

INSPECTION REPORT

BRADLEY BARTON PRIMARY SCHOOL

Newton Abbot

LEA area: Devon

Unique reference number: 113241

Headteacher: Mr Michael Rutkowski

Reporting inspector: Michael Renouf 1638

Dates of inspection: 24 - 28 January 2000

Inspection number: 189280

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary with Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Ogwell Mill Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Pauline Barrett

Date of previous inspection: 16 September 1996

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Michael Renouf	Registered inspector	Areas of learning for children under five	What sort of school is it?
		Information technology	The school's results and pupils' achievements
		Art	How well is the school led and managed?
		Equal opportunities	What should the school do to improve further?
Leigh Barclay	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Peter Buckley	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Music	
		Physical education	
Diane Gale	Team inspector	English	
		Design and technology	
		History	
		Special educational needs	
Paul Whittaker	Team inspector	Mathematics	How well are pupils taught?
		Geography	
		Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bradley Barton Primary School provides for pupils aged from five to eleven, and also for children below school age in the Nursery unit. It is bigger than most primary schools. There are 289 pupils on roll taught in ten classes. The Nursery provides for 52 children who attend part time. Pupils come mainly from the immediate locality, which is a large housing estate of owner-occupied and private rented accommodation, on the edge of Newton Abbot. Parents of 11.4 per cent of pupils, broadly average for the type of school, claim for free meals. The school has identified 22.5 per cent of pupils as having special educational needs, and 11 pupils, a well above average proportion, have statements of special educational need. There are no pupils with English as an additional language, and there are three pupils from minority ethnic backgrounds. Children show a broadly average range of attainments on entry to the school.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Pupils' attainments by the time they leave school broadly match national expectations, and are rising in line with the national trend. The school provides a good, and increasingly effective, place for pupils to learn. Pupils' attitudes to school, their behaviour and their personal development are very good. The quality of teaching is good. It has improved, and this is having a good impact in lessons, although the school has not yet achieved overall higher standards at Year 6. The quality of the leadership and management of the school is good overall; in some respects it is very good. Weaknesses that are identified in the school are dealt with effectively. The school provides sound value for money.

What the school does well

- The leadership of the headteacher and senior staff is very good in providing a clear direction for the school; priorities are very well identified and there is a very good, shared commitment to improvement.
- Teaching is good and leads to good learning and improving standards.
- The school promotes the very good attitudes, behaviour and personal development of pupils.
- The ethos for learning and for the moral, social and overall personal development of pupils is very good.
- The school has a continuously improving curriculum.
- Pupils' attainment in music and art is good.
- The provision for pupils with special educational needs is good.
- There is an excellent range of extra-curricular activities at Key Stage 2.
- Links with parents are very good and effective, and contribute to the parents' very positive view of the school.
- Arrangements for child protection and for ensuring pupils' welfare are very good.

What could be improved

- Standards in reading and writing at Key Stage 1 are below the national expectations.
- Standards in mathematics and science are below average at both key stages in comparison with similar schools.
- Although the monitoring of teaching and learning has been good for the literacy hour, is not sufficiently focused on developing teachers' skills within lessons across the curriculum.
- In some lessons at Key Stage 1 the expectations of what pupils might achieve are not always high enough, and some work is not well matched to individual needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded effectively to the weaknesses identified at the last inspection in September 1996. Attainment in information technology (IT) across the school is now in line with national expectations. Standards in design and technology (DT) and history at Key Stage 2 are now appropriate for the ages of the pupils but there is still work to be done in history, which the new co-ordinator is addressing. The quality of curriculum planning and of the planning for school development has improved. In addition, the school has improved in other areas. The quality of teaching has improved, including the use of assessment. Standards in art have improved. The provision for pupils' spiritual, moral, social and cultural development and the results of this are better than they were. The overall quality of leadership and management is higher. Reports are more informative and attendance has improved. Overall, improvement has been good, and the school's capacity for further improvement is very good.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	C	C	well above average A above average B average C below average D well below average E
mathematics	C	D	C	D	
science	C	C	D	D	

Trends in pupils' attainment at Year 6 have broadly followed the national upward trend. Standards in science have fallen below average only in 1999.

The overall performance of pupils at Year 2 in tests at the end of Key Stage 1 is well below average in reading and below average in writing and mathematics. Teacher assessment of science in 1999 shows below average performance at level 2, but well above average results at the higher level. The findings of the inspection confirm the unsatisfactory, below average standards of attainment in reading and writing at Key Stage 1. The school has prepared a good action plan to address the low standards at Key Stage 1.

Standards seen in the inspection in English at Key Stage 2, and in mathematics and science at both key stages, are in line with the expected levels set by the National Curriculum. Attainment in speaking and listening matches national expectations across the school and there are some particular strengths in this aspect. There is insufficient purposeful extended writing. In mathematics, there is a good focus on numeracy.

Standards of attainment in IT at the end of both key stages are in line with the expected levels set by the National Curriculum. In other subjects, standards are appropriate for the ages of the pupils across the school, except in music at Key Stage 2, and in art at both key stages, where attainment is above what would be expected.

The school has set realistic but challenging targets for pupils at Year 6 in future years. In 1999, the target for English was exceeded. The target for mathematics, which had been revised upwards to be more challenging, was not achieved by a small margin.

The quality of learning and achievement in lessons is mainly good in both key stages. This has the potential to lead towards higher levels of performance at the end of the key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to come to school and have positive attitudes to work.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school.
Personal development and relationships	Very good. Pupils show initiative, act responsibly and with maturity. They respect and value others and their feelings. Relationships throughout the school are very good.
Attendance	Attendance has improved and is now broadly in line with the national average.

Pupils' attitudes, behaviour and personal development are very good and are a strength of the school. The pupils are interested and involved in lessons. Sometimes they are reluctant to stop work when it is break time. The respectful relationships throughout the school have a positive effect on behaviour and the quality of learning.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good. Strengths in teaching across the curriculum include teachers' good subject knowledge and understanding, well-planned lessons and the use of effective teaching methods. Within otherwise satisfactory lessons, there are occasions when teachers' expectations of pupils are insufficient, particularly in Key Stage 1. In these lessons work does not match the needs and attainments of all pupils. However, in most lessons, the needs of all pupils are met. The use of the national strategies for teaching literacy and numeracy are helping these skills to be taught well.

No teaching was unsatisfactory. Teaching was satisfactory in 22 per cent of lessons. In 55 per cent it was good. Twenty three per cent of lessons were very good or excellent. Good and very good teaching take place in both key stages but more so in Key Stage 2. Pupils' learning is good overall and was closely related to the quality of teaching in all the lessons seen.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Meets statutory requirements. Excellent extra-curricular activities at Key Stage 2. Music is a strength.
Provision for pupils with special educational needs	Good. Well-planned and well organised. Good support for pupils when withdrawn for extra help and in class lessons. Trained learning support assistants work effectively with pupils. In a few cases, class work does not meet pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is satisfactory. Provision for cultural development is good, and for moral and social development it is very good.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good and a strength of the school.

The school works very well with parents on all aspects of school life, and parents are very supportive of the school.

The curriculum now includes the good use of IT to support all subjects, and good planned opportunities for all pupils to learn IT skills. Literacy is supported well across the curriculum, even though its development in other subjects is not specifically planned. Numeracy is not actively promoted or planned for outside of mathematics lessons, but the use of the numeracy strategy is at an early stage.

There is good, careful assessment of pupils' academic performance, and the results are monitored well and used appropriately to plan the curriculum for year groups. The information is used well to plan the setting of pupils in Key Stage 2. However, the information is not used so well to evaluate and inform teaching. Pupils receive good personal support and guidance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher and senior staff in providing clear educational direction and sense of purpose.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities appropriately and take a good, active role in helping to shape the direction of the school, knowing its strengths and weaknesses well.
The school's evaluation of its performance	Generally good. The school evaluates its performance on an ongoing basis and takes action to deal with weaknesses.
The strategic use of resources	All resources are used well. Teachers are effectively deployed. The strengths of the learning support staff are used to good effect. Accommodation is used very efficiently. The use of the budget is planned carefully and specific funds are used effectively.

Particular strengths in management and leadership are the educational direction provided, the accurate identification of priorities for development, and the shared commitment of all who work in school to its

improvement. The school is working to raise standards at Key Stage 1, and has begun a programme of action, which is showing success so far. Some less effective teaching methods, and some limited expectations by teachers of what pupils can achieve, have been identified. Such variations have contributed to the low standards at Key Stage 1. The work of the school is routinely monitored but there is a need for a greater focus on monitoring, evaluating and developing teachers' skills within lessons across the curriculum. This has been done well in relation to the literacy hour. Such monitoring is planned as part of the approach to raising standards at Key Stage 1.

The school has an adequate level of classroom teaching staff, supplemented by part-time teachers and a good level of learning support staff. Accommodation is good. Learning resources are generally adequate. Those for IT are good, and for music are very good. There are shortfalls in the resources for RE and geography. The school is applying the principles of best value appropriately in its use of the resources made available to it.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are expected to work hard and to achieve their best. • The school helps their children to become mature and responsible. • They would feel comfortable about approaching the school with questions or a problem. • Behaviour in the school is good. • Their children like school. • The teaching is good. • The school is well led and managed. • They feel their children are making good progress. • The school works closely with parents. • The interesting range of activities outside of lessons. • Most feel well informed about how their children are getting on. 	<ul style="list-style-type: none"> • Some parents are not happy about the amount of work their children get to do at home; some feel it is not sufficient at Key Stage 1, some find it varies in quantity at Key Stage 2 and sometimes there is too much. • Some parents do not feel sufficiently well informed about how their children are getting on. • The movement of pupils between classes during the course of the year at Key Stage 1 is disruptive, giving them too many changes of teacher.

Some parents made particular comment on the good provision in the Nursery and feel that links with the main school have improved. At the meeting for parents, there was general recognition of improvements in the school. Written comments included several general positive comments on the work of the school and of the teachers.

Inspectors' findings support parents' positive views except in one respect. The progress made by all pupils at Key Stage 1 needs to improve. Some pupils do make good progress and attain at an above average level by Year 2, but the overall attainment of pupils has been below average. However, in the lessons seen, learning is mostly good. The provision of homework is guided by a clear policy that has been shared with parents. There was no evidence regarding the actual amounts given but the policy provides a basis for any concerns to be discussed with the school.

The school is aware of the concerns of parents about the changes of class experienced by some pupils, and plans to avoid this next year. Such movements have been part of the school's strategy for keeping class sizes below 30. Children spoken to in the school were happy about the change of class they had made, and the good support and guidance that all children receive generally appeared to make such moves as smooth as possible.

Inspectors judge that the information available to parents is good. The school has an open-door policy that provides friendly access for parents to talk to teachers and the headteacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the tests taken by pupils in Year 2 at the end of Key Stage 1 in 1999, the percentage of pupils who achieved the national expectation in reading, writing and mathematics was well below the national average, although the proportion who achieved at the higher level in each was close to average. The overall performance of the pupils in these subjects, when compared with all schools, is well below average in reading and below average in writing and mathematics. When compared with similar schools, pupils' performance is well below average in reading and writing, and below average in mathematics. Teacher assessment of science shows that the percentage of pupils attaining the national expectation was below average, but results at level 3, the higher level, were well above average. Past results show a trend of below average performance in reading and writing over the last three years, with a significant improvement in writing in 1999.
2. The 1999 test results for pupils in Year 6 at the end of Key Stage 2 show that the percentages of pupils who attained at least the national expectation or the higher level in English were in line with the national averages. In mathematics and science, the percentage of pupils attaining the national expectation was below average. In both these subjects, however, the proportion of pupils who attained at a higher level was better; average in science and above average in mathematics. The overall performance of all pupils in comparison with all schools is average in English and mathematics and below average in science. In comparison with similar schools, their performance is average in English, and below average in mathematics and science.
3. Trends show that the attainment of the oldest pupils from 1996 to 1999 in English, mathematics and science has broadly followed the national upward trend, with school results in line with, or just above or just below, national averages. Standards in science have fallen below average only in 1999, having been in line with or better than the national average for the three previous years.
4. The school uses tests each year to set targets for individual pupils and for year groups. Pupils' progress is checked each term and targets are reviewed annually. The school has set realistic but challenging targets for pupils at Year 6 in future years. In 1999, the target for English was similar to that for the LEA, and was exceeded. The target for mathematics, which had been revised upwards to be more challenging, was not achieved by a small margin.
5. The findings of the inspection confirm the below average standards of attainment in reading and writing at Key Stage 1. The National Literacy Strategy (NLS) is being used well, and is raising standards, but its use has not yet led to overall satisfactory standards. In mathematics and science, however, standards in the work seen at Key Stage 1 are in line with the expectations for the ages of the pupils. This reflects the improved teaching, the use in mathematics of the materials of the National Numeracy Strategy (NNS), and the fact that the shortfall in performance in these two subjects has been less than in reading and writing.
6. Standards seen in the inspection in English at Key Stage 2 are in line with the expected levels set by the National Curriculum. Attainment in speaking and listening matches national expectations across the school. Many pupils across the school have a good command of spoken language, use new vocabulary accurately, and, in Key Stage 2, respond well in debates and listen carefully to the opinions of others. Reading at Key Stage 2 meets expectations, and a significant number of pupils attain at a higher level.

7. Standards of literacy across the school are rising and there are many opportunities for pupils to consolidate and apply their skills across the curriculum. They carefully record what they have learned in, for example, history and science. They acquire and extend their vocabulary when discussing their work in mathematics, design and technology and art. However, there are insufficient opportunities for purposeful extended writing, for pupils to apply what they learn in the literacy hour.

8. In mathematics, standards in the work seen are in line with the national expectations at the end of both key stages. Pupils' numeracy skills are developing satisfactorily. By the end of Key Stage 1, pupils of all abilities recognise that there are different ways of calculating an answer to a number question, and most can explain different ways a solution may be reached. At the end of Key Stage 2, pupils handle numbers with speed and accuracy. They understand the mental processes they use and explain them to other pupils. Work on number is their main strength in mathematics. The skills of pupils in both key stages are sufficient to support work appropriately in some other subjects, such as when measuring ingredients for a recipe in design and technology, and when working with time lines in history.

9. In science, standards in the work seen meet the National Curriculum expectations at the end of both key stages. There is a clear focus on investigative work across the school. This is generally done well, although there are occasions in Key Stage 1 where questioning is not challenging enough and does not promote the most effective thinking and analysis.

10. Standards of attainment in IT at the end of both key stages are in line with the expected levels set by the National Curriculum. In DT, geography, and PE, standards are appropriate for the ages of the pupils across the school. Standards in history are in line with what would be expected for pupils by the end of Key Stage 2 but there was insufficient evidence to make a judgement on standards at Key Stage 1. In music, standards are appropriate at Key Stage 1, and at Key Stage 2, the standard of attainment is good. In art, pupils' overall attainments are above what would be expected for their ages across the school. Attainments in RE in both key stages match the expectations of the local Agreed Syllabus.

11. There is no evident variation in the performance of pupils from different backgrounds. Those with special educational needs make good progress in relation to their prior attainments and the targets set for them. This is a result of the good specialist support they receive and the carefully structured work. More able pupils generally do well, and attainments at the higher level in tests match national averages at both key stages. In mathematics at Key Stage 2, they were above average in 1999.

12. The quality of teaching across the school has improved. As a result, the quality of learning and achievement seen across all lessons is mainly good in both key stages. In both key stages there are many lessons where learning is very good, and this leads to higher achievement,. This has the potential to lead towards higher levels of performance at the end of the key stages. However, the level of demand placed on pupils in lessons is not always sufficient in Key Stage 1. This was never lacking to the extent of making teaching or learning less than satisfactory, but there were occasions when opportunities to promote higher achievement were not developed.

13. The attainment of children on entry to the Nursery and on entry to compulsory education at the age of five is broadly average. Although an average percentage of pupils at Key Stage 1 have achieved the higher level in tests, the overall achievements of the pupils at Year 2 are unsatisfactory. This is a result, in part, to the limited expectations of pupils that, to some extent, are still present in some lessons in these subjects. There has also been some lack of continuity between teaching approaches in the Nursery and in the Reception class, identified at the last inspection. This is being addressed and continuing, effective action is being taken, but the impact of the changes has not yet worked through to Year 2.

14. Most parents rightly comment that their children are expected to work hard and to achieve their best. They feel their children are making good progress. Some pupils do make good progress, and in most lessons learning is good, but the overall attainment of pupils in Key Stage 1 is below expectations in reading and writing, and there is room for improvement.

Pupils' attitudes, values and personal development

15. Children under five and pupils of all ages are eager to come to school and have positive attitudes towards their learning. They behave very well in classes and around the school, and work cooperatively. There was no evidence of any oppressive behaviour during the inspection. The pupils show respect for the feelings of others, demonstrate initiative and undertake responsibilities with maturity. Parents recognise that the school helps their children to become mature and responsible, and that their behaviour is good. Relationships throughout the school are very good. The teachers provide excellent role models. Attendance is in line with primary schools nationally. These judgements indicate an improved position since the last inspection.

16. The pupils are interested and involved in lessons and show sustained concentration. They listen attentively and are keen to answer questions. Sometimes they are reluctant to stop work when it is break time. They respect and value each other. The respectful relationships throughout the school have a positive effect on behaviour and the quality of learning.

17. Pupils understand and respond well to the behaviour and discipline policy and its good emphasis on positive actions. They are enthusiastic about the rewards systems and compete in a positive way for house points, attendance certificates and the headteacher's badges.

18. The school is a calm, ordered, learning environment, which provides a secure foundation for pupils' personal development. Differences and individuality are celebrated in the weekly assemblies, which demonstrate the corporate identity of the school. Pupils respond well to the wide range of opportunities to undertake additional responsibilities and use their initiative. There is an active school council with representatives from every class. Pupils staff the reception desk at break times, and undertake this and other duties with maturity. The Redcaps in Year 6 demonstrate a high level of initiative and responsibility in their care of the younger children in the playground. Older pupils assist the younger children well with their reading. All the pupils are courteous and helpful to visitors and treat the school property with respect.

19. Attendance levels, and rates of authorised and unauthorised absence, are broadly in line with the national average for primary schools, with actual figures slightly better than national figures.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching throughout the school is good, and this is evident to parents. All the lessons seen were at least satisfactory; 78 per cent were good or better, and 23 per cent were very good or excellent. This is a significant improvement on the previous inspection. Good and very good teaching take place in both key stages but there was a higher proportion of such teaching at Key Stage 2. Pupils' learning in lessons is good overall. Often it was very good, and it was closely related to the quality of teaching in all the lessons seen. The good learning in lessons is leading to higher overall standards.

21. The recent introductions of the national strategies for literacy and numeracy are having a positive impact on the quality of teaching in English and mathematics, notably through improved planning and more appropriate lesson content. The literacy strategy is being well taught and pupils are enabled to apply their skills across the curriculum when they have the opportunity. They read, write and extend

their vocabulary in a range of subjects, but there are insufficient opportunities for extended writing. Numeracy is taught well in mathematics lessons, but its consistent extension and consolidation in other lessons are not well established. However, the use of the numeracy strategy is at an early stage. At both key stages, the teachers demonstrate a clear understanding of the teaching of phonics and other basic skills, although the below average performance in reading at Key Stage 1 indicates that reading skills have not been taught systematically in the past.

22 The teaching is mainly matched well to the ages and needs of all pupils. The teaching of pupils with special educational needs is good. They are taught through an effective combination of withdrawal and in-class support, and make good progress. Target setting and the sharing of learning objectives with the pupils is well established at Key Stage 2 but is not so well developed at Key Stage 1 to help pupils understand further what they are learning.

23 Teachers' expectations of the pupils at Key Stage 2 are good and they ensure that the pupils work at levels appropriate to their abilities. For instance, in an English lesson for lower attaining pupils at Years 5 and 6, the teacher made clear to the pupils her expectations of their behaviour and levels of achievement. As a consequence, they gave of their best and succeeded in identifying the main points of a story. At Key Stage 1, however, the expectations of the pupils, although mostly satisfactory, fail on occasions to take full account of their potential. This happens, for example, when questioning is not challenging enough, and when work is not matched to the needs of different pupils.

24 There are no significant variations in the quality of teaching across different subjects. However, there are particular strengths in the specialist teaching of IT and music in Key Stage 2, which is benefiting all pupils, and extending skills in IT particularly to all teachers. The skills of observation, reflection and evaluation in art are taught well.

25 Teachers have good subject knowledge and understanding across the curriculum, and notably in English, mathematics, music, IT and DT. For IT and DT this is a particular improvement since the last inspection. This strength enables the teachers to provide the pupils with accurate subject details and to cope securely with the questions that pupils raise. For example, in a very well taught English lesson in Year 6, where the pupils were constructing effective arguments, the very good subject knowledge enabled the teacher to plan in detail and, during the lesson, know how best to extend the pupils. The result was an extremely good debate with the pupils learning how to make well-reasoned contributions. The quality of the teachers' planning is good and this contributes to well-structured and purposeful lessons in which pupils learn and make progress.

26 Teachers use a variety of effective methods and this is a strength of the teaching. In a very good mathematics lesson at Key Stage 1, for example, the teacher created an element of mystery with 'treasure numbers', which the pupils had to discover with a knowledge and understanding of place value. Questioning is usually very effective, and pupils are encouraged to share, for example, their strategies for solving mental mathematics problems with the other pupils. These approaches sustain well the pupils' interest and their concentration on the work. Setting in Key Stage 2 for English, mathematics and science results in work matched effectively to pupils' needs, and to good learning by pupils. Although the setting arrangements mean there is a significant movement of pupils from room to room, no time is wasted, and the teachers and pupils are ready to start on time.

27 In nearly all lessons the relationships are at least good. There is a mutual respect and trust in which the pupils' contributions and efforts are encouraged and valued. In this positive and very supportive climate the pupils feel secure. They are prepared to have a go at making contributions, and recognise that it is all right to say if something is not understood. The pupils are managed very well in lessons, which ensures they work productively and make progress.

28 Learning support assistants, working mainly with the lower attaining pupils, are deployed to good effect and make a valuable contribution to the good progress made by the pupils with special educational needs. Other learning support assistants make strong specialist contributions to work in IT, art and DT by all pupils.

29 Homework is used appropriately to support the pupils' learning, and is supported by opportunities for personal study at school for pupils in Key Stage 2. Some parents are not happy about the amount of work their children get to do at home; some feel it is not sufficient at Key Stage 1, some find it varies in quantity at Key Stage 2, including too much on some occasions. There is a need for the school to ensure that the amount of homework is consistent and that all parents are quite clear about the expectations.

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

30. The overall curricular provision of the school is good and has improved since the last inspection. The curriculum is broadly based and well balanced in the range of subjects taught. Provision for all subjects meets the requirements on the National Curriculum and the local Agreed Syllabus for RE. Since the last inspection, planning for IT and DT, including the allocation of time to IT, has improved.

31. The curriculum successfully promotes the physical, personal and intellectual development of all pupils. The school has specific policies relating to drugs awareness, health and sex education and this contributes strongly to the very good overall provision for personal, social and health education, which is taught through a range of well-planned opportunities. Individual educational plans for pupils with special educational have recently improved, and contribute to the overall good provision for such pupils. They are usually provided for well in classes but, on occasions, the planned work for the class does not meet the needs of the pupils. Despite such instances, the school works hard to ensure equality of access and opportunity for all pupils to the statutory curriculum and to all other activities in the school.

32. Good strategies are evident for the teaching of literacy and the principles of the literacy hour are well established. The school has made a satisfactory start in implementing the National Numeracy Strategy. A good feature of the curriculum is the use of IT to support work in literacy and numeracy. All pupils have access over time to computer-based work that supports these subjects in the recently established IT suite. Although literacy skills are often supported or consolidated well in other subjects, the school does not actively plan the development of literacy and numeracy skills across the curriculum. The teaching of IT skills are also planned and provided well, with specialist teaching and support alongside the work done by class teachers.

33. The curriculum is enhanced with a wide range of extra-curricular activities, which at Key Stage 2 are excellent. These are valued by most parents. Music permeates the school. Over half of the pupils in Key Stage 2 are members of the choir and orchestra, and tuition is available with a range of instruments. School productions, performances in the locality to raise funds for specific charities, and invitations to perform at county events, ensure that music maintains a high profile in the life of the school. Sporting opportunities include football, netball, a range of other games, and athletics. The school competes successfully in locally arranged competitions. Activities such as mathematics, computer and craft clubs also contribute to this rich provision. A homework club encourages personal study. Residential visits support the curriculum and the personal development of pupils.

34. The school's links with the community make a good contribution to pupils' learning. The headteacher has a high awareness of the benefit to pupils from community contacts. For example, footballers from Torquay United Football Club coach pupils at the school, run a penalty shoot out

competition to raise money for school and club, and provide an opportunity for pupils to become supporters. The school supports a local charity to fund the education of three pupils in The Gambia, and pupils gain an insight into education there in letters from the headteacher. Visitors, such as students from the local secondary school, give presentations on such issues as bullying; and other visitors contribute to a programme of developing life skills. Visits in the locality provide a strong contribution to the curriculum and give pupils first-hand experiences.

35. Relationships with other schools are good. The community playgroup has regular contact with the Nursery. Links with the local secondary schools are strong, and some teachers from them provide some specialised teaching. The school has good links with local colleges and provides training placements for nursery and teacher training.

36. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. Since the last inspection provision for pupils moral and social development has improved.

37. Opportunities for pupils' spiritual development are satisfactory. Some RE lessons, such as the teacher explaining the symbolism in preparing a table for the Shabbat contribute to spirituality and acts of collective worship provide opportunities for stillness and silence, which allow pupils to reflect on their own feelings and beliefs. However, opportunities across the curriculum are currently not sufficiently planned, and as a result they are often missed.

38. The provision for pupils' moral education is very good. All teachers have high expectations of pupils. Pupils have a clear understanding of right and wrong and are encouraged to take responsibility for their actions. The school actively encourages this process by setting aside time in class groups when pupils have the opportunity to discuss and resolve problems. School and class rules are known to all, are clearly understood and deemed to be fair. The school encourages pupils to respect and value themselves through a programme of personal, social and health education. Pupils are encouraged to respect property and the school environment, which is tidy and litter free. Through developing very good relationships, adults encourage pupils to be consistently courteous and considerate.

39. The school makes very good provision for pupils' social development. Members of staff provide very good role models. They set a very good example to the pupils in their relationships with each other and with the pupils. Teachers provide a range of opportunities for pupils to work together and discuss their activities. Further opportunities are provided in the wide range of extra-curricular activities and team-building exercises on residential visits. Some pupils are elected to the school council, and others act responsibly as receptionists in the entrance a break times and lunchtimes. Older pupils have the opportunity, as Redcaps, to help younger pupils at playtimes.

40. Provision for cultural development is good. The school has strong links with the community and uses it well as a learning resource. The range of well-planned visits, often linked to studies in history, geography and religious education, encourages pupils to appreciate their own cultural traditions. Music makes a strong contribution to pupils' cultural development. RE lessons provide a sound basis for the development of pupils' appreciation of the religious dimension of other cultures. Work in geography, for example, learning about the island of St Lucia, helps pupils appreciate differences between the life styles of the people there and their own.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Procedures for child protection and for ensuring pupils' welfare, which were judged as good at the last inspection, are now very good and a real strength of the school. The arrangements for child protection are particularly thorough. The health and safety policy is very well managed with clear

procedures, responsibilities and a time scale for action. Hazards are identified and addressed. There is excellent liaison with the appropriate external agencies and involvement of the governors.

42. The school has effective measures to promote good attendance and behaviour, and to eliminate any oppressive behaviour. The pupils' personal development is closely monitored and recorded. The Monday morning staff meetings are used well as a forum for the exchange of information on pupils so that all the teachers know their pupils well and have an agreed strategy for dealing with any social or emotional problems. Where it is appropriate, parents and pupils are involved in setting targets for improvement. Parents are always included in the setting and adjustment of individual education plans for pupils with statements of special educational needs.

43. Pupils' academic performance is assessed and monitored well. The deputy head, appointed since the last inspection, leads this part of the school's work well. The school analyses the pupils' test results at age seven and eleven against the results of all and similar schools nationally. In addition, nationally provided tests are set each year in Key Stage 2 and the pupils' performance monitored each term. The school has identified pupils' overall under-achievement at Key Stage 1 as an issue. The school uses the information from assessment to guide its planning. Pupils are grouped according to ability on the basis of the results of the tests in English and mathematics. More informal assessment also informs the day-to-day teaching so that areas of weakness or difficulty are addressed. The pupils are encouraged to evaluate their own work and to make judgements about targets for improvement. There are effective procedures for identifying pupils with special educational needs, and for monitoring and reviewing their progress.

44. The school is very effective in monitoring all aspects of the pupils' personal development. Detailed records are maintained of all pastoral issues, along with the action taken where this is appropriate. The school's procedures for monitoring and promoting good attendance are thorough and effective. All procedures for ensuring pupils' welfare, health and safety lead to a very good ethos of awareness, concern and expectation that is shared by everyone in the school, and contributes to a good learning environment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are very supportive of the school, as they were at the previous inspection. The school has forged very good links with parents who value and support the contribution the school makes to their children's academic and personal development. The headteacher is committed to working with all parents on all aspects of school life. The informal Friday morning coffee mornings with parents provide opportunities for communication, which enhance the dialogue with parents. Parents are made to feel welcome at all times. Parents feel comfortable about approaching the school with questions or any problems, and recognise that the school works closely with them. The home-school agreements recently introduced are intended to develop the partnership between the school and parents even further.

46. The impact of parents' involvement on the work of the school overall is good. A significant number of parents and grandparents help in classes and with reading. They make a worthwhile contribution that is valued by the school. Workshops to offer parents some training in hearing pupils read are planned. The Parents Teachers and Friends' Association is very active and successful, raising substantial funds for the school which are spent on equipment and transport to music events. The home-school diaries are not generally well used by parents, and support for homework is uneven.

47. The quality of information provided for parents, including information about their children's progress is good. Most parents say they feel well informed about how their children are getting on, although a few feel less well informed. The prospectus is comprehensive, although the quantity of information does not make it reader-friendly. The fortnightly newsletters, however, are packed with

items of interest to parents. The school's open door policy provides friendly, informal access for parents to talk to teachers about their children. Annual reports about pupils' progress are clear and give information on what the children are doing, with grades for their attainment and effort, for every subject in the National Curriculum. Targets for improvement are carefully recorded and monitored in the school, and discussed with parents at the termly parents' evenings. In addition, the required information on the National Curriculum tests is sent to parents of pupils in Years 2 and 6. The school arranges regular evening meetings on aspects of the curriculum to keep parents abreast of developments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The majority of parents are confident that the school is well led and managed, and their views are well founded. The headteacher, deputy head and other senior members of staff provide very good leadership in setting a clear educational direction for the school. The strengths and weaknesses of the school are identified well. Low attainment at Key Stage 1 has led to the drawing up of a detailed action plan to raise standards. It is intended that some teachers will be deployed to different classes for maximum benefit to pupils. One temporary change had already been made by the time of the inspection and this was seen to have a positive effect. Provision for pupils with special educational needs is managed very well by the part-time SEN co-ordinator in co-operation with the headteacher.

49. The school has shown the ability to respond effectively to identified weaknesses and to make improvements. It has dealt well with the weaknesses identified at the last inspection and has also improved in several other areas. Improvement has been good and is underpinned by sound strategies to sustain improvement, such as the involvement of the headteacher and key staff in teaching groups while new approaches take hold, and the provision of resources, including part-time teachers and support staff. The school is aware of the concerns of some parents about the changes of class experienced by some pupils, and has plans to avoid this next year. Such movements have been part of the school's strategy for keeping class sizes below 30. Parents' concerns are taken seriously.

50. The governing body fulfils its statutory responsibilities effectively, apart from some omissions in its annual report to parents. Governors have a good understanding of the strengths and weaknesses of the school. They are well informed and share a concern with the teachers about standards, and work to support improvement. Governors visit classes on an informal basis or to see new initiatives in progress, such as the literacy hour. They receive reports from subject co-ordinators at meetings of their curriculum committee, and attend curriculum meetings held for parents. Governors take part in the preparation of the school improvement plan and discuss and agree the finances needed to support it. Governors keep parents well informed through a detailed annual report, although it lacks the specifically required information on the provision for special educational needs and on the school's own budget.

51. The headteacher and senior staff are intent on promoting effective teaching and learning. Some less effective teaching methods, and some limited expectations by teachers of what pupils can achieve, have been identified and are being addressed. Such variations have contributed to the low standards at Key Stage 1. The introduction of the national strategies for literacy and numeracy has been monitored well. However, arrangements for the ongoing monitoring, evaluation and development of teaching are not systematic. Detailed information from the good monitoring of pupils' performance is used well to inform curriculum coverage, but not used effectively to inform the evaluation of teaching. The school has identified this as a priority for development. Such monitoring is also planned as part of the approach to raising standards at Key Stage 1.

52. A school development team has been established, which any member of staff may apply to join for a year at a time. This sharing of involvement in the planning of changes reflects the strong, shared

commitment to improvement in the school. All teachers work well together to plan the curriculum and to promote good learning. Subject co-ordinators have a common agenda for developing work in their subjects, and this is helping them to plan the introduction of the revised National Curriculum in a consistent way. The capacity of the school to continue to improve is very good.

53. All resources are used well. Arrangements for the induction of new members of staff are good, and teachers are deployed effectively. The strengths of the learning support staff are used to good effect. Those with skills in, for example, using computers and in art and design work, play a lead role in supporting these subjects. Others have been trained for their work with pupils with special educational needs and, as a result, their inputs have a positive impact on the pupils' progress. All of the accommodation is used very efficiently. The use of the budget is planned carefully. The Chair meets regularly with the headteacher and the local education authority (LEA) finance officer to plan the efficient use of the budget to support what the school is working to achieve. Funds for special educational needs and to provide booster classes for older juniors, and additional literacy support for younger juniors, are all used effectively.

54. The school is applying the principles of best value appropriately in its use of resources. Governors know that its costs are similar to other schools and question carefully the use of funds. In recent years they have been used well to support improvements, such as resources for IT, which was an area of weakness, and to improve the accommodation elsewhere to support learning. They ensure they get competitive quotes for services and consult on major spending decisions, for example, with teachers on what they identified as priorities. The governors also discuss with parents the best use of some of the voluntary funds they have raised.

55. The school has an adequate level of classroom teaching staff, supplemented by part-time teachers and a good level of learning support staff, who make a good contribution to pupils' learning. Accommodation is good. It has been improved, with the opening of indoor areas for infant play and for design and technology work. A new library has been created and also an IT suite. All these areas, as well as existing classrooms and shared areas, are making a good contribution to the quality of pupils' learning. Learning resources are generally satisfactory. Those for IT are good and those for music are very good. There are weaknesses in the resources for RE, where there is a lack of artefacts, and in geography, where teaching would benefit from the availability of more maps, globes and atlases. These shortfalls restrict the quality of some of the planned learning experiences.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To improve further the achievements of pupils and the standards they attain, the governors, headteacher and staff should:

Raise standards in reading and writing at Key Stage 1 by:

- monitoring aspects of the teaching of literacy in order to identify the most effective approaches;
- finding ways of extending reading skills across the curriculum;
- providing opportunities for extended writing to develop the skills learnt in literacy lessons;

(paragraphs 1, 75, 77, 79, 85, 86)

Continue the work to raise standards in English at Key Stage 1, and in mathematics and science across the school to improve performance in comparison with similar schools;

(paragraphs 1, 2)

Extend the good approaches used in the implementation of the literacy hour, and develop a more systematic programme for monitoring and evaluating teaching and learning across the curriculum, to include;

- ensuring that the teachers' expectations of what pupils might achieve are always high;
- providing teachers with feedback and guidance.

(paragraphs 12, 23, 31, 51, 82, 86, 93, 100, 102, 121, 123, 128, 151)

Other issues which should be considered by the school

- Ensuring that the governors' annual report gives parents all the required information on special educational needs provision and on the school's budget. (paragraph 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	20	55	22	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26fte	289
Number of full-time pupils eligible for free school meals	0	33

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	71

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	28
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	29	24	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	23
	Girls	15	18	19
	Total	34	36	42
Percentage of pupils at NC level 2 or above	School	64 (63)	68 (65)	79 (81)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	26	26
	Girls	19	20	18
	Total	40	46	44
Percentage of pupils at NC level 2 or above	School	75 (68)	87 (76)	83 (62)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	22	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	20
	Girls	16	12	15
	Total	37	32	35
Percentage of pupils at NC level 4 or above	School	71 (68)	62 (53)	67 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	26
	Girls	17	12	17
	Total	37	32	43
Percentage of pupils at NC level 4 or above	School	71 (67)	62 (53)	83 (69)
	National	65 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	274
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	3	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)	11.0
Number of pupils per qualified teacher	26.3
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	179

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.8
Number of pupils per qualified teacher	26

Total number of education support staff	0.8
Total aggregate hours worked per week	26

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998 - 1999
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	£
Total income	482668
Total expenditure	480819
Expenditure per pupil	1552
Balance brought forward from previous year	15262
Balance carried forward to next year	17111

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	315
Number of questionnaires returned	131

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	2	2	1
My child is making good progress in school.	44	48	4	2	2
Behaviour in the school is good.	46	50	2	0	2
My child gets the right amount of work to do at home.	36	45	13	2	5
The teaching is good.	49	45	1	1	4
I am kept well informed about how my child is getting on.	31	52	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	52	45	2	0	0
The school expects my child to work hard and achieve his or her best.	59	39	0	1	1
The school works closely with parents.	38	52	9	1	1
The school is well led and managed.	52	41	2	1	4
The school is helping my child become mature and responsible.	52	45	2	0	2
The school provides an interesting range of activities outside lessons.	48	37	4	3	8

Other issues raised by parents

Some parents made particular comment on the good provision in the Nursery. Others expressed concern about the change of class for some children in Key Stage 1 during the course of the year, and the number of teachers their children had been taught by.

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

58. Children under five are provided for in the Nursery unit and in the Reception class. Almost all the children attend both in turn. Children attend the Nursery part time and attend full time on entering the Reception class at the start of the term in which they have their fifth birthday. There are changes of teachers underway in this area of the school, with a new appointment shortly to be taken up. The teacher temporarily in Reception at the time of the inspection was previously the Nursery teacher. She returns to the Nursery for one session each week to support consistency in the provision for children under five in both classes. This has effectively addressed part of a key issue at the last inspection, where limited communication between the Nursery and Reception affected continuity in children's learning.

The Nursery class

59. The work of the Nursery continues to be an effective feature of the school and children make a good start to school. Children enter with a broadly average range of attainments. The teaching in the Nursery class is good. This promotes good learning by all the children, including those with special educational needs. By the time they transfer to the Reception class, children are well on course to attain at least the expected levels for children by the age of five in all areas of learning. In their personal and social development their attainments are good.

60. Children behave well and are generally relaxed and confident. They learn to take turns, for example, when waiting for their biscuit and drink at café time. They select and use resources sensibly, and concentrate on their activities when working alone or with other children. They play well together, and use role play areas, such as a travel agency, and develop social and language skills.

61. Children begin to listen to each other when working in groups and answer well-focused questions from adults. They use good vocabulary when, for example, discussing the changes that take place when chocolate is heated, or identifying the best hats for hot or cold weather. They follow stories with interest and make simple predictions when the teacher pauses in telling the story. They learn to count with help, such as cake cases in threes, and up to eight mugs and biscuits. Some go beyond and also know that two hands show ten digits.

62. Children learn about hot and cold places, that chocolate melts when hot although the colour stays the same, and how to make krispie cakes. They observe and talk about differences and are encouraged to question why things happen. They learn about day and night, summer and winter and the months of the year. Children use a computer appropriately with some help. No large physical activities were observed, but children were seen using small equipment with skills in line with their ages, handling scissors and constructional apparatus effectively. Their creative skills develop soundly as they animate a story with musical instruments and clapping, sing together and paint or draw pictures of snowflakes, houses or of their holidays .

63. The good quality of teaching extends across all areas of learning. The Nursery Nurse works effectively with the teachers and makes a substantial and valuable contribution to children's learning. The understanding by all adults of the needs of the youngest pupils contributes to the good learning that takes place. The work is planned effectively. The experiences provided focus well on the national expectations for children under five, laid out in the Desirable Outcomes for Learning, but is sensitive to the attainments of individual children. These are noted in individual records kept for each child. The teaching engages children's interest and attention. Language is used well and the methods, such as

focusing attention with small groups at a time, allow teaching to be well matched to the needs of individual children. Such group work is possible because the good ethos for learning ensures that other children work independently and purposefully on the activities provided, sometimes with the useful assistance of parent helpers.

The Reception class

64. The good start that children make in the Nursery class is built on in the Reception class. Previous work suggests that there has been some over-reliance on worksheet tasks in the past but current teaching shows such activity limited to short recording tasks after first-hand learning has taken place. For example, children were exploring light sources around the school, with the help of parents, and discussing their findings before sorting pictures to consolidate and record their learning. This also provided a useful assessment tool for the teacher.

65. At the time of the inspection, children in the Reception class were approaching the age of five or were five in the term previously. Samples of work by the older pupils at the age of five or slightly above the age of five show an average range of attainment. The work currently being done by children approaching the age of five shows them continuing to be on course to attain at the expected levels in all the areas of learning, and in some of the work their attainments are higher.

66. In their personal and social development children's attainment is good. They work well together and manage themselves well in independent activities. Behaviour is good.

67. In language and literacy children listen attentively to stories, although they do not always listen as attentively to each other. They take part enthusiastically in the discussion and good questioning by the teacher encourages them to think and give clear answers. All children take an active part, including those with special educational needs. They use role play effectively to make up and act out stories. They have an increasing knowledge of letter sounds and work well with the teacher to compose a story using rhyming words. Some recognise familiar words. Most can write their own name.

68. Children develop their counting skills, number recognition and mathematical language appropriately. In a group, they are able to count to 10 and back to 1. They know numbers that are 'one more' or 'one less' than a number on a thrown dice. By the age of five they are able to carry out simple addition and subtraction of larger numbers within ten and record what they have done. They use the language of addition, such as 'add' and 'make', in line with the expectations of the numeracy Framework for the end of the Reception year. Some go on to make and record their own addition sentences and such attainments represent good achievement for their age.

69. Children develop a satisfactory knowledge and understanding of the world around them. They have explored the use of materials such as wood and learnt about times of the day. They use computers, for example, to draw snowmen using circles, and learn how to fill the shapes with colour. During the inspection, children under five in the Reception class were investigating sources of light. Children explore and learn the use of different tools and materials. They use scissors, glue, paint, card and paper with increasing control to make, for example, jointed models of people and collage pictures of houses.

70. In their physical development children were attaining above expectations in some of the work seen. They were finding different ways of travelling, on their stomachs and on their hands and feet, moving imaginatively. They made good use of the available space and were well aware of others around them. Dance activity contributed well to children's creative development.

71. Children explore sound well through using musical instruments, expressing ideas and listening to each other. They paint lively pictures of themselves and other people, exploring the use of colours. They enjoy singing and use their imagination well in role-play.

72. The children under five in the Reception class are taught religious education, as required for this age range. They were seen to be attaining appropriately when learning about Jesus' family, thinking about families and drawing pictures of their own family.

73. The children respond well to the teaching. They enjoy the activities and most listen carefully to the teacher and to each other, and are keen to answer questions. Children are usually busy and interested in what they are doing. Children behave well, they do not compete for resources and handle them with care. They enjoy their time in class.

74. Teaching in the Reception class is good. There are good, lively interactions which result in enjoyment and involvement on the part of the children, and good learning. The teacher has a good understanding of the needs of children under five which leads to a good range of well-matched activities. The earlier weakness in the lack of opportunities for enquiry through planned play has been corrected. Children work well, often with parents or other helpers, in purposeful explorative activities, for example, with sand, in role play, with musical instruments and when using computers. Full account is taken of the National Curriculum as children progress towards it, and of the expectations of the national strategies for literacy and numeracy in relation to the Reception year. The teachers of the Nursery and Reception classes work well together and this contributes to the growing continuity between the two classes.

ENGLISH

75. At the end of Key Stage 1, pupils' attainment overall in the work seen at the inspection is below the national average. The test results for 1999 showed pupils' attainment to be well below average. Attainment at the end of Key Stage 2 is in line with national averages, and this is reflected in the results of the National Curriculum tests for 1999. At the last inspection, standards seen in speaking and listening, reading and writing were broadly average at both key stages, and test results were below average to a slight extent, and to a greater extent in writing at Key Stage 1.

76. Attainment in speaking and listening at the end of both key stages is in line with the national average. Pupils in Key Stage 1 listen attentively to adults. They rarely need reminding about what they have been asked to do. Many have a good command of spoken language and reply to teachers' questions with relevant comments and detail in their answers. During literacy time, pupils use accurately the new vocabulary presented to them. They have a good range of vocabulary to discuss their work, and enjoy conversation in both formal and informal situations. At Key Stage 2, pupils respond well to opportunities to debate issues of importance. They are prepared to think out loud, and produce lucid arguments and pertinent questions successfully. They listen carefully to the opinions of others. Pupils discuss their work in other subjects, such as in DT and history, with clarity and the use of appropriate vocabulary.

77. At the end of Key Stage 1, pupils' attainment in reading is below the national average. Most pupils have a sound sight vocabulary, but frequently lack fluency and expression in their reading, and are hesitant when discussing the book they have read. They do not have or use skills confidently to help them read new words. For example, pupils involved in group reading during the literacy hour had limited awareness of sounds within words, and were unable to apply their knowledge of familiar letter blends to their reading. A minority of higher attaining pupils read with confidence, fluency and understanding. Most pupils enjoy the class reading during the literacy hour and attempt to join in, showing that they have a real desire to read.

78. Pupils' attainment in reading at the end of Key Stage 2 is in line with the national average, with a significant number of pupils attaining at higher levels. Pupils read accurately and with reasonable fluency and appropriate expression. Most pupils have satisfactory skills to look up information and use the library. They express their enjoyment of reading. Higher attainers discuss capably the merits of different authors, and favourite characters in the books they have read. They have a sound understanding of literature, and work during the literacy hour is having a positive impact in this respect. For example, they examine some work by Shakespeare and Kipling.

79. At the end of Key Stage 1 pupils' attainment in writing is below the national average. Although there are some interesting examples of poetry and stories by higher attaining pupils, most pupils' work is characterised by insecure structure and overall weak spelling and punctuation. Pupils have used a range of phonic work sheets, and looked at spelling rules, but there is little evidence to show that what they learn is successfully applied to their written work. Pupils are not consistently applying their sound oral vocabulary to enhance what they write. The handwriting of many pupils begins to show accuracy in the formation of letters, but it is not consistent.

80. Pupils' attainment in writing at the end of Key Stage 2 is in line with national expectations. Pupils produce a wide range of writing, with a sound understanding of different styles, including poetry, fiction, informative and instructional writing. They use appropriate punctuation and form to add life and interest to their own writing. Sentences vary in length, with pupils using a sound range of connectives and generally accurate punctuation. Although many pupils rely on familiar language, there are examples of a more confident selection of vocabulary choices. Pupils use dictionaries well to help them with spelling, and learn spellings conscientiously, but it is not consistently accurate, and this is a weakness. There are some good examples of clear, legible handwriting, and while much work is carefully presented, there are also frequent examples of ill-formed letters and styles.

81. The quality of teaching of English is good overall. Some teaching is very good or excellent. Throughout the school, teachers show a good knowledge and understanding of the subject, and most are confident in using the techniques of the literacy strategy. This ensures that pupils' interest is engaged and that they are presented with good learning experiences. In the best lessons, pupils are motivated by the strategies used and eager to learn, with the resulting impact on progress. This was exemplified in Key Stage 2, where a lively debate on animal experiments was a successful preliminary to thoughtful writing. Teachers plan lessons effectively with clear structure. This ensures that pupils acquire new knowledge and consolidate previous skills. In the best lessons, pupils of all abilities are carefully challenged and motivated. Pupils are clear about what teachers expect, and settle to their tasks diligently.

82. Most teachers use questions skilfully so that pupils are encouraged to think about what they learn, and develop clear understanding of what is being taught. However, in both key stages, there are some examples of ineffective questioning techniques, which require little thinking and one-word answers. This was exemplified in a Year 1 lesson, where questions to the whole class led to small talk and lack of group involvement. This slowed the pace of the lesson. Most teachers assess the knowledge pupils gain during a lesson effectively, and use this to modify or change their plans for the next stage of pupils' learning. Where this is not done, the tasks prepared for group work is not well matched to the needs of all pupils, and this results in minimal progress. At Key Stage 2, the system of setting, together with teacher expertise, is having a positive effect on pupils' progress. There is a systematic development of skills through the key stage, and a match of work to suit pupils' abilities. The marking of pupils' work, although variable, provides many evaluative comments and suggestions to help pupils to improve their work.

83. As pupils enter the school with attainment that is in line with the national averages, the below average standards at the end of Key Stage 1 represent unsatisfactory achievement. However, pupils' learning in the lessons seen was often good, and their work shows overall gradual improvement. The best learning occurs where there is clear structure, good pace and well-planned opportunities for all pupils to learn. In a Year 2 class, for example, the good organisation and carefully differentiated tasks enabled a group of pupils to develop an understanding of syllables, alongside another group of pupils who carefully developed their ideas for stories. Pupils' learning is no more than satisfactory when they are not clear on the nature of the task they are undertaking, or are insufficiently challenged. A few more able pupils do not make as good progress as they might, as at times teachers' expectations of them are too low.

84. The learning by pupils with special educational needs is generally good, but on occasions it is unsatisfactory when the work provided in class lessons is not suitable to their needs. Lower attaining pupils and those with special educational needs receive good support in small withdrawal groups and through effective in-class support. The knowledge and expertise of learning support assistants make a positive contribution to their progress.

85. Throughout the school, pupils have good attitudes to their lessons. This makes a positive contribution to their learning. The curriculum provided is good overall. The use of the National Literacy Strategy (NLS) is having a positive effect on pupils' knowledge and understanding, and new initiatives in the school are contributing to pupils' learning and progress. The NLS is proving successful in raising standards, and there are many opportunities for pupils to apply their skills across the curriculum. They carefully record what they have learned in for example, history and science. They acquire the necessary vocabulary to explain their work in mathematics. In DT and art they plan and evaluate their work using appropriate style and vocabulary. However, there are insufficient opportunities for purposeful extended writing, so that pupils can apply what they learn in the literacy hour more proficiently to their independent writing, for example, the use of spelling strategies, a rich vocabulary and features of grammar. Information technology is regularly and effectively used to support and improve pupils' literacy skills.

86. The school is aware of the need to address issues of importance in order to raise standards throughout the school and particularly at Key Stage 1. Monitoring and evaluation of teaching and planning by the headteacher and the co-ordinator have proved helpful in establishing procedures and addressing problems. Weaknesses in the use of assessment at Key Stage 1 are being addressed. The school uses a range of assessment procedures, and has started to track individuals and set targets for them and for groups. This is beginning to have a positive effect on raising expectations for pupils' attainment. Teachers are now more aware of what pupils should be achieving. However, the monitoring of teaching has not yet focused on the teaching of specific aspects of the literacy Framework, which would further help to raise teachers' expectations of what pupils can achieve. The co-ordinator has given clear direction on the implementation of the NLS and the raising of standards, proceeding with enthusiasm and commitment. She provides effective and knowledgeable leadership and is addressing weaknesses in a sensible and structured way, and has initiated many worthwhile procedures for improvement.

MATHEMATICS

87. The 1999 National Curriculum test results for the end of Key Stage 1 show that the overall performance of all pupils in mathematics was below the national average and, at Key Stage 2, the overall performance of all pupils was close to the national average. At both key stages, the percentage of pupils attaining the expected level for their ages was below average, but the percentage reaching a higher level was better, particularly at Key Stage 2. Current work in school is in line with national expectations at both key stages, including standards in numeracy. At the time of the last inspection the

attainment of pupils observed at both key stages was also broadly in line with what was expected nationally, but test results were below average at both key stages. The 1999 test results at Key Stage 2 represent an improvement over the test results in the last report.

88. The previous inspection reported that the school was reducing its dependence on a published mathematics scheme. Since then, with the introduction of the National Numeracy Strategy (NNS), the school's policy for mathematics has undergone a marked change; planning is now in accordance with the strategy's Framework. There is a strong emphasis in the pupils' work on number - mental, oral and written.

89. At the end of Key Stage 1 the pupils use appropriate mathematical vocabulary accurately and with confidence. For example, they know 'larger than' and 'smaller than', and use alternative words for the functions, such as 'minus' and 'subtract' for 'take away'. Most pupils have a secure understanding of place value to two digits, and the more able pupils know place value to three. They readily understand the process of partitioning numbers, such as 47, to make 4 tens and 7 units. The pupils recognise patterns in number sequences and can pick them out when looking at a 100 square. In work on money, the pupils recognise coins, know their values and can apply their knowledge of number to count amounts of money, and calculate change from given quantities, like 64p from £1. When measuring, the pupils make good estimates of lengths, including 1 metre and $\frac{1}{2}$ metre, and measure short lengths in centimetres with reasonable accuracy. The pupils know the names of some simple 2D and 3D shapes, like hexagon and cylinder, and understand that they have properties such as sides and faces. Most significantly, by the end of Key Stage 1, pupils of all abilities recognise that there are alternative ways of finding an answer to a number sum and most can state different means by which a solution may be reached.

90. At the end of Key Stage 2, the pupils handle numbers with speed and accuracy. Their understanding of place value is secure up to 7 places and the pupils apply this well in the solving of mathematical problems. In mental work, the pupils manipulate numbers effectively to facilitate easier calculations; they understand the processes they deploy and explain them to other pupils. Their work on number has led them to be familiar with factors and prime numbers, and to appreciate the equivalence of fractions, like 25%, $\frac{1}{4}$ and 0.25. Pupils understand probability and ratio and apply them to problem solving situations. Work on data handling includes bar charts and pie charts, which the pupils can assemble, read and interpret. The pupils are familiar with the measures of length, volume, capacity and weight, but the emphasis of the work this year has been on number and this is their main strength in mathematics.

91. The teaching of Mathematics at both key stages is good overall. Teachers have a secure knowledge of the subject and a good understanding of its application to pupils at both key stages. The introduction this school year of the NNS is already having a positive impact on the teachers' planning and classroom practice, particularly the teaching of numeracy skills. Planning is good and contributes favourably to the progression and continuity of learning experiences for the pupils; it takes the abilities of the pupils into account and provides appropriate structure to the lessons. The learning objectives for lessons tend to lack precision, but most lessons build well on previous work, are well paced, and include a valuable plenary session. For example, in a very well taught lesson at Key Stage 1, the pupils reviewed earlier work on place value before working in groups on tasks matched effectively to their previous attainments. The teacher maintained an effective oversight of all groups, and intervened where necessary to determine the pupils' understanding and to make specific teaching points.

92. Well-targeted questions during the plenary session reinforced very well the pupils' understanding of what they had done. Such teaching contributes to the satisfactory overall progress pupils make as they move through the school. The setting of pupils for mathematics lessons in Key Stage 2 is having a positive impact on pupils' learning and their standards of attainment. This arrangement enables

teachers to match work effectively to the needs of pupils. Pupils with special educational needs benefit from the setting arrangements and with additional support they make good progress.

93. Relationships between teachers and pupils are very good. Teachers value the pupils' responses and suggestions to create a secure learning environment in which the pupils feel confident. Teachers have high expectations of the pupils in terms of their application to the work, which results in sustained application and a good quality of presentation. Teachers' expectations of pupils in terms of their levels of attainment are good at Key Stage 2. However, although satisfactory at Key Stage 1, there is scope for raising the teachers' expectations of the pupils' standards in Years 1 and 2.

94. Teachers make very effective use of assessment of the pupils' work. At Key Stage 2, the systematic testing of pupils each term ensures that they are in the appropriate sets and the routine setting of individual targets further recognises pupils' attainments and needs. The use of effective questioning by the teachers, as in a very good lesson at Years 5 and 6 which steered the pupils to find alternative ways of calculating 17.5 per cent of a given sum of money, develops very well the pupils' skills of numeracy and their understanding. In the same lesson, very good use was made of the class computers as pupils, in pairs, worked collaboratively to determine equivalent fractions. Mathematics resources in classrooms are generally readily accessible, invariably located alongside a stimulating display of pupils' work, and used very effectively to support the pupils' learning.

95. In all lessons the pupils are provided with opportunities for speaking and listening and the teachers encourage well the pupils to use accurate mathematical vocabulary. This is supported well by the readily visible word banks on display in the classrooms. Numeracy skills are practised in some other subjects, such as in history with time lines, but whole school planning does not recognise fully the cross-curricular value of numeracy.

96. The headteacher currently assumes the role of mathematics co-ordinator and has been instrumental in ensuring the implementation of the NNS. Additionally, he has monitored the teaching of some mathematics lessons and provided valuable guidance to colleagues. Another teacher is being efficiently prepared to take over as co-ordinator and already contributes positively to the subject through, for instance, the running of a very popular mathematics club at Key Stage 2.

SCIENCE

97. Although attainment recorded in the 1999 National Curriculum tests at the end of Key Stage 2 was below the national average, in work seen during the inspection pupils' attainments in science are in line with national expectations at the end of both key stages. This broadly reflects the findings at the last inspection at Key Stage 1, where standards of work seen were above average, but test results were below average. At Key Stage 2, test results and the work seen at the last inspection were above average. Test results at Key Stage 2 have slipped below average only in 1999, having been broadly at or above average in recent years. Since the last inspection the school has maintained the strengths identified in science and given greater attention to the development of more investigative work by pupils.

98. Pupils achieve satisfactorily during their time at the school. In a Year 1 lesson, pupils carried out simple investigations to understand that light is essential for seeing things. They were looking at different sources of light such as lamps, torches and candles, and discussed the differences. They experienced the different effects of light sources in a dark room. Year 2 pupils have looked at, and recorded, the changes in materials due to heating, using bread, eggs and spaghetti. Pupils are able to discuss their finding and record results accurately with minimum help.

99. In Key Stage 2, pupils in Years 3 and 4 consider materials that can exist as liquids and solids. They make predictions on an investigative chart about the comparative rate of change from solid to

liquid of substances such as ice, butter and chocolate. Older pupils investigate separating mixtures of materials. They understand that some solids, such as sugar, dissolve in water to give solutions but that others, such as sand, do not. They know that some mixtures can be separated by filtration and that solids that dissolve can be recovered by evaporation. In all the lessons observed there was a clear focus on investigative work.

100. The overall quality of teaching at both key stages is good. Teachers have a good knowledge and understanding of science. The best teaching is based on thorough planning, high expectation and good pupil management, which help teachers to be clear in their instructions and specific in their questioning. This has an impact on learning, and pupils were making specific gains in their investigative skills and in their knowledge and understanding. This was seen, for example, in a Years 5 and 6 lesson, when reversible and irreversible changes were being investigated. Pupils learn well when teachers, for example, stop the lesson to review the work covered so far, reinforce learning and remind pupils of the objectives for the lesson. When teaching is only satisfactory, questioning is not specific and the pace of the lesson is slow. As a result, some pupils lose concentration and their learning is no better than satisfactory, when all other conditions in the lesson could lead to a higher rate of learning and level of attainment.

101. Pupils in Key Stage 2 are now taught in setted classes for science. This helps teachers match the work well to the needs of pupils and promotes good learning and attainment. Pupils have good attitudes to work and they respond well to good teaching. They particularly enjoy the practical activities. Pupils' good attitudes and response help them to get the most from lessons and to learn effectively. Teachers' expectation of the presentation of work in books is always high, and pupils respond to this.

102. Teachers' planning is monitored appropriately by the co-ordinator. The setting arrangements in Key Stage 2 enable the co-ordinator to work with and sample the progress of all pupils. She has also had effective opportunities to monitor others teaching the subject, including in some lessons for pupils in Key Stage 1.

ART

103. Across the school, the pupils' attainments are, overall, above what would be expected for their ages in their understanding and use of a range of media and in the development of their knowledge of art and artists. This reflects the findings in the previous inspection for Key Stage 1, and shows an improvement at Key Stage 2, where standards were judged to be in line with the national expectation at that time.

104. The quality of pupils' representational work at both key stages is often appropriate for their ages. Equally often, their work is a particularly good and sensitive representation of what they see and imagine. A strength in much of the pupils' work is the evident care with which they respond to the ideas presented to them, and observe, reflect, experiment with different media, and evaluate what they and others have done.

105. Pupils in Key Stage 1 use a variety of materials to record what they see, imagine and remember. They explore the use of paint when painting portraits and silhouette pictures of trees in winter. Particular care was evident in paintings of trees in autumnal colours by pupils in Year 1, where colour mixing was used well to vary the tones of leaves. Good drawings of teddy bears from observation showed pupils thinking about line and textures. In Year 2, pupils have observed and drawn shells, fir cones and artefacts, such as a table lamp, with care and attention to detail. Good attainments are evident in weaving, stitchwork, tie dying and fabric printing, and in 3-dimensional work, such as relief models of fish made in clay.

106. At Key Stage 2 pupils continue to develop their skills of representation, such as in more demanding colour-mixing exercises and the use of these skills in, for example, watercolour pictures of

mountains. Some work, stimulated by a visit to Dartmoor, shows the sensitive use of pastels in well-composed illustrative pictures. Dartmoor also provided ideas for some very effective relief abstract collages, which demonstrate experimentation, control and imagination. Pupils draw with care and effort. Ink drawings include thoughtful attempts at shading and the emphasis of different elements within, for example, a stone clapper bridge. Other pictures of plants, in pencil, show a similar attention to the effects of light and shade and how to represent different textures.

107. In one lesson for pupils in Years 5 and 6, pupils were applying much effort to represent fruit in a stylised way, having looked at an original piece of work and discussed the characteristics of it. They did not find the exercise easy but responded well to the challenge and made good efforts in exploring the idea. The lesson included the good use of an appropriate art and design vocabulary. Pupils evaluate their work well. In one lesson for pupils in Years 3 and 4, pupils who had worked in groups talked between themselves about how their work, based on a painting by Van Gogh, had gone, and what the next stage would be. They also commented sensitively on the work of other groups. The work of artists is used regularly to promote pupils' learning and reference is made to the work of a variety of artists, such as Monet and Lowry. The art of other cultures, such as ancient Egypt, is also studied.

108. The teaching seen at both key stages was good overall. The quality of the work produced by pupils at other times, and the skills that are evident in that work, indicate that teaching is routinely of good quality. Teachers lead good discussions, with clear explanations and good questioning, which encourage pupils' thinking and use of good vocabulary. Pupils in Year 2, for example, talked with understanding about pencil techniques. The planning of lessons is good, with teachers clear about what they want pupils to do and learn within the lesson. This is shared with pupils who, as a result, know what they are doing and strive to achieve. The teaching is challenging and inspiring, and the learning support assistant with particular skills in the subject makes a valuable contribution to the work undertaken. As a result, pupils' learning in lessons is good. Their attitudes to work are very good and this contributes positively to the quality of the learning experiences.

109. The provision of sketchbooks for use by pupils in Key Stage 2 is a potentially good strategy to help develop pupils' ideas and skills. Currently they are used mainly to try out ideas presented by teachers. They are not used much by pupils to record their own observations and reference material for later work or to explore and try out ideas of their own. At both key stages pupils have opportunities to use computers to generate pictures which are satisfactory for their ages.

110. Teaching is supported by a knowledgeable coordinator, who monitors the subject as far as possible through seeing teachers' planning and pupils' work. There is a programme of activities to ensure that pupils have access to an appropriate range and sequence of experiences. However, there is no list of skills to be acquired progressively and this inhibits the accurate assessment of pupils' attainments and the best challenge for individual pupils. This is not preventing pupils from attaining well on many occasions, but would have the potential for taking standards higher for more pupils.

DESIGN AND TECHNOLOGY

111. Evidence from the observation of lessons, an examination of pupils' previous work, including photographs, discussion with pupils about their work, and discussions with teachers, shows that pupils' attainments are appropriate for their ages at both key stages. The below average standards at Key Stage 2 identified at the last inspection have been dealt with effectively.

112. There has been a good improvement in the provision for DT since the last inspection. The issues previously raised have been carefully addressed. In Key Stage 2, the introduction of a carousel system ensures that pupils have access to a good range of experiences involving investigation and exploration alongside the acquisition of skills in the subject. The system has had a positive impact on the standards

pupils attain, and the progress they make. Teachers now have sound knowledge and understanding of the requirements of the subject.

113. In Key Stage 1, pupils, for example, carefully examine cars, and follow up this by selecting components from construction kits to make sturdy vehicles. They talk knowledgeably about the parts of a car, and explain the link between axles and wheels. They then test and evaluate the simple models they make. Pupils cut, shape and join paper and card to make models of castles and houses. Younger pupils use sliding mechanisms to make pop-up teddies. Pupils have sketched their plans for designing fabric puppets. They successfully complete their puppets using appropriate skills for cutting and joining fabrics, and make attractive choices of materials for decoration. They complete simple evaluation sheets, which enables them to further develop their skills for designing.

114. In Key Stage 2, pupils are given access to a wide range of materials, and have a clear understanding of the processes for designing and making. They produce sketches of their plans, labelling their sketches to show details in their designs. They examine the mechanisms of various vehicles, and consider the commercial viability of cars. They successfully use the knowledge gained to design and evaluate their own plans. Pupils use an appropriate range of tools in their work, and are aware of the need for safety when using certain tools, for example when working with wood. This was exemplified in a task where pupils measured, cut and joined wood in order to make their own picture frames. They have sound experience of food technology, and successfully followed a given recipe for making shortbread. Pupils keep effective records of their designs and evaluations in attractive and well-presented notebooks. They use appropriate vocabulary, and apply their literacy skills well to their written and oral explanations.

115. Two combined DT and art lessons were seen in Key Stage 1. In the lesson where DT was the focus of the observation, the teaching was very good. The evidence from an examination of pupils' work shows that teaching in Key Stage 1 is at least satisfactory, and pupils are progressing across all the elements of the subject. They progress from early cutting and sticking skills to the use of needle and thread to join fabrics. At Key Stage 2, teaching is good. Teachers have sufficient expertise and knowledge to plan worthwhile experiences, so that new knowledge and understanding is carefully extended and built upon. The efficient organisation and well-prepared resources ensure that lessons proceed at a good pace, so that time is used effectively to enable pupils to develop their skills. Teachers' use of skilful questioning enhances the knowledge gained through pupils' experiences, encouraging pupils to consider what they have learned. An effective blend of explanation and investigation also contributes positively to pupils' progress. High expectations result in challenging tasks through which pupils acquire greater understanding of the necessary skills. This was seen in a task where younger pupils explored movable models by making carefully constructed swings. This all combines to ensure that pupils make effective progress in their learning and appreciation of the many aspects of design and technology. Pupils with special educational needs make good progress. Their self-esteem is good, and they participate eagerly in the tasks.

116. Teachers successfully motivate pupils, and this ensures a positive attitude to design and technology. Pupils are enthusiastic, and eager to talk about their designs and models. They co-operate well together, and appreciate the ideas of others.

117. The co-ordinator has clear sense of direction, and the necessary expertise, for the subject. She has established a coherent and accessible system of planning, which provides a secure framework. This ensures the systematic development of skills and knowledge, identifying clearly what pupils should learn in both key stages. Resources are efficiently organised and their effective use contributes well to pupils' learning. Planning is monitored, and the co-ordinator has also had important opportunities to monitor teaching in the carousel arrangements. Such monitoring and the overall significant focus on DT have contributed well to the development of the subject and its teaching.

GEOGRAPHY

118. From the analysis of pupils' work and the observation of some lessons, pupils' attainments at both key stages are in line with what would be expected for their ages. The appropriate standards have been maintained since the last inspection.

119. Pupils at the end of Key Stage 1 use basic geographical terms, such as those associated with direction. They start by drawing simple maps of favourite places, such as a pond, and where they live, and develop this understanding and skill to produce maps of routes to school. The pupils make comparisons between their own locality, Newton Abbot, and another place, such as the Island of Coll, identifying similarities and differences and stating reasons for them. The pupils recognise natural and man-made features which give a place a distinctive character, for example, a coastline and railways. Their knowledge and understanding of the world is furthered effectively by work on 'Where in the World is Barnaby Bear?'. This is reflected in an informative display on Australia, which includes a world map, pupils' writing about the country and postcards.

120. At Key Stage 2, pupils understand how to study a range of localities and draw comparisons between them. Through learning about the island of St Lucia, the pupils appreciate differences between the life styles of people there and their own and provide explanations for them, such as those associated with the climate. IT was seen being used well to support work in the subject, as pupils interrogated the Internet to find out the current weather and temperatures in St Lucia. The pupils use atlases appropriately to locate places in the world and read maps accurately to determine, for instance, natural features such as rivers.

121. The quality of teaching has improved since the previous inspection and at both key stages it is good. The teachers have good knowledge and understanding of the subject matter and of related skills, such as mapping. As a consequence, the pupils are given accurate information and the teachers deal confidently and accurately with the pupils' questions. Teaching methods used are good, such as through role playing, where pupils assume they are holiday makers planning an overseas holiday, and by the asking of relevant questions which require the pupils to focus closely on key geographical issues. Lessons are well structured and sustain a good pace which contributes to good learning. For example, in a good lesson at Year 6, the teacher, inspiring pupils with her own enthusiasm, effectively encouraged the pupils to sustain application to their work, and made valuable use of a brief plenary session for the pupils to reflect on what they had learnt and to share their findings. Less effective teaching, however, where the pupils' acquisition of geographical knowledge is weaker and their development of appropriate skills is slower, is marked by imprecise learning objectives and a failure to exploit fully, through questioning, opportunities for ensuring the pupils' understanding. Teachers generally deploy the learning support assistants effectively, with tasks that enable pupils with special educational needs to make good progress.

122. The pupils' attitudes to their work at both key stages are good. Knowledge and understanding about geographical topics are consistently built up through the school and the pupils develop the ability to work independently and carry out research. At the end of Key Stage 2 they are capable of working together in small groups to look into aspects, such as transport, of a given location. The pupils enjoy the subject and are keen to talk about their findings. Pupils' good attitudes and independence add to the quality of their learning.

123. The school has rightly identified geography as in need of further review to provide an appropriate scheme of work and to raise teachers' confidence. The introduction of national guidelines is having a positive impact on the teaching of the subject and contributes towards improved planning. The co-ordinator's role is not yet fully developed and there have been no opportunities for monitoring the

teaching of geography. However, the co-ordinator oversees the teachers' planning and is currently putting together a portfolio of pupils' work in order to obtain a fuller picture of the subject across the school. Resourcing is generally adequate, although there are deficiencies in the number of globes and atlases and in the supply of large-scale local maps.

124. Geography makes a valuable contribution to the development of the pupils' literacy skills through, for example, lessons which involve research from textbooks. It also makes a noted contribution to the pupils' numeracy development through, for instance, work which requires pupils to look at the scales of maps and to read charts such as in connection with the weather.

125. The pupils benefit at Year 6 from the chance to go on a residential visit to Dartmoor where they learn, for example, about the granite tors and the rivers of the area. However, teachers do not make enough use of the immediate environment of the school, which is potentially rich in teaching and learning opportunities for the pupils at both key stages.

HISTORY

126. It was not possible to observe lessons in Key Stage 1 during the inspection. A discussion with pupils and a scrutiny of their work show that they have acquired sound knowledge of the story of Florence Nightingale, and through this an awareness of how life was different then. There is insufficient evidence to make secure judgements on what pupils know and the progress they make or on the teaching of history in Key Stage 1.

127. Attainment in the work seen at Key Stage 2 was broadly appropriate for the ages of the pupils, but there are strengths and weaknesses in what pupils know and understand about history. Pupils have a sound understanding of the passing of time, and the sequence of different eras that they have studied. Pupils in Years 5 and 6 can confidently tell that the ancient Egyptians lived before the Romans, and the Tudor period came before the Victorians. Pupils' historical knowledge and understanding is often good when historical periods have been taught, but pupils are less confident in discussing why things happened or the consequences of actions, even if they know the facts of the period. Their understanding on how to use a range of evidence to provide information on the past is hazy. They use research skills to support their learning in history, and their work is interestingly presented. This is reflected in the attractive displays of work on the Egyptians.

128. Two lessons were seen in Key Stage 2, and teaching was satisfactory. Teachers' planning is sound, and the well-structured lessons ensure the careful building of knowledge. The methods and resources used to promote learning motivate pupils so that they want to find out more. For example, the portraits of Tudor monarchs that they were shown fascinated pupils in Years 3 and 4. This led to many eager questions. Teachers use of questioning helps to develop pupils' knowledge, but is not consistently effective in making pupils think and ask themselves 'Why?' Tasks chosen to support learning can be unchallenging, and do not extend the more able pupils, or build upon pupils' obvious and lively curiosity. Throughout the key stage pupils make satisfactory progress in the knowledge they gain, but progress in their ability to develop questioning skills and consider historical evidence is less secure.

129. Pupils displayed great enthusiasm when discussing what they know. They enjoy history, and in the lessons seen displayed an active interest, and show that they are thirsty for knowledge and want to know more. History contributes well to literacy skills, and there are some good examples of written narrative and some imaginative work. An interesting example of this was a pupil's account of an aspect of Greek life written in the form of a modern newspaper report.

130. The varied attainment of pupils at Key Stage 2 was a weakness in the previous inspection report. Current attainment shows little improvement, as pupils lack many of the necessary skills and knowledge required for sound attainment in all the aspects of the programmes of study. However, the newly appointed co-ordinator is knowledgeable and clearly recognises the subject's weaknesses throughout the school, and the need to build continuity. Present interim planning is based on national guidance, and the co-ordinator is developing a carefully planned and structured programme of work that will take account of this scheme, aligned with the revised National Curriculum being introduced in 2000.

INFORMATION TECHNOLOGY

131. At the previous inspection, standards of work were below the national expectations. The school has worked hard to raise pupils' achievements, and their attainment at the end of both key stages is now broadly in line with expectations.

132. At Key Stage 1 pupils recognise that events on the screen can respond to their commands. They start with programs such as Dressing Teddy, making and executing decisions about clothing a teddy bear on screen. They learn to control the mouse accurately, using it to click on options and, by Year 1, pupils are able to drag pictures and words to desired locations. They also have the necessary keyboard skills to enter text and commands. Pupils build words using computers, move on to composing simple text on screen and begin to combine text and graphics. They compose simple text on screen. By Year 2, pupils explore the techniques for changing fonts and font sizes, and for adding frames, and learn to do this successfully. Pupils use graphics programs to draw pictures, for example, a decorated Christmas tree, which they print. In Year 2, pupils are entering data and produce graphs of their ages, hair colour and favourite animals. Pupils are introduced to control technology, using a programmable floor robot. It was not seen in use, but pupils describe programming it to travel in the outline of given shapes.

133. Pupils at Key Stage 2 use computer equipment and software with increasing confidence. They use drawing and painting programs appropriately and are able to plan a sequence of instructions for a screen turtle in order to create desired shapes and patterns on the screen. Older pupils recall undoing and rewriting instructions to achieve the required effects. In Year 3, pupils use a word processor effectively, loading the program, deleting and saving text, and changing fonts independently. By Year 6, pupils have used simulations, for example, Map Detectives, which supports work in geography. Graphics programs are used to produce some sophisticated designs, such as repetitive patterns based on the work of William Morris. Pupils also create designs using letters of the alphabet and cover sheets, combining text and pictures, for their work on ancient Egypt. Pupils search for information on a controlled Internet and are learning to use e-mail. When using the Internet, pupils recognised the need to frame questions accurately and how to interrogate stored information. Older pupils were finding weather information from part of the Caribbean area, and comparing it with temperatures in Devon, identifying an appropriate listed centre to get information from. Work on control and the use of sensors, for example, of temperature, light, sound and movement, are less well developed but this area is to be extended, and new equipment has just been acquired.

134. The teaching of IT seen was good overall across the school. Much of the teaching is by the coordinator, who has given a strong lead to the development of work in the subject. On these occasions, teaching was very good. It takes place in the new IT suite. Class teachers join in these weekly lessons, and follow up the work in their own classes, where there are single computers. This arrangement is effective in developing the confidence and understanding of all teachers, who are beginning to take such class lessons on their own. IT is used to support work in several areas of the curriculum including literacy and numeracy. Groups work in the IT suite at appropriate times within literacy and numeracy lessons, under the able and effective guidance of a learning support assistant who works specifically with IT. On one occasion, when the LSA was unable to take a group, the class

teacher used the class computer well to provide a similar learning opportunity for some of the children in the group.

135. The specialist teaching benefits from very good subject knowledge and methods which promote very good learning. Pupils receive clear instruction, and the tasks challenge and stimulate the pupils. Planning for all classes is thorough and is done, at present, by the coordinator, who identifies the best use of IT across the curriculum. The other teaching seen was never less than satisfactory and was mostly good. Pupils are engaged by appropriate questioning. Tasks are matched to pupils' stage of development and ensure that they are interested and make progress. A good feature of teaching is the emphasis on efficient keyboard skills, and across the school pupils practise the best use of their fingers on dummy keyboards and laptop computers, and when using a keyboard skills program on classroom computers.

136. Pupils are involved well in their learning by maintaining their own records of what they have done. Pupils across the school have very good attitudes to the subject. They work well together, support each other and take turns. They listen carefully to instructions and show mature attitudes in their use of IT. Their good attitudes result partly from the very good teaching, and contribute also to the quality of their learning.

137. The subject is led well by the co-ordinator, who understands the subject well and provides good support for colleagues. The new suite of eleven computers is being used very effectively and efficiently. Its use supports and complements the use of computers in classes. Pupils' learning is further promoted through computer clubs led by the co-ordinator and the learning support assistant. The close involvement of the co-ordinator with all classes has enabled her to monitor and evaluate pupils' performance. The coordinator keeps suitable notes of how pupils are progressing, and is developing a more appropriate structured record of progression in skills, as part of the extension of more IT teaching to all class teachers.

MUSIC

138. Pupils' attainment in music by the end of Key Stage 2 is above that expected of pupils of a similar age and is a strong feature of the school. Since the last inspection the strength of music in the school has been sustained.

139. Singing throughout the school is of a high standard. Pupils sing with accuracy and show good aural memory. In assembly, pupils regularly sing and listen to music. They are always accompanied by the school orchestra, which makes a significant contribution to the overall standards of music in the school. In a Year 2 lesson pupils sing songs from memory and change tempo in response to symbols.

140. Year 6 pupils, when listening to The William Tell Overture, discuss instruments, tempo, mood and dynamics and compare it to the previous week's listening focus. In rhythmic notation, they revise crotchets and quavers and play a 'spot the rhythm' game. Oldest pupils were learning a calypso to enhance their study of St Lucia, developing three-part singing with an accompanying instrumental ostinato. In pairs, pupils used a computer program to compose a four bar rhythmic phrase.

141. The teaching of music at Key Stage 1 is good, and at Key Stage 2 very good with an example, during the inspection, of an excellent lesson. At Key Stage 1, teachers plan well from the school's scheme of work. Planning is monitored by the co-ordinator who gives support and advice where necessary. Lessons are well organised, resources are readily available and pupils are well managed. This contributes to pupil achievements and enjoyment. At Key Stage 2, the co-ordinator teaches all classes. Although a large number of pupils learn musical instruments and play in the school orchestra, the teacher has equally high expectations of what pupils, for whom music is not a special interest, can

achieve. Planning, organisation of groups and resources, and the pace of lessons, maintain pupils' interest and enjoyment and contribute to the high level of attainment by the time pupils leave the school. The emphasis on good quality diction in pupils' singing contributes to their standards in speaking and listening.

142. Music makes a significant contribution to the life of the school and is valued by both pupils and parents. The choir and orchestra give performances at school, perform outside school to support local charities and are invited to county events. An annual whole school musical production involves all pupils in the school. The co-ordinator works tirelessly to maintain the high standards, teaching pupils a range of instruments at various times between lessons. She is supported by peripatetic teaching of the flute and clarinet, which was not seen at the time of the inspection. Music is very well resourced, mainly due to money raised through concerts to purchase and maintain instruments. This contributes substantially to the quality of pupils' musical experiences.

PHYSICAL EDUCATION

143. Lessons in gymnastics, games and dance were seen during the week of the inspection. Pupils' attainments in these lessons are in line with that expected of pupils of a similar age, and have been maintained since the previous inspection. Evidence from teachers' plans shows that all pupils have opportunities to take part in all aspects of the physical education curriculum. Pupils in Years 2 to 4 develop their swimming skills in the local swimming pool during the autumn term and the majority can swim 25 metres by the end of Year 4. Outdoor and adventurous activities for Key Stage 2 pupils are provided at various times by outside specialists and during residential visits. Pupils make sound progress in physical education as they move through the school. Since the last inspection the strength of the subject in its provision for extra-curricular activities has been sustained.

144. The overall standard of teaching is now good at both key stages. Features of good teaching are the planning, organisation and management of pupils. Teachers' subject knowledge and expectations of what the pupils can achieve is good. For example, in a Year 2 dance lesson pupils made very good progress in improving their movements, including facial expression, in response to well-chosen music and the high expectation of the teacher. Good use of questioning, for example, when looking at an individual gymnastic performance in a Year 4 lesson, contributes to improving standards. Good teaching also contributes to pupils' enjoyment of physical education. They listen and respond well to instructions and co-operate in teams, as for example in a Year 6 mini-hockey lesson. Behaviour is good and pupils perform confidently to the class when asked. They are aware of safety issues. Pupils are able to evaluate their own skills and those of others, and understand fair play. Through its emphasis on working together, the subject strengthens the school's provision for pupils' social development.

145. Although classes in the school are arranged in mixed-age groups, the co-ordinator teaches games in single year groups to all pupils at Key Stage 2. This arrangement contributes to raising standards in games. Subject planning is monitored, and the co-ordinator is able to keep an oversight on the teaching of others when working alongside colleagues. The headteacher takes part in the teaching of ball skills in Key Stage 1, and this enables him to be aware of pupils' progress in this aspect. The level of resourcing is good overall with some good quality games equipment. The provision of extra-curricular sporting activities is a strong feature of the school's provision.

RELIGIOUS EDUCATION

146. Pupils at the end of both key stages are attaining standards that are broadly in line with the requirements of the local Agreed Syllabus for RE. Teaching in the subject makes a significant contribution to the pupils' spiritual, moral, social and cultural development. Assemblies play an

important part in the development of religious education through the stories from different religious texts, and the pupils' reflection on their own and others' circumstances.

147. Pupils at both key stages know about religious beliefs, practices, symbols and places of worship associated with Christianity and other faith traditions in Britain. Pupils acquire a satisfactory knowledge and understanding of fundamental Christian traditions and beliefs, including those associated with the birth of Christ. They develop a sound understanding of the differences among religions, for example, in learning about Judaism at Years 3 and 4 the pupils make comparisons between how Christians and Jews celebrate the Sabbath. Pupils learn to respect themselves and each other through reflecting on religious values, such as through the story of Abraham at Year 2. They develop a sensitivity to other faiths and take an interest in the different ways people practise their faith and celebrate holy days, for example, Hinduism, where pupils become familiar with the story of Rama and Sita, learn the significance of the Diya lamp and become familiar with the traditions of Diwali.

148. All pupils make satisfactory progress in increasing their knowledge and improving their understanding of the major religions of this country. With targeted support, including the help of the learning support assistants, the pupils with special educational needs make good progress.

149. The teaching at both key stages is good and sometimes very good. This is an improvement from the time of the previous inspection. Teachers have a good knowledge and understanding of the subject, communicate it well to the pupils and plan effectively, thus ensuring the pupils gain accurate knowledge which is appropriately reinforced and extended in subsequent lessons. The teachers' expectations of the pupils are satisfactory at Key Stage 1 and good at Key Stage 2. Where they are high, the pupils listen attentively to the teacher and each other and their behaviour is very good. The effectiveness of the teaching methods deployed at Key Stage 1 is good and at Key Stage 2 it is very good. At their best, the methods acknowledge the pupils' levels of understanding, incorporate informative explanations and well-structured questions which engage all the pupils and use resources, such as artefacts associated with a Jewish Shabbat meal, which both stimulate learning and sensitively reflect other faiths.

150. The teachers manage the pupils well through, for instance at Year 2, the organisation of the work and the grouping of the pupils to learn about the story of Abraham. This results in the pupils sustaining concentration on their work and completing the set tasks. Pupils are introduced to using IT skills in some aspects of their work, such as at Year 6 where pupils undertake a Christmas research, looking at the gifts of the Wise Men. The subject is promoted well through good quality displays in the corridors and classrooms. They are informative, stimulating and bring together well the pupils' work with books and teachers' questions, thus making a valuable contribution to the pupils' literacy development.

151. The policy for religious education is clear but, as the school recognises, the present scheme of work has limitations in terms of its appropriateness for today. The very recently appointed co-ordinator has been active in exploring how best the subject may be developed, has obtained advice from the LEA and is looking to see what the LEA scheme, shortly to be published, will offer. Meanwhile, the co-ordinator effectively oversees the teachers' plans and, as appropriate, advises on how they may be refined. She is very alert to the needs of the school in relation to ensuring adequate resourcing and the raising of teachers' appreciation of assessment in the subject. Before taking up the post, the co-ordinator visited the school and had time to observe teaching of the subject around the school. However, no time has yet been allocated for further monitoring of the teaching.