned curriculum is exciting and broadly balanced. There is excellent enrichment through a wide range of very good extracurricular activities.
Provision for pupils with special educational needs	All pupils with special educational needs are welcomed and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good. Pupils' spiritual, moral and social development is very good. The school encourages a well developed sense of mutual responsibility and is protective of people and the environment. Provision for cultural development is satisfactory.
How well the school cares for its pupils	There are very good procedures to assess pupils' attainment and progress at both key stages. There are good procedures for child protection and for ensuring pupils' welfare. The quality of support is good. The school is clean and well maintained. All staff, including mealtime assistants and site supervisor, ensure that pupils are well supported in an orderly community.

Parents regard the school as excellent. Partnership with parents is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is very good. The enthusiastic headteacher has an excellent grasp of the school's needs and has successfully led a number of effective developments in the previous three years. All staff are dedicated, work well as a team and carry out their duties diligently.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its responsibilities and statutory duties. Governors give very good support and have a strong role in shaping the direction of the school. As a governor, the chair of governors has given good, long term service for 25 years to the school.
The school's evaluation of its performance	The school is very good at evaluating its own strengths and weaknesses. All the key issues of the previous report have been rectified. It has begun to take effective action to remedy areas of development which have been recently identified.
The strategic use of resources	The school uses its budget in an informed and prudent way. Financial and daily administration are highly efficient. Accommodation is used to its utmost, but the limitations of the building create some difficulties throughout the school day.

There are sufficient, well qualified staff to meet the needs of all pupils. The accommodation is limiting for whole school activities, such as assemblies, and for physical activities such as dance and gymnastics. The outdoor provision for the under-fives is limited. The financial and daily management is most efficient.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The care shown for the 'whole child – not merely a statistic.'</li> <li>• The care shown by teaching staff: 'well beyond their duty.'</li> <li>• The good morals and manners of pupils.</li> <li>• The warm welcome to parents.</li> <li>• The good preparation for the next stage of schooling.</li> <li>• The very good progress of their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of space in the accommodation.</li> <li>• A sheltered area for visitors/parents when waiting for their children.</li> <li>• More funding for the school.</li> <li>• More extracurricular activities.</li> </ul>

Inspectors agreed with parents' positive views. With regard to the 'need for more extracurricular provision', inspectors found such activities to be numerous and very good for a school of this size and the number of staff.

### PART B: COMMENTARY

#### HOW HIGH ARE STANDARDS?

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

1. The number of pupils in each cohort is usually less than ten, which makes comparisons from one year to another less reliable. Pupils' attainment in National Curriculum tests in 1999 for Key Stage 1 was below the national average for reading and mathematics and in line with the national average for writing. Results in science were well above the national average for the end of Key Stage 1. Although pupils' scores were 100 per cent at Level 2+, the expected level, in reading and writing, which is very high, there were no pupils scoring the higher Level 3, which reduces the average point score.

2. At the end of Key Stage 2 in 1999 National Curriculum tests, English standards were very high in comparison with national averages. Science results were well above the averages expected nationally. Mathematics results were mainly in line with average figures for similar schools and above national averages.

3. Taking broad trends over time from 1996 to 1998 inclusive, the school's results at the end of Key Stage 1 in reading and mathematics dropped, but were still close to national standards in 1998 and 1999. Boys performed better than girls, which goes against national trends. However, the comparisons made are for low numbers of pupils and scores fluctuate more sharply than for larger cohorts.

4. Trends at the end of Key Stage 2 over the same period of time show a significant upward trend in English, well above the national figures. In mathematics, progress was maintained on a level plateau, but was still above the national average in 1999. Science results show a significant upward trend, better than the national average. Therefore, pupils' achievement compared with prior attainment appears to be better at Key Stage 2 than at Key Stage 1. There have been more temporary staff changes at Key Stage 1 which may be a contributory factor. At Key Stage 2, the appointment of a new headteacher after a period of temporary headships, the new class organisation and stronger stability in teaching over the three years prior to this inspection, appear to have influenced the good improvements.

5. During the current inspection, standards throughout, and at the end of both key stages, show a significant improvement from those at the previous inspection of 1996.

6. Children enter school in the under-five age group with overall skills which are mainly in line with national expectations. There is a very wide range of prior attainment however,

so some children are below the expected levels, whilst others are above expectations on entry. Children make good progress from entry in speaking and listening and in reading, and satisfactory progress in numeracy. There is a restricted outdoor curriculum for them which restricts standards in knowledge and understanding of the world and children's physical development towards the early learning goals. However, the school has already begun to address these issues. Children's creative development is good. Overall, standards by the time children commence their formal education at the age of five, are in line with the early learning goals.

7. The attainment of the present pupils by the end of Key Stage 1 in speaking and listening, in reading and in science, is above national averages. Standards in art and geography are above national expectations. Standards in mathematics, information technology, design and technology, history, music and physical education are broadly in line with national averages or expectations. Pupils attain standards in religious education which are in line with the expected levels of the locally agreed syllabus. Standards in some aspects of writing at Key Stage 1, such as extended writing for average and below average groups of pupils, are below national expectations. By the end of Key Stage 1, standards in handwriting, punctuation and presentation are unsatisfactory, although standards show an improvement since the middle of December 1999, with a change of teacher. English overall, by the end of Key Stage 1, is in line with the national average.

8. By the end of Key Stage 2, present standards show above average attainment in English and science. Mathematics and information technology standards are in line with national averages. Standards in religious education are above those expected and identified in the locally agreed syllabus. In all other subjects, pupils' attainment is above national expectations. Areas of development are the need to challenge higher attainers in mathematics; the need to ensure pupils at Years 3 and 4 have tasks more closely matched to their needs, and have more opportunities for recording their calculations. In information technology pupils' knowledge and application of computers for measurement and control is unsatisfactory.

9. At Key Stage 1, progress in learning, compared with prior attainment, is mainly satisfactory. There is good progress in reception for pupils who are five years old. There is good progress in reading and science, and in art and geography. At Key Stage 2, there is good achievement from prior attainment in most subjects, apart from mathematics where the trend is not so sharp. Pupils in Year 5 make particularly good progress.

10. Standards have been maintained overall at Key Stage 1 since the previous inspection, and have risen in science, art and geography. However, certain aspects in pupils' writing at Key Stage 1 have dropped.

11. Since the previous inspection, standards at Key Stage 2 have risen significantly. All subjects' standards, apart from mathematics, have improved considerably. There has been very good improvement in religious education and history. Mathematical standards have been maintained.

12. Apart from challenging higher attainers in mathematics and information technology at Key Stage 2, higher attainers in most other subjects are well challenged and attain appropriate high standards. The progress of pupils with special educational needs is good. Pupils have moderate skills in sequencing their own thoughts logically when writing. They attain accomplished standards in reading. In all other areas, they meet their own individual targets well. There are no pupils with English as an additional language.

13. Since the new head was appointed, trends clearly show a rise in standards and progress in most areas, apart from those already highlighted. The school has already identified writing standards at Key Stage 1 as a problem to be rectified and has begun to take steps to improve this aspect of literacy. Overall, the influences of the literacy and numeracy strategies have been good on standards and progress.

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

14. Pupils are keen to come to school and apply themselves to lessons well. Poor work habits of some pupils identified in the previous inspection are much improved. Pupils listen closely not only to teachers but to each other. Pupils work within a firm framework of values emphasised by all staff: for example in assembly pupils understood the importance of playing instruments in harmony as well as waiting for a turn to speak as part of a theme on 'listening'. Many similar occasions are made by the school to enhance values and personal development.

15. Pupils sustain concentration in their personal work well, even when some lessons run 'overtime'. They behave well even when staff are not present, such as when changing for a games lesson or working on computers. They are polite. Pupils' very good behaviour, their treatment of each other, and their obvious sense of pride in, and belonging to, the school are practical examples of good attitudes.

16. Pupils co-operate well in lessons helping each other to work out a problem or sharing resources fairly. They play well together and assist in the running of the school by carrying out a good range of responsibilities; setting up classrooms after assembly or clearing away equipment. Older pupils in Key Stage 2 are expected to show initiative. They rise to these expectations by suggesting other ways to carry out a task or selecting resources independently. They are encouraged to contribute to the life of the school and the wider community through their involvement in performances and raising money for charity.

17. Pupil attendance, at 92.5 per cent in 1998/9 was below the national average and consequently less than satisfactory. This contrasts with the previous inspection which concluded that attendance was good. However, the school is aware of the reason for the low attendance rate. It is due to the poor attendance through illness and social reasons of just one child. In a school of fifty-one pupils, one child's absence can skew the statistics to the detriment of the school. Unauthorised absence is below national averages and attendance for the current academic year is satisfactory

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

18. During the week of the inspection, the quality of teaching was overall good. There was no unsatisfactory teaching. Of the lessons seen, teaching in a third was very good or excellent. Teaching in a half of the lessons was good. All other lessons were satisfactory. This is a very good picture and a significant improvement from the previous report. The impact of the high quality of teaching has been substantial for raising pupils' standards from the previous report in 1996. Elements of very good teaching were seen in all classes. There was a high proportion of very good teaching or better throughout Key Stage 2.

19. Teaching for under-fives is good. It is very good in the teaching of literacy. Children are encouraged to take responsibility and to develop independence. Taught activities are well balanced between practical, written or drawn, and are relevant. However, there is insufficient work planned for their individual needs when children under five work on the same theme as Key Stage 1 pupils.

20. Overall, the teaching of literacy and numeracy at Key Stage 1 is good. The teaching of literacy at Key Stage 2 is very good with excellent features. The teaching of numeracy at Key Stage 2 is mainly satisfactory with some good features. Strengths are in the teaching of reading throughout the school, so that pupils clearly understand the text of their books, and they remember good phonic strategies when meeting new words. At Key Stage 1 the teaching of reading is of a higher standard than the teaching of writing.

21. The teaching of extended writing is less well developed in the average and below-average groups of pupils at Key Stage 1. There is insufficient teaching of handwriting, punctuation and presentation for all Key Stage 1 pupils, although from an analysis of

pupils' work from the beginning of the academic year standards in writing show an improvement since the middle of December 1999. At Key Stage 1 the teaching of numeracy ensures that pupils gain a sound foundation of skills and understanding in all mathematical areas. By Year 2, pupils begin to solve simple problems and are competent in the recall of number facts. Written calculations are usually taught accurately. The quality of teaching means that pupils' progress for calculating mentally is good.

22. Throughout Key Stage 2, teachers have very good skills in helping pupils to analyse different types of texts in reading. Pupils are encouraged well in the use of dictionaries and skills for research. The teaching of writing at Key Stage 2 is very good so that pupils' standards in grammar, spelling, presentation, punctuation and paragraphing are high. Teachers have ensured that pupils write with a good style in sentences which flow, with appropriate use of connectives. The teaching of speaking and listening is exceptionally good throughout both key stages. As a result, the quality of pupils' discussions is very high.

23. At Key Stage 2, the teaching of numeracy ensures that pupils have good awareness of number facts and explain clearly their calculations. The teaching of data handling is good. The teaching of written calculations in Years 3 and 4 lacks a systematic approach and appropriate notebooks to record calculations methodically. Numeracy tasks for pupils in Years 3 and 4 are insufficiently matched to pupils' needs. There is a lack of challenge for higher attainers in the upper part of the key stage.

24. There is good teaching of science. Teachers have good subject knowledge and lessons are planned well. Good use is made of classroom assistants to maintain pupils' progress in learning. Teachers provide for interesting investigations and they ensure that pupils take care in the presentation of their work. The quality of teaching information technology is satisfactory overall. Teachers have a mainly secure knowledge of the applications of computers. Their planning identifies which computer skills are to be taught and assessed. They ensure that all pupils have enough time involved in computer work in order to become independent users. However, insufficient opportunities and time are allowed for skills in measurement and control to be firmly secure.

25. The teaching of religious education is never less than satisfactory. It is very good at Key Stage 2. Teachers promote good relationships in classes so that pupils are confident. Planning is very good and reflects the locally agreed syllabus fully. Teachers make good links with other subjects, such as art, music, geography and history. The teaching impacts positively on pupils' attitudes and their willingness to explore religious ideas through reflection and imagination.

26. Outstanding features of the best teaching seen in all subjects include high expectations of behaviour, discussion and academic performance. Teachers are very good at teaching the basic skills, in the main, and their planning is of a high standard. Management of pupils' behaviour is very good and teachers use imaginative methods and tasks to interest pupils. For example, during a design and technology lesson on inventing packaging for an egg to protect it from breaking, pupils were allowed to test the strength of the boxes to see if the egg would break. There is very good deployment of support staff, of exchanging lessons to maximise teachers' expertise, and there is careful planning of time.

27. Good features of teaching in the non-core subjects include broad and informed knowledge in art, and very good links made with other subjects, such as literacy, science, religious education and geography. In design and technology there is good development of skills and sufficient time is allowed to reflect on the finished designs. In history, there is thorough planning and interesting activities for pupils. In geography, teaching is enthusiastic and reflects imaginative use of the environment. There is a good framework in geography lessons for pupils to self evaluate what they have learnt and for teachers to assess. There is excellent expertise in music to ensure high standards and very good management of time. Teaching in physical education has excellent pace and very good opportunities are given for extracurricular sports, such as skiing and canoeing.

28. Pupils with special educational needs are well taught. The co-ordinator involves the teachers and learning support assistants well in the planning and review of pupils' individual education plans. Teachers have copies of pupils' individual education plans and make appropriate provision in planning their lessons. Individual education plans are reviewed regularly and pupils' progress is recorded. Support assistants are skilful, well deployed and effective.

29. Teachers keep very good detailed records on each pupil at both key stages, including samples of work for most subjects. These samples are graded with National Curriculum levels. Teachers make good use of any scores of previous years' National Curriculum test results in order to inform future planning of lessons. Homework is managed well. Marking is generally satisfactory, but there is some inconsistency. Not all marking gives clear guidance for pupils to improve, finish or correct their work before beginning new units of work.

30. Teaching has improved significantly from the previous inspection, particularly at the end of Key Stage 2 history and religious education. Art teaching has improved at Key Stage 1. Teaching is now a major strength of the school and is occasionally excellent.

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

31. The curriculum provided for the under-fives has been improved recently. It covers the requirements of the desirable early learning goals reasonably well and contributes strongly to children's intellectual development. In particular, opportunities for role play and social development indoors, have been improved but the outdoor curriculum is restricted, particularly in winter. Although there are good examples, such as an indoor area set up as a café where children lay tables and serve each other, opportunities to take part in occasions for imaginative play and exploration are limited, mainly due to restricted accommodation. Good links are made with the early stages of the National Curriculum with regard to literacy and numeracy and good provision for both of these aspects are continued across the school.

32. The curriculum for pupils of statutory age at Key Stages 1 and 2 is broad and balanced. It provides well for each stage of their education and for transfer at the end of Year 6. Planning for lessons is much improved since the previous inspection. Very good progress is made in the ongoing review of curriculum content and provision.

33. The requirements of the National Curriculum, and religious education, which follows the locally agreed syllabus, are met. Health education, including sex education and drugs awareness, is provided. All subjects including religious education have sufficient taught time, with English and mathematics given a strong emphasis. Throughout the school, well managed discussions and occasions for review enhance speaking and listening. Investigation and problem solving in mathematics and science, are emphasised. Links between the main subjects and other subjects are good particularly so in geography, science and art, providing much interest for pupils. The current use of computers is good and work covers most aspects for information technology as well as enhancing other subject areas, mainly in word processing, data handling, research and art. However, occasions and resources for pupils to use computers for control and measurement at Key Stage 2, are insufficient. The school has established good links with other local schools and training establishments where improvements to curricular provision are made collectively.

34. Provision for pupils with special educational needs is very good and ensures that pupils make good progress. The curriculum meets the requirements for the Code of Practice for such pupils. Pupils of all abilities, including those with special educational needs, receive equal access to the broad curriculum provided. However, as in the previous inspection, teachers still make too little variation in matching all the needs of pupils in mathematics to extend the range of work and challenge higher attainers further.

35. Extracurricular activities, such as music, chess, French, skiing, canoeing and other sports, significantly enhance good curriculum provision. The school makes good use of visitors and visits to educational centres, field trips and places to enrich learning. Homework is regular throughout the school and supports English, mathematics, and topics such as geography and history.

36. Overall provision in respect of pupils' spiritual, moral, social and cultural development is very good. Through assemblies the school seeks to reinforce positive attitudes and values and to praise good behaviour, attitudes and progress. As part of other work, pupils are given very good opportunities to talk through moral issues. Teaching encourages pupils to express wonder at what they learn and discover. For example, pupils in Years 5 and 6 express concern when involved in lively debate about capital punishment in an English lesson or testing the effectiveness of packaging in design and technology.

37. Pupils work within a firm framework of values consistently applied by all teachers and staff that reinforce moral values. Pupils' very good behaviour, their treatment of each other and their obvious sense of pride in, and belonging to, the school are practical examples of strong moral development. Pupils co-operate well in lessons, play well together and assist in the running of the school by carrying out a good range of responsibilities. They are encouraged to contribute to the life of the school and the wider community through their involvement in performances and charities.

38. Provision for pupils' cultural development, although mostly good, could be improved. Pupils study their own cultural heritage through subjects such as English, art, geography, history, music and dance, but less so about the culture of non-western countries. Lessons are provided in which pupils can develop an awareness of multicultural aspects of society through, for example, their study of a region of Africa in geography, and have contributed to the sponsorship of a village in Kenya. However, as in the previous inspection opportunities for pupils to learn more about minority ethnic and regional differences within Britain are still insufficient.

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

39. Broadhempston Village Primary School is a caring community. Parents express their complete confidence in the school's ability to look after their children, physically, emotionally and academically. In this respect the school has improved considerably since the previous inspection, which concluded that pupil support and guidance was 'broadly satisfactory'.

40. Arrangements for child protection and health and safety are good. The lack of a health and safety policy, noted by the previous inspection team, has been remedied. A member of the governing body has overall responsibility for the matter. All necessary procedures for regular safety checks, fire drills, first aid and the care of pupils with medical conditions are in place. Whilst the headteacher is responsible for child protection matters, all staff, including support staff, are aware of procedures. Liaison with other statutory agencies is co-ordinated by the education welfare officer.

41. Healthy living and personal security are promoted through sex education, drugs awareness and talks from the community police constable about 'stranger danger'.

42. Support for pupils having special educational needs is particularly good. Good use is made of outside specialists such as the education psychologist and audiologist. In addition, the special needs co-ordinator attends regular meetings with others in the same academic cluster and with local education authority experts on particular forms of physical handicap and learning difficulty. Careful records are kept of pupils' progress against targets in their individual education plans. The few pupils from travelling communities find the school

welcoming and free of prejudice. Good use is made of the local education authority's traveller education service to support both pupils and teachers.

43. There are satisfactory arrangements for monitoring and promoting good attendance. Parents are reminded of the importance of regular, and punctual, attendance - a few families have a relaxed attitude to timekeeping. The school has produced a guide to attendance for parents. Parents are discouraged from taking family holidays in term time.

44. The school's promotion of good behaviour is excellent. There is a clear and precise behaviour policy which stresses the importance of pupil self esteem in creating an orderly environment. Class rules, which pupils help to draw up, provide a framework for behaviour, although the greater contribution to good behaviour is made by the school's high expectations and the quality of relationships. Those very good relationships help to ensure that there is no harassment of minority groups such as travellers or pupils with special educational needs. Nor is there any sign of sexist attitudes or behaviour. When bullying occurs, it is dealt with personally by the headteacher, who will involve both sets of parents if the matter is serious. Pupils are given the opportunity to reflect upon behaviour and relationships in assemblies.

45. Procedures for assessing pupils' attainment and progress at both key stages are very good. However, although the school has accepted the local education authority's procedures to assess children on entry to school in the under-fives age group, the implementation of these guidelines was unsatisfactory in September 1999. This was before the present Key Stage 1 teacher took up her duties. The collation of all the scoring according to set criteria is unclear and, therefore, gives insufficient guidance as a basis to assess precisely pupils' progress during the autumn term. Record keeping and assessment of the youngest pupils in relation to their early learning goals has, however, taken place since January 2000 and is improving.

46. At Key Stage 1 and Key Stage 2, all statutory requirements are met for assessment. At the end of each key stage, pupils sit the National Curriculum tests and in Years 3, 4 and 5, pupils sit the Qualifications and Curriculum Authority tests. Very good assessment of reading is made annually. Teachers' assessments of all core subjects are full and procedures are systematic and thorough. The school tracks pupils' progress individually in reading, writing, mathematics, science and information technology. Governors and the local education authority are well informed of year group targets. Individual targets are set with pupils throughout the school. There has been very good analysis made of the school's performances compared with national figures. The use of assessment information to guide curricular planning is very good. Teachers are conscientious about keeping samples of pupils' work, which are levelled according to the National Curriculum's criteria.

47. Pupils with special educational needs demonstrate good attitudes to their work. They are fully involved in the work of their classes and most respond positively to the opportunities offered them. The school's supportive family ethos ensures that these pupils feel part of the school community.

48. The governing body does not have a policy on equality of opportunity for pupils (the school's equal opportunity policy is directed towards employment practice). However, the principles of equality of opportunity and access to the curriculum are well observed throughout the school. Whilst there are no children of ethnic minority origin, pupils from other minorities, such as travellers, are fully integrated into the life of the school. No gender bias was observed. Being 130 years old, cramped and inconveniently designed, the school building would present a physically handicapped pupil with considerable problems.

49. Good attention is paid to pupils' personal development. Whilst there is some formal monitoring of personal development, especially in the Key Stage 1 class, most monitoring of pupil development is informal, facilitated by the smallness of the school and the closeness of its relationships. Year 6 pupils are entrusted with a number of duties, including



ordering the day's cooked lunches, using the photocopier, reading with younger children and acting as all round responsible members of the school community. Pupils in Key Stage 2 evaluate their work and write their own annual reports. The smallness of the school community promotes personal development by ensuring that all pupils mix regardless of age and gender. Many personal development opportunities are provided, including involvement with the annual music and drama productions, representing the school in competitive sport and, for Key Stage 2 pupils, the chance to take part in a residential visit to an outdoor activities centre.

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

50. Parents hold the school in very high regard. In their view it is an excellent school, or, as one parent put it at the pre-inspection meeting, "This school is brilliant." Its links with parents are, therefore, very effective.

51. The quality of information provided for parents is very good. This is an improvement on the previous inspection which regarded parents as 'well informed'. There are frequent newsletters and termly advance information on the work children will be undertaking. Although there is provision for formal consultation evenings, the ready accessibility of teachers at any reasonable time renders these almost superfluous. Staff are at the school door at the beginning and end of the day, thus providing an opportunity for the resolution of immediate problems. Pupils' annual reports are particularly impressive. In addition to providing a comprehensive description of the child's response to the year's work, they give an indication of the National Curriculum level at which the child is working, together with a grading for effort. Reports contain informed comment on the child's personal development, and space is provided for parental observations. The report booklet includes a clear explanation of National Curriculum terminology. The report does not include targets, although pupils do have targets which are the subject of discussion at consultation meetings.

52. Parents of children with special educational needs are well informed. They are involved in regular reviews of their children's individual education plans and the special needs co-ordinator is particularly anxious to ensure that she meets those parents at consultation evenings. Parents responding to the pre-inspection questionnaire were especially appreciative of the school's work with children having special needs.

53. Parental involvement has a good impact upon the work of the school. Whilst there are few parents who work regularly in school, hearing readers for example, the school has virtually unanimous support amongst the community. Parents will help the school through a crisis - a parent stepped in to help produce the school drama production for instance, and a number of mothers ran the kitchen when the catering service were unable to provide absence cover for sick staff. Parents volunteer to help supervise school visits: for example to theatres or places of interest. There is an active parents and friends association which raises funds of direct benefit to pupils. This contributes to minibuss running expenses. Parental skills are used to enrich children's experiences: for example in making a compact disc of the Christmas musical production. The headteacher is happy to canvass parental opinions through a biennial survey, and act upon the results. Parents were consulted over the detail of a home-school agreement. They are of the view that the school does not just listen - it will act upon what it hears.

54. Parents contribute well to their children's learning at home through regular use of pupils' home-school reading diaries and homework diaries.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The quality of leadership and management is very good. The enthusiastic headteacher provides very clear educational direction to the work of the school and has an excellent grasp of the school's needs. He has successfully led a hard working staff in a number of worthwhile developments over the previous three years. All present staff work together effectively and are strongly committed to good relationships and equal opportunities for all the children in their care. There is a clear focus in the school's work on raising standards and this has supported significant improvements over the years since the previous report, and under the guidance of the new headteacher.

56. All the key issues from the previous inspection have been rectified successfully as follows:-

- Literacy standards have significantly improved as reflected in the National Curriculum test results over recent years. New library books and a new reading scheme have been introduced. There remains only to improve certain aspects of writing at Key Stage 1, which the school has identified and is addressing. Work habits and expectations of all pupils have greatly improved. In curriculum planning, core subjects have been planned and implemented with support from Devon Curriculum Services. Planning is consistently done by all teachers to an agreed format.
- Planning and pupils' work samples are regularly monitored. An assessment policy and agreed format for recording pupils' progress have been successfully implemented. Assessment and recording and reporting at Key Stages 1 and 2 are very good. However, for pupils entering school in September 1999, the assessment of them on entry was inconsistent in approach and gave insufficient information.
- The school's development plan, which covers a three year cycle, is thorough, workable and clearly set out. It includes an excellent review and evaluation of the progress of the previous inspection's action plan. The school has updated and implemented a health and safety policy. The marking of registers now fully complies with legislation.

57. The governing body is very effective in fulfilling its responsibilities and statutory duties. It is fully involved in the life of the school, showing obvious commitment and very good support. There are many printed statements which reflect a shared commitment to improvement and the capacity to succeed. The conscientious chair of governors has had an honourable and long term service of 25 years as a governor to the school. Governors voice every confidence in the headteacher's leadership. They are well informed through the school's development plan and have a strong role in shaping the direction of the school. The compilation of the governing body is appropriate. All governors have been on training for new educational and managerial developments. They visit the school regularly.

58. The school's provision for pupils with special educational needs is very good. The special needs co-ordinator, Key Stage 1 teacher, headteacher and special needs assistants work together as a team to promote the interests of this group of pupils. Local education authority provision is supplemented from the school's own resources: for example one child is entitled to 0.8 special needs assistant time, which the school augments to a full time post. There are close working relationships between the school and outside experts, the local cluster of small primary schools and special interest groups within the county. The documentation relating to these pupils is carefully maintained and accessible to all staff. Support assistants are well trained, competent and supportive in their approach to the children they assist. Interested members of the governing body (including the special needs co-ordinator as a teacher governor) are well informed about the school's provision. Governors feel fully informed and involved.

59. The delegation and contribution of staff with managerial responsibilities are very good. The school development plan clearly monitors the staff's curricular and other duties.

The monitoring of teaching and pupils' learning is very successful. The success is due mainly to a very good knowledge of teachers' strengths and expertise, in exchanging classes to use this expertise fully, and in purchasing the specialist teaching of other part time staff, such as for music and art. The induction of staff new to the school and to the profession is excellent.

60. Teaching staff are well matched in number and qualification to the demands of the curriculum and age groups of pupils. Classroom assistants are well qualified and trained to support pupils in their learning, including the under-fives and those with special educational needs. Staff appraisal is undertaken, but does not follow agreed local education authority procedures totally. However, regular reviews monitor the work of staff and appropriate training is undertaken, including courses in advanced qualifications. All staff, including lunchtime supervisors and the school's site officer, are diligent in their duties so that there are high levels of care for pupils and cleanliness.

61. Due to the compact accommodation for learning, and the lack of a school hall, there are difficulties created for some lessons, such as gymnastics and outdoor creative and physical education for the under-fives. Extra time has to be allowed to create space for whole school assemblies. This is unsatisfactory. The school's site and buildings are in a satisfactory state of repair. There has been very good reorganisation of storage and resources since the previous inspection, and good use is made of all facilities. Good use is made of local facilities, mainly through the school's excellent arrangements for transport. Sufficient improvements for the health and safety of the village's play area have been made since the previous report and good use is regularly made of nearby play facilities during the lunch hour and after school. However, the positioning of the staff toilet and library are unsatisfactory. The requirements for new technology equipment and computers are being met successfully in order to raise standards, but teaching space is being reduced in all classes as a result of information technology provision.

62. The school's financial and daily administration is most efficient, and the administrative assistant very effectively uses the new technology which is linked to the local education authority's computerised system. The school has a detailed action plan implemented for the use of information and communications technology by pupils. There is a good financial policy statement implemented, showing clear financial delegation. The school development plan's educational priorities have financial implications, including staffing costs. Governors are fully informed about budget monitoring by the headteacher and the local education authority. All the finance committee spent a day in Exeter for a meeting and training during the budget management workshop, which will be repeated next year due to its success in helping to draft the forthcoming year's new budget. Specified grants, for example, the 'Standards Fund', are well used for designated purposes. The school had a successful local education authority audit in January 2000.

63. The school uses the principles of 'best value' very effectively. Any shortcomings have been a major focus for the school's development: for example the weakness in some aspects of writing at Key Stage 1, and challenges for higher attainers at Key Stage 2 in mathematics have already been identified and plans made to rectify them. Appropriate steps are made to provide best value when making purchases in order to ensure good value for money: for example balancing the proceeds of renting out the school's minibus with the costs of maintaining it.

64. The overall effectiveness of the school is good. Standards are mainly above national averages or national expectations. Pupils show good achievement from prior attainment on entry, which was overall satisfactory. Pupils' attitudes to learning and their behaviour are very good. The quality of teaching is mainly good, with a significant proportion of very good or excellent teaching. Costs of running the school are appropriate for the size of school. The school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. No subject is unsatisfactory overall in the school. However, in order to ensure that subjects reach the same high standards throughout, the headteacher, governors and staff should:-

- **Raise** all pupils' writing standards at Key Stage 1 by:
  - Ensuring all pupils improve their sentence structures and fluency;
  - Practising joined handwriting;
  - Improving punctuation;
  - Improving written presentation.

Paragraphs: 1, 7, 13, 20, 21, 56, 63, 76, 77, 80&84.

- **Further** raise pupils' standards in mathematics at Key Stage 2, in order to reach standards as high as English and science by:
  - Ensuring that higher attainers in Years 5 and 6 are sufficiently challenged;
  - Providing tasks for pupils at Years 3 and 4 which meet individual pupils' needs more successfully;
  - Organising Years 3 and 4 written recordings of calculations more systematically in books, in order to track pupils' progress more clearly.

Paragraphs: 3, 8, 9, 12, 23, 34, 63, 86&89.

- **Improve** standards in control and measuring in information technology by:
  - Providing appropriate software;
  - Ensuring sufficient experiences of these aspects of information technology for all pupils.

Paragraphs: 8, 12, 24, 33,116, 119.

In addition to the above key issues, the following minor issues need attention

- Reorganising the outdoor provision and use of the village play facilities for the under-fives in order to extend their learning experiences for physical and creative development, and their knowledge and understanding of the world.

Paragraphs: 6, 31, 61, 66, 72,73.

- Improving the quality of assessing pupils on entry to the school before they reach Key Stage 1.

Paragraphs: 45, 56,68.

- Ensuring all marking gives clearer guidance for pupils to correct or finish their work.

Paragraphs: 29, 90,94.

- Seeking still further to enhance the quality and amount of accommodation.

Paragraphs: 31, 48,61, 127.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12.5	21	50	16.5	0	0	0

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	51
Number of full-time pupils eligible for free school meals	7
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	8
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	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	7.0
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.2
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	2	5	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	National	82 (81)	86 (85)	87 (86)

### 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	5	5	10

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	90 (83)	70 (67)	80 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	80 (83)	80 (67)	90 (67)
	National	68 (65)	69 (65)	75 (71)

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

Information detailing actual numbers of pupils achieving National Curriculum levels is omitted on the basis of low numbers in both year groups.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	41
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	0	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)	2.8
Number of pupils per qualified teacher	17.8
Average class size	13.7

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

Total number of education support staff	4
Total aggregate hours worked per week	40

### ***Financial information***

Financial year	1998/99
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	£
Total income	104,992
Total expenditure	105,307
Expenditure per pupil	1,950
Balance brought forward from previous year	3,272
Balance carried forward to next year	2,957

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	51
Number of questionnaires returned	32

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	25	6	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	65	32	0	0	3
My child gets the right amount of work to do at home.	48	35	13	0	3
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	66	34	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	59	41	0	0	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	94	6	0	0	0
The school provides an interesting range of activities outside lessons.	84	13	3	0	0

- Inspectors agree with parents about the positive aspects of the parental questionnaire returns.
- Inspectors consider that the amount and balance of homework is about right for primary aged pupils.
- Inspectors consider that the school provides a stimulating and interesting range of activities outside of lessons with regard to the small number of staff.



## **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**

66. Children under five are taught alongside pupils in Key Stage 1. All under-fives receive a secure foundation in most areas of learning as outlined in the Qualifications and Curriculum Authority's document 'Desirable Learning Outcomes'. Children make good progress from entry in literacy and satisfactory progress in numeracy. However, even though improvements are being made, there is a restricted outdoor curriculum which reduces the opportunity to learn more about knowledge and understanding of the world and increase physical development. Those children identified as having special educational needs make good progress in language in line with their capabilities.

67. Teaching is good for most of the early learning goals. Currently, it is very good in the teaching of literacy. Teaching and support staff work effectively as a team. Relationships between staff and children are good. Children are encouraged to take responsibility and to develop independence. Taught activities are well balanced between practical and written or drawn and are relevant to children's experience. However, when under-fives participate in lessons of the same theme as pupils at Key Stage 1, their tasks are sometimes insufficiently matched to their individual needs.

68. Much has been achieved in developing good quality provision for literacy and numeracy. The quality of assessment on entry in September lacked clarity and rigour, but at present, the measuring of children's progress is good and is used to plan work for all children. Good provision is made for those starting school, and there are well established and effective transfer links at five to Year 1 at Key Stage 1.

#### **Personal and social development**

69. From entry the progress made in children's personal and social development is good. Under-fives and pupils in Year 1 work very well together enjoying their work, concentrating hard with very good behaviour. They respond very well to instructions, are very keen to help, are developing a good awareness of knowing right from wrong and how to help each other. They get themselves ready for physical education, playtime and home time sensibly with little fuss.

#### **Language and literacy**

70. Skills of talking and listening progress well. Children talk with confidence about what they know, and how they can tackle problems such as dressing a cut out figure or themselves in clothes suitable for different weathers. They are provided with a good range of reading experiences often sharing literacy with those in Key Stage 1. They listen to stories attentively and show a satisfactory level of understanding. Across the age range standards in reading and writing are satisfactory. Most can write or copy simple words to go with pictures they have drawn.

#### **Mathematics**

71. Children have a secure understanding of number. They are provided with a broad range of activities and experiences. Children enjoy practical mathematical activities. They can recognise and name colours. They learn and can apply appropriate vocabulary to positional words including 'above' and 'behind'. Children count well. Many can add and subtract small quantities using numbers up to ten and beyond accurately.

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

72. Children make satisfactory progress in developing knowledge and understanding of the world around them when provided with taught occasions. However, this is sometimes limited by the restrictions of the outdoor provision. Children enjoy talking about things that they have found out about: for example living in the past. They are confident in using the computer and can operate the control mouse to make movements 'up or down' the screen and to 'drag and drop' parts of programs: for example when dressing a figure. They make good progress when matching pictures to text in chronological order.

## **Physical development**

73. In school children are provided with an insufficient range of activities to encourage their physical development, although they have some use of the village hall and small playground for physical education activities. There is less opportunity to develop good co-ordination in planned, but non-taught occasions. Children handle a range of tools and small equipment well with good control and manipulation. They use scissors properly to cut paper, and can stick materials together appropriately when making pictures and models.

## **Creative development**

74. A broadly satisfactory range of opportunities is provided for children to develop their creativity and imagination. Their ability to express ideas and feelings is developing well, for instance through stories, art and music. Children draw and paint with the confidence expected of their age. Along with others in the school they sing songs with much evident enjoyment.

## **ENGLISH**

75. In the previous report, English standards at the end of both key stages, were in line with national averages. Progress of pupils at Key Stage 1 was good, but at Key Stage 2 there was unsatisfactory progress in Years 4 and 5 in phonic skills, and unsatisfactory progress throughout Key Stage 2 in reading and writing in addition to library and research skills. Since then, a lot of effort by the headteacher and staff has resulted in standards being maintained overall at Key Stage 1 and improved upon significantly at Key Stage 2. However, aspects of literacy at Key Stage 1 have fallen compared with the previous report and compared with national averages now, although the overall picture shows standards of the present pupils at the end of Key Stage 1 to be broadly in line with the expected levels. These findings are confirmed in the 1999 National Curriculum test results at the end of both key stages. Standards of the present pupils, who are about to leave in Year 6, are above the national averages in English.

76. Weaknesses at Key Stage 1 are that extended writing is less well developed in the average and below average group of pupils. Presentation, handwriting and punctuation are unsatisfactory at Key Stage 1, although standards show improvement since the middle of December 1999, coinciding with a change of teacher from that point in time.

77. Pupils enter their formal education of the National Curriculum at the age of five with attainment in literacy which is in line with national expectations. They have made insufficient progress in handwriting, presentation, punctuation and extended writing throughout Key Stage 1. Pupils make very good progress in their learning throughout Key Stage 2, and particularly good progress in Year 5, where English standards are well above the nationally expected levels. Reading progress is good throughout each year group, so that standards are mainly above the expected levels, and above average at the end of each key stage.

78. In speaking and listening, the range of pupils' experiences on entry is wide. Some pupils lack good articulation and confidence, whereas others are fluent. Progress is good

throughout the school in this aspect of English. By the end of Key Stage 2, pupils have learnt to listen carefully to the constituent sounds of words in order to develop accurate enunciation. By the end of the key stage, most respond very confidently to questions, discuss constructively and have an effective vocabulary which includes specialist terms relevant to different subjects. Most pupils express opinions well and take good account of others' views. Pupils show good skills in adapting their speech to a widening range of circumstances and demands.

79. In reading, by the end of both key stages, standards are above national averages. This reflects good learning throughout each year group. Memory of word recognition is good and pupils have secure phonic strategies to tackle new words. Higher attainers are challenged well in all aspects of reading. By the time all pupils are about to leave in Year 6, a significant majority of them are fluent. Pupils have very good comprehension and recall. Dictionary skills are secure and the analysis of text is very good. Evidence shows that pupils read regularly at school and at home. They have good recall of plots and make perceptive comments about incidents in the story's development and the effects upon characters. Pupils' reference skills are good. They use the school's simplified Dewey system competently. Most pupils know how to use the contents and index pages of reference books accurately.

80. An analysis of pupils' writing at Key Stage 1, prior to the end of December, shows weaknesses of the majority of pupils in handwriting, punctuation and general presentation. Since the beginning of January, higher attainers at Year 2 have made improvement, due to more challenging tasks in literacy hours spent in the Key Stage 2 class. All pupils have been given sufficient breadth of writing experiences at Key Stage 1 and work linked well to other subjects. The refinement of their extended writing is less well developed and, as a result, it lowers the overall standards of writing and flow at Key Stage 1.

81. Pupils' attainment in writing by the end of Year 6 is above the national average. There is sufficient coverage of the National Curriculum's programmes of study. Pupils' writing flows, and sentences show appropriate use of connectives. Compound sentences are well written. Speech marks are mainly accurate, handwriting is good, joined and neatly presented. Spelling and grammar are very good and there is good paragraphing emerging. Pupils write detailed, written answers to questions and write logically and with good expression. Vocabulary used reflects fluent reading and good understanding of ideas.

82. The progress of pupils with special educational needs is good overall. Their successful knowledge of the alphabet helps them to build up words competently and to implement systematic strategies when meeting new words. They have moderate skills in sequencing their own thoughts. Higher attainers are well challenged in speaking, listening, reading and in writing at Key Stage 2.

83. Teaching in English is good overall. Occasionally at the upper end of Key Stage 2, teaching is excellent. At Key Stage 1, an analysis of pupils' work reflects an improvement since the beginning of January 2000. Planning at present takes full account of the National Curriculum and is closely linked to the National Literacy Strategy's framework. An hour of dedicated teaching time for all pupils is ensured per day. Literacy is well linked to other subjects in the curriculum, particularly science and religious education. The work pupils do in other subjects: for example science, religious education, geography and history, helps pupils' literacy skills. This is particularly noticeable in researching books and when using information technology.

84. The impact of good teaching on pupils' learning is significant. Pupils make very good progress in their learning at Key Stage 2 as a result of high expectations, very good expertise and appropriate methods of teaching. The impact of very good management strategies is evident in both key stages, where it has encouraged very good pupils' attitudes and behaviour. The subject has competent leadership with very good assessment procedures at both key stages. An area for development is to raise writing standards of all

Year 2 pupils. Considerable new resources have been purchased in order to raise standards in the subject and the effect overall has been successful, particularly in raising standards in reading and pupils' attitudes.

85. Literature introduced to pupils makes a powerful contribution to their spiritual, moral, social and cultural development through the analysis of different stories in a wide variety of settings. The strong stimulus of this good influence encourages good attitudes, tolerance and balanced viewpoints. The support given to pupils to perform in role, in debate, in concerts and festivals, and to be stimulated by thoughtful displays of writing and beautiful books, all add to a lively environment where the written word has prominence.

## **MATHEMATICS**

86. The small numbers of pupils at the end of each key stage make it difficult to compare one year's results against another's. However, standards have risen faster in science than mathematics over the last three years. Results of 1999 National Curriculum assessments at the end of both key stages show that the majority of pupils attain average levels but the percentage of those capable of higher attainments is below the national average. Inspection findings are that attainments are in line with the national averages for Year 6 pupils but higher attaining pupils could do even better. Attainments are good in mental calculations for this time in the school year particularly for those in Year 5.

87. Pupils gain a secure foundation of skills and understanding in all mathematical areas. Year 2 pupils begin to solve simple problems and are developing confidence and competence in the recall of number facts and in explaining how they achieve answers. They can handle data and interpret graphs. By the end of Year 6 pupils have a good awareness of number patterns and use these in their own working. Written calculation is usually accurate at both key stages, but pupils' presentation in Years 3 and 4 is hampered by not having a suitable notebook for recording work systematically. Pupils communicate and show an understanding of mathematical vocabulary. Pupils who have special educational needs attain standards appropriate to their capabilities and targets.

88. Progress in mathematics as a whole is satisfactory and good in mental calculations. The majority of pupils have a clear understanding of the task, which is fulfilled satisfactorily and they are willing to ask for help when needed. They apply numerical skills to real life situations well.

89. The school is maintaining its overall good provision since the previous inspection with improvements made to curriculum planning. National Curriculum requirements for this subject are met. The overall quality of teaching is good. Teachers have a clear focus, and for the most part, lessons are well prepared. Daily mental mathematics is used across the school with particularly good results at the end of Key Stage 2. Clear explanations of skills and processes are given and questioning extends learning. Appropriate resources and equipment are used effectively. Specific guidance and encouragement is given. Enthusiasm is engendered by a lively introduction to lessons and questioning is skilful and challenging. Teachers' planning for the different needs of pupils is not as sharp as it could be. In Years 3 and 4, pupils' targets are not matched effectively according to their needs. In whole class lessons at the end of Key Stage 2, there is a need to refine questioning even further so that appropriate challenge is always provided, especially for those capable of achieving more in written work.

90. Mathematical skills are used and applied well across the curriculum in subjects such as science, geography and design and technology where accurate measuring is a good feature. Marking of pupils' work is not always as helpful as it could be. Where pupils make mistakes too little is corrected, nor is their understanding consolidated before continuing. However, most assessment results are analysed and used in planning well. Recently, teaching has been well monitored to improve the quality of provision and help to increase standards.

## SCIENCE

91. At the end of both key stages, standards are above national averages. Most pupils, including those with special educational needs, make good progress. This represents a continuing positive picture of attainment and progress since the previous inspection. Since then, trends at the end of Key Stage 2 national assessments have shown a year on year increase. Although in 1999, the percentage of pupils reaching the expected Level 4, was in line nationally, percentages were well above the national average at the higher Level 5.

92. Pupils in Key Stage 1 enjoy examining different materials. They can explain terms such as waterproofing and how subsequent testing of fabrics can be made fair. They have a good understanding of how to carry out an investigation and draw conclusions.

93. In Key Stage 2 pupils are similarly good at undertaking investigations and have progressed sufficiently in establishing a fair test for themselves. They make good progress in comparing the permeability of different soils. They quickly perceive faults in investigative design and suggest reasonable ideas for improvements. At the end of this key stage, pupils develop good skills in drawing conclusions from observations. Pupils' general knowledge of the technical and scientific world around them is secure. Most pupils take care in the presentation of their work. They enjoy carrying out investigations, where they encourage and support each other effectively.

94. Across the school teaching is good. Teachers have good subject knowledge and lessons are planned well. Work from previous lessons is recalled clearly and teachers use this information well to assess pupils' knowledge and understanding. Some marking of pupils' work is not always done to provide enough detail to stimulate further thought. Data handling to record and present findings, using computer programs, is good. Good use is made of classroom assistants to maintain progress in all pupils' learning.

95. The school has made good progress since the previous inspection to provide a useful scheme of work. National Curriculum requirements for this subject are met. Teachers' yearly planning ensures that all pupils, including those with special educational needs, receive specific work to match the required programme of study. Improvements to pupils' independent skills have been made. Pupils' attainment and progress are formally recorded satisfactorily to provide some targets for improvement. A good feature is a school portfolio of marked examples of pupils' work which further guides teachers' assessments. Occasions for homework are made regularly. Educational visits, often linked to geography field trips, are good features of extracurricular work which complement this subject, raising pupils' interest considerably.

## ART

96. Provision for art is good. Overall, art standards are above national expectations throughout both key stages. There is strong evidence of good achievement from prior attainment. This is a significant improvement from the previous report when art standards at Key Stage 1 were below the expected levels and at Key Stage 2 where attainment was in line with national expectations. Pupils show good progress in learning throughout both key stages.

97. By the time pupils are about to leave the school, and throughout all year groups, their fine line drawings are good, detailed and precise. Large scale art work is of a high standard. For example, following an art week at school, with the support of the local education authority advisory staff, large scale hanging banners were completed, depicting everyday life, with scenes painted onto fabric. They are of excellent quality. Objects made with clay are competently completed. Close observational drawings are of an appropriate standard.

98. The work of pupils at Key Stage 1 reflects good opportunities and breadth of experiences using a wide range of media. Pupils have carefully painted large photocopies of their own photographic portraits and have painted in the style of Monet to a high standard, as shown in their pictures of bridges and gardens. Younger pupils at Key Stage 2 show good collaborative work on a frieze linked to children's literature, and when painting directly on to carded fleece, to give a large, dramatic effect of groups of people and creatures.

99. In all art produced, the application of paint is clean and shows good colour mixing. Pupils' perspective is very good, as illustrated in their sketchbooks, and, for example, their work in the style of Lowry. Paintings of scenes and buildings around the village of Broadhempston in the style of the artist Lowry and with the use of subdued colours, are most mature and accomplished.

100. There is good art work in Years 5 and 6 in the style of Picasso and Kandinsky for interpreting mood and emotion. The work on Picasso shows particularly good progression when pupils have altered magazine portraits to portray the idea of distortion and have later painted and compiled oil pastel portraits of their own, using Picasso's portrait of Jaime Sabartes as a focus for their own interpretations. Work on Kandinsky shows good evidence of pupils making good use of a computer program to generate art. Throughout all year groups, higher attainers rise to imaginative challenges. Pupils with special educational needs attain expected standards and often better. It is often impossible to distinguish their art work from others.

101. The teaching of art is good. It has a strong impact on pupils' learning and attainment. Teachers' knowledge and understanding of the subject are broad and informed. Good teaching in art is reflected in good links with literature, science, religious education and geography. Teachers have ensured very good progress in pupils' learning in the use of perspective and in the use of different textures, techniques and large scale productions. They have enabled pupils to interpret the work of well known artists imaginatively. Teachers' planning includes good provision for the teaching of skills and techniques, using a broad range of media.

102. The impact of teaching on pupils' attitudes is positive. Pupils have good and enthusiastic attitudes to the subject of art. They express their emotional reactions imaginatively. They are attentive, ask perceptive questions and co-operate well. Pupils' independence in choosing materials and colour, and in tidying away, is mature. Behaviour is good. Pupils are helpful and courteous to visitors and they talk animatedly about their accomplishments in art. Most take exceptional pride in their finished product.

103. The management of the subject is good. Good support has been given to staff. Resources are good, accessible and used frequently. Art is valued throughout the school as an enlightening activity to communicate ideas and feelings in visual form. It is successful in stimulating good attitudes and responses in pupils, improving their perceptions. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development, particularly by heightening pupils' awareness of colour, perspective and reflections in nature. Art is valued and developed very successfully as a subject in its own right with its own skills and disciplines.

## **DESIGN AND TECHNOLOGY**

104. Across the school standards in design and technology are above national expectations. Pupils make good progress in their learning. Pupils of all ages develop good manipulative skills in cutting, gluing and assembling a variety of materials. They identify problems and fold and join materials accurately. Pupils in Key Stage 2 make good progress in designing and making packing to protect an egg. Ideas based on a science project show that satisfactory designs are made of bridges and geometric structures. Pupils work well practically, sharing resources and taking an interest and helping in the efforts of others.

105. Teaching is good. Lessons are organised well and resources and tools are ready to be used. Good teaching ensures that pupils' making skills are developing and sufficient time is given for them to reflect on their finished design and constructions and suggest how to make improvements. However, sometimes, there is too little emphasis on varying the work to match or challenge the different age and ability groups across Key Stage 2 which restricts the progress in skill development each year group can make.

106. The strength of the subject is when tasks are well integrated into themes and topics, notably art. Since the previous inspection a scheme of work has been implemented ensuring pupils have the opportunity of working with mechanisms, food, textiles and structures, taking care to cover the National Curriculum.

## **GEOGRAPHY**

107. Standards in geography are above those expected nationally. Enthusiastic teaching and imaginative use of the environment for field study is raising pupils' knowledge and understanding of the world. There is a good framework for lessons which includes opportunities for pupils to explain what they know and self evaluate, and for teachers to note assessments of attainment and development. This represents good progress since the previous inspection. Across the school, pupils make good progress in mapping skills. At the end of both key stages they explain clearly the importance of a key to help identify important features on a map or plan.

108. Good use is made of illustrations and photographs to emphasise teaching points. Frequent visits to examine the actual environment, provide a valuable stimulus for research, backed up by the use of new computer resources. Pupils in Key Stage 2 make a detailed river study. Younger pupils in this key stage are not yet secure about details of the water cycle and where water comes from or goes to. Older pupils measure water flow accurately and collect sediments. There are good cross curricular links with science where further investigations of samples are made, which increases interest and curiosity. Although the curriculum is designed to make comparisons of one geographic region with another, more emphasis could be made on urban and world regions to broaden pupils' understanding of different societies, including landscape, commerce and culture.

## **HISTORY**

109. Provision for history is good. Standards at Key Stage 1 are in line with national expectations, with good features. Standards at Key Stage 2 are above national expectations in most aspects. This is an improvement from the previous inspection report, when standards in Years 5 and 6 were below the expected levels and when progress was unsatisfactory. Pupils make good achievements in their learning from prior attainment.

110. All pupils are sufficiently challenged in the key elements of the National Curriculum for history. Higher attainers and pupils with special educational needs attain appropriately. At Key Stage 1, an analysis of pupils' work shows that pupils have a clear understanding of how prominent people in the past influenced the lives of those around them, such as Mother Theresa, Mary Seacombe, Florence Nightingale and Grace Darling. Pupils' sense of chronology is satisfactory. Pupils have good awareness of artefacts as shown through their descriptions and drawings. At Key Stage 1, pupils' sense of the past is secure and they explain their awareness of change over a period of time well. Pupils' recall of visits to historical places, such as 'Bygones' in Torquay, is good.

111. At Key Stage 2, pupils have a good sense of chronology. They have a good understanding of the lives, ideas and beliefs of people from a wide range of backgrounds. Pupils interpret differing viewpoints of history well. There is good evidence of pupils making their own historical enquiry into the graveyard near to the school, but this personal project work is less well developed overall. Pupils competently organise their findings and questions in history. They record evidence in a wide variety of ways. There is good use of

information technology for work in history, and good links are made between history and literature (Anne Frank's diary), art, mathematics and religious education.

112. An analysis of pupils' work shows that teaching has had a positive effect on the quality of pupils' learning and achievement. Planning is thorough and ensures good equality of opportunity within each key stage, so that all pupils have the same access to key elements of the study units. Tasks planned for pupils are interesting and ensure that pupils have a clear understanding of changes over time. Work is progressively more demanding between year groups. Teachers foster good research skills so that pupils are proficient in using the contents and index pages in reference books, or when using information technology. These skills improve pupils' strategies in their literacy reading tasks. Teachers ensure that, by the time pupils are about to leave Year 6, they communicate their knowledge and understanding of history in a variety of ways, including structured narratives, poetry and descriptive writing.

113. The imaginative provision in history ensures that pupils' attitudes to the subject are good. They are confident to give opinions on people's first hand accounts, such as events in the Second World War. The subject has good leadership. Through an audit of the subject's strengths and needs, there has been good evaluation by the co-ordinator of how the subject should develop and a good note made of the local education authority's curricular advice. History makes a good contribution to pupils' moral, social and cultural development, particularly when pupils study the school's old log book and analyse the accounts of various members of Anne Frank's family about the prejudice against Jews during the run up to World War II.

114. Visits to places of historical interest, such as Berry Pomeroy Castle, Exeter's museum and the 'Bygones' museum in Torquay, contribute significantly to pupils' progress in learning. History as a subject in the school, successfully enriches and develops the imagination of pupils.

## **INFORMATION TECHNOLOGY**

115. Since the previous inspection the school has much improved its provision for information technology. New computers and resources, extending teachers', and learning assistants', expertise, and planning guidelines, have all contributed to the development of the subject. Some changes are recent and have not had sufficient time to impact upon attainments fully.

116. Pupils at age seven and by the end of Year 6, achieve levels in communicating information, operating computers and accessing and processing data, which match national expectations. Knowledge and application of computers for measurement and control is unsatisfactory at the end of Key Stage 2. However, progress in using the new equipment for word processing and data handling is good, largely due to specific teaching and new resources this term. Pupils with special educational needs progress appropriately for their capability.

117. Through the very good use of additional teaching expertise, pupils are given a good start in learning keyboard skills for basic writing activities. They are well aware of the use of communication technology in everyday life. Pupils explore a painting package to enhance their work, drawing and adding colour to text and pictures. By the end of Key Stage 2 pupils confidently use computers to write, change, save and print out their work with some help. They are being introduced to more advanced programs and pupils make good attempts to design and complete spreadsheets of information.

118. The quality of teaching seen was satisfactory. During the inspection, tasks were relevant and interesting. Teachers have a secure knowledge of the use of computers and applications and incorporate them into their planning across the curriculum. Evidence shows that teachers' confidence for planning pupils' tasks is improving.



119. Teachers' planning identifies which computer skills are to be taught and assessed. Pupils' work is retained in an organised way to enable pupils to see for themselves the progress they are making. Present levels of use are sufficient to ensure that all pupils have enough time involved in computer work to become independent users and experience the programmes of study. The range of programs in school is good, both for research and reference, and there are good plans to develop accommodation and increase resources. However, programs for measurement and control are insufficient.

## **MUSIC**

120. In the previous report, standards of pupils' attainment were in line with national expectations. Due to the timetable, no music lessons were observable at Key Stage 1, apart from singing during assemblies. Singing standards at Key Stage 1 are in line with national expectations. At Key Stage 2, standards in music have risen and are above expected levels nationally. There is very good use of a specialist music teacher this term, which has an excellent impact on pupils' learning.

121. Throughout the school, pupils sing well in an expanding repertoire with good rhythm, clear entry to each line and correct duration of notes. Older pupils make very good use of dynamics to add texture to their singing together of 'Dublin's Fair City' and 'The Fox'. Singing during assemblies is of correct pitch and shows confidence. Diction is very clear.

122. Rhythm work is successfully developed throughout Key Stage 2. Pupils imaginatively layer sound effects in rhythm work, using hand bells. Pupils have composed their own rhythm patterns using percussion instruments and perform well together, maintaining a good ostinato pattern in groups. Pupils have good awareness, when performing, of dynamic effects created through pianissimo and fortissimo music. There is good evidence that since January, pupils have composed successfully their own rhythmic patterns using symbols. Their experiences of listening to, and appraising, music from other cultures, as well as our national culture, have been good. These projects have included Afro-Caribbean spirituals, and writing, performing and recording their own work songs. Pupils show good responses to rhythm and memory of melodies when they dance and sing traditional folk songs and dances from the United Kingdom.

123. Teachers ensure that pupils have a wide experience of all elements of the National Curriculum for music; in performing and composing, listening and appraising, as well as in singing. The teaching of music is excellent. As a result, pupils' standards are high in all aspects. Pupils correctly recognise the different number of beats in a bar, repeat these accurately and perform together in almost perfect timing. Lessons are well prepared and pupils' efforts are praised well. Pupils are taught with patience and encouragement. Sensitive support ensures that all pupils gain confidence and make steady progress throughout. There is very good management of time during music, so that pupils have a variety of interesting tasks and maintain good concentration for long periods.

124. The impact of teaching on pupils' attitudes is very good. Pupils respond in an alert manner when music is used. They show good self control when handling instruments carefully and in returning them to storage. Pupils are self disciplined, co-operative and are respectful of adults and performances of other pupils.

125. The management of the subject is very good. The use of a specialist teacher is a significant factor in the impact of music on the whole school. The school participates fully in music during Christmas and harvest festivals and there is good use of music from other cultures. Pupils are given very good opportunities to perform solo. Resources are of good quality and well used. The lively musical provision ensures that music plays a high profile in the strong links between the school and the community.

## **PHYSICAL EDUCATION**

126. Notable improvements have been made since the previous inspection. Very good opportunities are made available through lively lessons and very good out of school activities to raise pupils' attainments overall. Standards of physical education are above national expectations. Pupils' progress is good across the school and age related attainments in swimming and games are above expectations particularly in Years 5 and 6. Teaching is good overall and frequently better. Excellent, well paced lessons provide just the right amount of direct instruction with sufficient practice. Good challenges raise pupils' enthusiasm and enjoyment, resulting in perceivable improvement.

127. The curriculum covers the required National Curriculum, including gymnastics and dance and, although some school based resources and accommodation are insufficient, a wide spread of additional activities is encouraged to motivate and inspire pupils. All pupils partake in swimming and standards are high at the end of Key Stage 2. Competitive games are seen as important and pupils frequently do well against other teams. Pupils are encouraged to participate in adventurous sports including a residential opportunity, which includes sailing and climbing. Local facilities are used frequently; skiing and canoeing are regular and imaginative extracurricular activities all extend pupils' self esteem and confidence.

## **RELIGIOUS EDUCATION**

128. Standards in religious education at Key Stage 1 have been maintained since the previous report, when standards were in line with the expected levels for the age group. At Key Stage 2, standards have risen significantly from below the expected level to above the level agreed by the local education authority for the age range. Progress in learning at Key Stage 1 is never less than satisfactory. At Key Stage 2, pupils' achievement is very good compared with prior attainment. Provision, overall, is good.

129. Most pupils, at both key stages, have a secure understanding for reflecting on, and forming views about, religion, symbolism, and about the experiences and hopes of other people. Pupils distinguish clearly between Christianity, Judaism and Hinduism, and explain competently the differences in festivals and modes of worship. Pupils have a good recall of the main features which characterise Christianity. They relate them well to their own experiences. Pupils have good experiences and understanding of the purposes of religious buildings due to visits to the local church at Broadhempston. They have sufficient knowledge of special books of the world's major religions, such as the Bible and the Torah.

130. Higher standards are reached, above expected levels, when older pupils describe what is involved in being a member of a faith community, and when they examine a range of contemporary moral issues and evidence to judge the degree of prejudice against religious groups. For example, when Years 5 and 6 pupils explored the meanings of the words linked to 'persecution', they related their knowledge of the story of Esther and the festival of Purim to the tribulations of Anne Frank and modern events in Bosnia. Higher attainers throughout, are well challenged in religious education lessons and respond and reflect purposefully on issues of identify, experience and a range of values. Pupils with special educational needs have very good provision and make good progress towards their individual targets. The use of information technology in religious education is underdeveloped, mainly due to limited resources of available and appropriate programs.

131. Pupils at Key Stage 1 make satisfactory progress in understanding 'creation' and in considering the beauty of the natural world. They are reflective towards other living things and of the need for human beings to have a good relationship with nature. They have compared the story from the Bible of how the world came to be with creation stories from other cultures.

132. By the end of Key Stage 2, pupils have a good knowledge of thanksgiving around the world, of the main religious leaders in the past, and of the beliefs, symbols, artefacts, rites and ceremonies of Christianity, Judaism and Hinduism. As well as pupils' visits to the local Christian church, the vicar visits and takes assemblies at school each fortnight, so that pupils are further informed of others' values and commitments.

133. Teaching is never less than satisfactory. It is very good at Key Stage 2. Teachers promote good relationships in classes so that pupils are confident to put their individual viewpoints. Planning is very good and reflects the locally agreed syllabus fully. Teachers make good links with other subjects, such as art, geography, history and music, to ensure good appreciation of the wonder of the world.

134. Teaching impacts positively on pupils' attitudes to religious education. Pupils are willing to explore religious ideas through reflection and imagination. They listen carefully to the views of others and are prepared to acknowledge bias in their own views. They make reasoned judgements about what is worthy of respect and what is not, appreciating that people's religious beliefs are often deeply felt. By the time they are about to leave the school in Year 6, pupils' learning is secure and they have developed a balanced sense of self worth and value. The leadership of religious education is very good. A lot of hard work has ensured that the subject has a high profile. The programme is highly relevant and broadly based, whilst meeting all statutory requirements.