

INSPECTION REPORT

PRINCETOWN PRIMARY SCHOOL

Princetown, Yelverton

LEA area: Devon

Unique reference number: 113261

Headteacher: Mrs Lynne Loudon

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 22nd – 25th May 2000

Inspection number: 189387

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Tavistock Road
Princetown
Yelverton
Devon

Postcode: PL20 6QE

Telephone number: 01822 890245

Fax number: 01822 890245

Appropriate authority: The Governing Body

Name of chair of governors: Mr Colin Sturmer

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|---------------------------------------|---|---|
| Mrs K Cornish Registered Inspector | English Art Geography History Music Religious education Special educational needs English as an additional language | Characteristics of the school Interpretation of the school's results Teaching and learning Leadership and management of the school |
| Mrs D James Lay Inspector | | The care the school gives to pupils The school's partnership with parents |
| Mr P Inness Team Inspector | Mathematics Science Information technology Design and technology Physical education Provision for under fives Equal opportunities | Pupils' attitudes, values and personal development Learning opportunities |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Princetown Primary is a school maintained by Devon County Council. Built in the 1860s, it offers spacious accommodation for 73 pupils in three classrooms. The number of pupils overall is smaller than the national average. The grounds contain large playground areas and a recently constructed walled garden. Pupils have the use of the adjacent sports field for games activities and the use of the heated 'Meadowlands' pool in Tavistock for regular swimming sessions. The school takes pride in its links with the community and with parents. Although a rural settlement, Princetown has the social problems reflecting deprived urban areas. Children have limited experiences in the main when starting school and are much lower in attainment than the expected levels nationally. Immediately before the inspection, and during it, the deputy headteacher was absent from school. A temporary teacher taught the class of Years 5 and 6.

The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. There are no pupils speaking English as an additional language which is low. The percentage of pupils identified as having special educational needs, at 37 per cent, is above the national average. Five pupils have formal statements under the terms of the DfEE Code of Practice¹ which, at seven per cent, is well above the national average. The average class size is 24 which is broadly in line with the national average. There have been no exclusions in recent years. Admission is by a two term entry in September and January. Pupils can be admitted on a part time basis a term before they are due to start full time.

HOW GOOD THE SCHOOL IS

Princetown Primary is an effective school that provides a good quality of education. Good teaching impacts substantially on pupils' learning and their progress is good. Staff and governors work hard to achieve high standards in all aspects of the school's development. The significant strengths of the school outweigh those aspects in need of improvement. The school uses the principles of 'best value' effectively and gives good value for money.

What the school does well

- The well organised headteacher and curriculum co-ordinators lead the school with good educational direction and ensure pupils make good progress in their learning.
- Provision for pupils with special educational needs is excellent.
- Children receive high quality education when they begin school.
- Pupils' standards at Key Stage 1 are mainly above the national expected levels.
- Reading standards are good throughout the school.
- Teaching, at the time of the inspection, was a major strength.
- Good attitudes, behaviour and relationships are ensured by all the hard-working, talented staff, who work well as a team to give good support.
- Governors are fully involved in the life of the school and are mainly effective in fulfilling their roles and there are good links with parents and the community.

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

What could be improved

- Pupils' standards in some aspects of writing.
- Provision of appropriate software in information technology in order to raise standards.
- The quality and range of learning opportunities in design and technology and geography for Years 5 and 6.
- Analysis of the whole school's good collection of information about pupils' standards and learning.
- The existing practice of monitoring the health, safety and welfare of pupils in school and in the playground.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection of 1996. The clear majority of key issues have been rectified effectively. Standards have improved significantly at Key Stage 1, and been maintained overall in other year groups.

Schemes of work for National Curriculum subjects and religious education have been produced, apart from one for design and technology. A review of teaching and learning strategies has taken place and a new policy for teaching and learning completed. Assessment procedures for monitoring standards and pupils' progress have been updated in a very good assessment policy. The amount of time spent teaching science at Key Stage 1 has increased. Provision for information technology is improved, with guidelines completed to help teachers. However, some skills are not yet taught sufficiently, mainly due to a lack of software to extend the use of information technology in other subjects. A new teacher, with very good expertise in music, has been employed, and music standards have improved and now meet statutory requirements. Acts of collective worship now meet legal requirements. The school development plan is consolidated into one document and is clear and informative. The school identifies clear areas for development.

The school is well placed to maintain and improve standards.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | E | E | D | D |
| Mathematics | E | E | C | C |
| Science | E | B | D | D |

| | |
|--------------------|---|
| Key | |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The above table shows that, in 1999 national tests at the end of Key Stage 2, pupils achieved standards which were below average in English and science and in line with the average level for mathematics compared with all schools and schools of a similar socio-economic mix of pupils. Trends over four years show standards rising steadily after a sharp drop, but closely in line with national trends. Despite a higher than average proportion of pupils on the special educational needs register, standards of present pupils at the end of Key Stage 2, and at the time of the inspection, were broadly in line with national averages

and expected levels. This was apart from writing, information technology, design and technology and geography, where they were below.

Children enter the school with standards well below the expected levels. They receive very good teaching in the under five age group and make good progress, but not sufficient to attain the expected levels in most of the Early Learning Goals. By the end of Key Stage 1, pupils' attainment is mainly above the average and expected levels in most subjects, apart from some aspects of writing which are below. Pupils make good progress in their learning overall. However, progress is less secure in Years 5 and 6. Since the previous inspection standards have risen significantly at Key Stage 1. In Years 3 and 4 there has been steady improvement. In Years 5 and 6, progress has remained about the same, apart from that of writing, geography, information technology and design and technology, where it is less.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are enthusiastic about their studies and are very happy to come to school. |
| Behaviour, in and out of classrooms | Overall good. Pupils relate well together in the classroom. Games in the playground, although noisy, are amicable. |
| Personal development and relationships | Personal development is good. Pupils make good use of many opportunities to take responsibility. Pupils have a mature appreciation of the importance of respecting differences of opinions. Relationships are good. |
| Attendance | Attendance is broadly in line with the national average and there have been no exclusions in the past year. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|---------------------------------|
| Lessons seen overall | Very good | Very good | Satisfactory with good features |

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.

During the inspection the deputy headteacher was absent and a temporary teacher taught the class of Years 5 and 6.

Throughout the school, the quality of teaching observed was mainly good. There was no unsatisfactory teaching seen. In a third of lessons, teaching was at least very good or better. There was very good teaching seen in all classes. Occasionally teaching was excellent. In addition, teaching in almost half of lessons was good. This is a very good picture and an improvement from the previous inspection.

The impact of high quality teaching on pupils' learning is good. At Key Stage 2, there is good achievement in speaking and listening, reading, mathematics, science, religious education, art and physical education. At Key Stage 1, all pupils' achievement is at least good, if not better. Areas for development are to improve the teaching of aspects of writing and information technology at Key Stage 2, and design and technology and geography in Years 5 and 6, in order to improve the progress of pupils in these subjects. Teaching in religious education meets the requirements of the locally agreed syllabus and pupils' learning at Key Stage 1 and Years 3 and 4 is good. It is satisfactory in Years 5 and 6.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The quality and range of learning opportunities are good and the curriculum is balanced overall in its planning. |
| Provision for pupils with special educational needs | All pupils with special educational needs are welcomed to the school. The provision for them is excellent and they make very good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall provision is good. Pupils' spiritual, moral and cultural development are good. The school encourages a well developed sense of mutual responsibility and is protective of people and the environment. As a result, pupils' social development is very good. |
| How well the school cares for its pupils | There are good procedures to assess pupils' standards and learning and teachers work very hard to collate the information. However, the assessment lacks good overall co-ordination to analyse academic trends. The quality of care by adults is good and the school is very clean, orderly and well maintained. The existing practice of monitoring health, safety and welfare of pupils needs to be improved. There are appropriate procedures to protect children from abuse. |

The majority of parents regard the school as good. Partnership with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The quality of leadership and management of the headteacher and her curriculum co-ordinators is good. The well organised headteacher provides clear educational direction and has a good grasp of the school's needs. All staff present at the time of the inspection are dedicated and work diligently as a team. |
| How well the governors fulfil their responsibilities | The governing body is effective in fulfilling its responsibilities and statutory duties, apart from some aspects of subjects and issues arising from health and safety. Governors give good support. The conscientious chair of governors visits regularly. There is notable commitment by the governor for pupils with special educational needs. |
| The school's evaluation of its performance | The key issues of the previous report have been mainly rectified. The school is effective at identifying new areas for development. |
| The strategic use of resources | The school uses its budget in an informed and prudent way. Financial administration is efficient. Resources are used well to improve pupils' performances. The accommodation is used imaginatively. There are plans for its immediate alteration to improve the hall and site. |

There are sufficient, well qualified staff to meet the needs of all pupils. The hard playground facilities pose some risk and present difficulties for supervising pupils at play.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none">• Parents like the family atmosphere.• Children like coming to school.• Teachers are approachable.• The curriculum is interesting.• Extracurricular activities at Key Stage 2.• They are impressed with teachers' planning. | <ul style="list-style-type: none">• Extracurricular activities for Key Stage 1.• Lack of shade in the playground and the absence of a drinking fountain. |

Inspectors agreed with parents' views, apart from the wish to see more extracurricular activities at Key Stage 1. Inspectors considered that activities overall are good for a school of this size with the number of staff available.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainment in National Curriculum tests in 1999 for Key Stage 1 was very high in comparison with the national average for reading. It was above the national average for writing, and slightly higher than the national average for mathematics. There were no pupils below Level 2, the expected level, for reading. Writing and mathematics' standards for the higher Level 3 were well above the national average. Results in science were above the national interpretation for the end of Key Stage 1. These are good results which show significant improvement from previous years.

2. At the end of Key Stage 2, in National Curriculum tests, English standards were below the national average. The percentage of pupils reaching the higher level, Level 5, was close to the national average. However, the percentage of pupils below Level 4, the expected level, was higher than the norm and this pulled down the overall average to below national average figures. In mathematics, standards were in line with the national average. In science, standards were slightly below the national average, due to a higher proportion of pupils below the norm, pulling down the average score.

3. At Key Stage 1, taking broad trends over time from 1996 to 1999 inclusive, results rose steadily in reading, writing and, more erratically in mathematics, from below the national averages at the start to above the national averages in 1999. Trends reflect the very good teaching at Key Stage 1 following a change in staffing in late 1996, and improvements in planning and resourcing.

4. At Key Stage 2, trends over the same period show an improvement in English after a sharp drop. In mathematics, standards dropped until 1998 and rose sharply in 1999. Science trends are more erratic, but overall were mainly above national averages (slightly below in 1999). Overall, all core subjects' trends were closely in line with national trends and moving upwards. Results at both key stages improved in the previous two years, apart from mathematics in 1998. The school identified a year group of pupils with greater needs in 1998.

5. During the current inspection, standards throughout, and at the end of both key stages, show improvement overall from those at the previous inspection of 1996. Standards at the end of Key Stage 1 at the time of the inspection were significantly better for all subjects and often above average and expected levels. Standards at the end of Key Stage

2 are broadly in line with national averages and expected levels; apart from writing, information technology, design and technology and geography, where they are below.

6. Children enter school in the under five age group with skills which are low compared with those expected nationally. The local education authority's assessment of children on entry verifies this. Children make very good progress from entry in all areas of the Early Learning Goals. The teaching they receive is, at times, excellent. However, despite the very good teaching and progress in children's learning, attainment is still below the Early Learning Goals at the age of five, although creative and personal skills are in line with expected levels.

7. At the end of Key Stage 1, the attainment of present pupils in reading, art, geography, history and music is above the national averages and expected levels. Standards in writing, mathematics, science, information technology and design and technology are in line with the norm. Pupils' attainment in religious education is above the standards expected in the locally agreed syllabus.

8. At the end of Key Stage 2, present standards are in line with national averages for English, mathematics and science, apart from some aspects of English, which are below. Standards in art and physical education are above national expected levels. Attainment in religious education is in line with the expected level for the age group according to the locally agreed syllabus. Pupils' attainment in history and music meets the nationally expected level. Standards are below national expected levels in information technology, design and technology and geography by the time pupils are about to leave Year 6. By the end of Key Stage 2, standards have been maintained or improved upon since the previous inspection. Higher standards in younger classes are emerging as pupils move upwards through the school.

9. Pupils' literacy skills are good at Key Stage 1. Pupils write fluently in sentences with accurate spelling and correct punctuation. Handwriting is correctly formed but unjoined. Reading at the end of Key Stage 1 is above the national average. Pupils' memory of an effective bank of words is good and pupils have secure strategies to sound out new words. Although reference skills are good and there is good evidence of regular reading, pupils lack extended experiences of using picture dictionaries. Reading skills throughout both key stages are good overall.

10. Reading standards at the end of Key Stage 2 are in line with the national average. Overall, writing standards by the end of Year 6 are below the national average, although pupils at Year 5 have higher standards emerging. Areas for literacy development at Key Stage 2 are for increasing the standards in writing by giving more opportunities for pupils to write at length and for different audiences; placing greater emphasis on sentence construction; improving paragraphing in Years 5 and 6; improving handwriting and presentation; and providing more opportunities to enrich and enlarge pupils' written vocabulary.

11. Numeracy skills are in line with national expected levels at both key stages. Daily mental calculations ensure accuracy when pupils work at problem solving. Written calculations of the four rules of number are good and usually correct. Pupils use their numeracy skills well in subjects such as science and history.

12. At Key Stage 1, pupils' progress in learning, compared to the low attainment on entry to school, is good overall. There is good improvement in all the core subjects of English, mathematics and science. In all other subjects there is good improvement overall, apart from information technology where learning is satisfactory. In Years 3 and 4, a similar picture is evident in pupils' progress in learning, apart from weaker learning in some aspects of writing. Progress is less secure in Years 5 and 6, particularly in writing, information technology, design and technology and geography.

13. Since the previous inspection of 1996, standards have risen significantly in most areas of pupils' learning and standards at Key Stage 1. In Years 3 and 4 there has been steady improvement. In Years 5 and 6, standards and progress have remained much the same, apart from writing, geography, information technology and design and technology, where they have dropped. Music standards have improved at Key Stage 2.

14. Apart from challenging higher attaining pupils in writing, information technology, design and technology and geography at upper Key Stage 2, similar pupils throughout (and in most subjects) are well challenged and attain appropriate high standards. The progress of pupils with special educational needs is very good. They attain accomplished standards in reading, art, physical education and music. Pupils make very good progress in building up new words using skilful phonic strategies and in sequencing their own thoughts logically in written form. In all other areas, they meet their own individual targets well.

15. Trends clearly show a rise in standards and progress at Key Stage 1 and in Years 3 and 4. The influences of the National Literacy and Numeracy Strategies have been good overall. The school has already identified aspects of writing and information technology as areas to be developed, and has begun to take steps to implement changes in provision.

Pupils' attitudes, values and personal development

16. The majority of pupils enjoy school and display very good attitudes to lessons and play. Parents report that their children like coming to school. Attendance is broadly in line with the national average and there have been no exclusions in the past year. Lessons start promptly helping pupils to learn good work habits. The positive picture presented at the time of the last inspection has been maintained. However, there is a small number of pupils in Key Stage 2 who find it difficult to concentrate and to sustain interest especially at the start and end of lessons. These pupils' weak attitudes cause teachers and assistant staff much hard work to manage. However, management skills seen during the inspection were good and lessons were well prepared and organised, resulting in predominantly good attitudes towards learning.

17. Behaviour overall is good. Behaviour in the playground is sometimes boisterous and noisy, but for the main part, pupils relate well together, both in games in the playground and in sharing resources and helping each other in lessons. Relationships between staff and pupils are good. Inside, the school is tidy and orderly and pupils play a major part in keeping it this way. Classroom rules, conventions and teachers' expectations are clearly understood. Even the youngest children in reception find tidying away a pleasant chore to be carried out without fuss. Presentation of most work, particularly in Key Stage 1, in the majority of pupils' notebooks is neat and careful and an improvement on the previous inspection.

18. A strength of the school is the lessons and assemblies which provide good opportunities for personal development. Teachers arrange many suitable occasions for discussions and pupils show they have a mature appreciation of the importance of respecting differences of opinions. A very good example was seen in Years 3 and 4 where the quality of discussion in making generalisations about different groups of people, was above average. Pupils' comments were astute and faults in arguments teased out and built on very well.

HOW WELL ARE PUPILS TAUGHT?

19. During the inspection, the deputy headteacher was absent and a temporary teacher taught the class of Years 5 and 6.

20. During the week of the inspection, the quality of teaching was predominantly good. There was no unsatisfactory teaching overall. In a third of lessons, teaching was at least very good or better. There was very good teaching seen in all classes. Occasionally,

teaching was excellent. In addition, teaching in almost a half of lessons was good. All other lessons were satisfactory overall. This is a very good picture and an improvement from the previous report when teaching in 16 per cent of lessons was unsatisfactory.

21. Teaching in reception is very good. It is excellent in language and literacy and mathematics. Children are encouraged to take responsibility and to develop independence. Taught activities are well balanced between practical, written or drawn; and are relevant. Despite the fact that children enter school at the age of four with a low standard compared with national and the local education authority's expectations, the high quality teaching they receive ensures that they have a very good start to their education and make very good progress overall.

22. The teaching of literacy at Key Stage 1 is very good. The teaching of literacy at Key Stage 2 is mainly satisfactory with good features. Strengths in literacy are in the teaching of reading throughout the school, with additional very good support given through well trained learning support assistants. At both key stages, the teaching of reading is of a higher standard than that of writing. The teaching of sustained writing for different audiences is less well developed at Key Stage 2. There is insufficient teaching of joined handwriting. There are weaknesses in teaching more complex sentence structures and for enriching and enlarging pupils' written vocabulary. The teaching of paragraphing in Years 5 and 6 has been unsatisfactory. Throughout both key stages, spelling and punctuation are well taught.

23. The teaching of mathematics and numeracy at Key Stage 1 ensures that pupils gain a sound foundation of skills and understanding in all mathematical areas. By the end of Year 2, pupils solve simple problems and are competent in the recall of number facts. Written calculations are taught accurately. At Key Stage 2, the good teaching of numeracy ensures that pupils have satisfactory awareness of number facts for computation, and can explain their mental and written calculations. The teaching of written calculations is systematic and enables pupils to make steady progress in their learning by the time they are about to leave school.

24. There is very good teaching of science at Key Stage 1 and good teaching at Key Stage 2. Teachers have a good knowledge of the subject and lessons are planned well. Good use is made of classroom assistants to maintain steady progress in learning. Teachers provide interesting investigations to maintain pupils' interests. The quality of teaching of information technology is satisfactory overall. Teachers have a mainly secure knowledge of the applications of computers. Their planning identifies which subjects and programs are to be taught, but not all pupils are given sufficient opportunities to use the resources independently. However, teachers do not have the range of software for pupils to access information in all subjects.

25. The teaching of religious education is good at both key stages. Teachers promote good relationships in classes so that pupils are confident to discuss a range of issues which inform them well of the beliefs of other groups in society, as well as of the predominant Christian religion. Planning is good and reflects the locally agreed syllabus fully. Teachers make good links with other subjects, such as art, music and history, and they ensure that the subject successfully influences pupils' moral, social and personal development.

26. Outstanding features of the best teaching seen in all subjects include high expectations of behaviour, discussion and tolerance. Teachers are good at teaching the basic skills and often show good role models when demonstrating how to set out findings logically and neatly. Teachers' planning is of a high standard when co-ordinating their responsibilities for subjects. There is very good deployment of support staff who are highly trained, particularly for pupils with special educational needs.

27. Good features of teaching in the foundation subjects include broad and informed knowledge in art, music and physical education. Good links are made with other subjects, such as literacy, science, art, history and music. In history, there is thorough planning and

interesting activities for pupils to follow through in the good link with ceramics. At Key Stage 1 geography teaching is enthusiastic and incorporates good use of an electronically controlled floor robot to reinforce compass directions. In science and geography at Key Stage 2, there is imaginative use of the environment of Dartmoor. There is excellent expertise at Key Stage 1 in music to ensure high standards in the key stage and good singing throughout the school. Results in physical education reflect good teaching of swimming, games and athletics, and teachers give appropriate activities in Key Stage 2 for extracurricular sports, such as abseiling and canoeing on residential visits.

28. The teaching of pupils with special educational needs is very good. Tasks are very well adapted to suit pupils' particular needs. Highly trained support assistants work in close collaboration with teachers and the co-ordinator for special educational needs. All contribute well to the excellent provision for such needs. Teachers have copies of pupils' individual education plans which are reviewed regularly and include the frequent recording of pupils' progress.

29. Teachers keep good, detailed records when they assess pupils, including samples of work for core subjects. The sample portfolios are graded accurately with National Curriculum levels. Teachers make good use of their assessment procedures to inform their future lesson plans. Homework is managed satisfactorily, apart from a lack of homework diaries at Key Stage 2. Marking is generally satisfactory and in the main gives guidance for pupils to improve, finish or correct their work before beginning new units of work.

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

30. The curriculum for children under five, those in reception and pupils in the first two years of statutory National Curriculum, is very good. The school has successfully increased the quality of its provision from that of the previous inspection. Lesson planning based on thorough knowledge of the needs of children, areas of learning and the National Curriculum is of a high standard.

31. Since the previous inspection good progress has been made in improving most of the statutory curriculum for pupils aged eight to eleven. Subject leaders have worked conscientiously to develop guidelines to help all teachers plan suitable programmes for lessons. However, although the school has good intentions to improve the situation, provision for some requirements for information technology, and design and technology is not yet established fully. In information technology, pupils do not have sufficient time to use computers, and some important skills are not taught sufficiently for pupils to reach standards expected by the time they leave the school aged eleven. Although pupils have learned good skills in art related craft, such as ceramics, not enough emphasis is placed on the planning and evaluation aspects of design and technology. A full programme for geography is planned, but too few such lessons are taught for pupils in Years 5 and 6.

32. There have been notable improvements in science for younger pupils, and music across the school. Delays in completing the work in these deficient subjects is partly due to the school concentrating on the implementation of the recent national requirements for literacy and numeracy. In both of these latter areas of learning the school has done well to provide good information for teachers with which to plan interesting lessons based on spoken advice and written guidelines. Monitoring of both these important aspects to ensure good teaching and curriculum content is done appropriately.

33. A strength of the work of the school is the good planning and subsequent lessons which help pupils make sense of the world. Personal and social education is organised very well. Throughout the school, including for the very youngest, teachers provide interesting occasions for children to learn about themselves and others, and discover how to develop worthwhile relationships. Pupils know the difference between right and wrong. Sex and health education coupled with the dangers of substance abuse are sensitively dealt with

and carefully matched to the needs of different age groups. Teachers provide very good displays, centres of interest and stimuli for lessons that extend pupils' learning and their spiritual awareness.

34. The school conforms to the requirements to teach religious education as well as to provide daily collective worship. Both lessons and assemblies are of good quality and appropriately planned to provide relevant themes during the year. Opportunities that develop a spiritual feel for life are good. Music, singing and art are much in evidence. Some pupils receive extra instrumental music teaching. The school involves itself within the local outstanding environment of Dartmoor and the strong spiritual presence this portrays. It is currently developing links with the Royal Society for the Protection of Birds thus building on previous exciting environmental projects. Such good occasions increase the opportunity pupils have for learning about their own culture, people from other countries or ethnic and regional differences, including studying four major world faiths. Pupils are developing well founded attitudes, and provision for moral, social and cultural aspects of the curriculum is good.

35. All pupils, including those with special educational needs have an equal opportunity, during their time in school, for the full range of curriculum and activities on offer. Planning of the curriculum for pupils with special educational needs is of a very high quality.

36. Out of school activities and clubs are at least satisfactory for this small school. Interesting educational visits, including residential experience for older pupils; and visitors to the school, are encouraged and pupils have the chance to join in lunchtime and after school clubs, such as sewing and sports. Swimming is provided and achievements are above expectations. French lessons for Year 6 pupils enrich the curriculum. Contrary to the views of some parents this small school provides adequately for extracurricular activities. The school maintains good contact with nearby schools both for teachers to share initiatives about the curriculum, and to establish links for good social and academic development.

37. Community links are very good. The previous inspection judged them to be good. The school takes a pride in being at the heart of the local community. There are beneficial links with the Parish Council and with Dartmoor prison. Princetown and Tavistock businesses support the school with gifts. In view of the isolation of its surroundings, the school has aimed to build up its wider community links in order to broaden pupils' experiences. This it has done very successfully and the variety of visits and visitors effectively broaden pupils' horizons. They give depth and breadth to study and generate enthusiasm for learning. Some initiatives have improved the school grounds, such as the help of the West Devon Environment Network in creating a playground garden. In 1999 the school won first prize in the high profile Dartmoor Bio-Diversity Project and a special award from the Dartmoor Preservation Association. The school has been accepted to take part in a pilot project for after school clubs run by the Royal Society for the Protection of Birds. This will involve being twinned with a London school. Residential trips are alternatively to urban and seaside localities, such as Bristol and Brixham. The diversity of visitors includes an African dance troupe, a Hindu priest, a Japanese student, a French teacher, the Plymouth Raiders basketball team, and Church Army and Prison Chaplains.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. An active commitment to equal opportunities is embedded in all aspects of school life. Pupils are valued as individuals, as a result pupils have positive attitudes towards school and this has a beneficial effect on their learning and personal development. Members of staff and governors work hard to provide for the welfare and guidance of their pupils. The school has appropriate procedures to monitor child protection from abuse. However, recommendations from the health and safety management status review, resulting from a local education authority audit in July 1998 have not been satisfactorily implemented. This is because of patchy co-ordination. Thus weaknesses occur. There is no record of fire

drills; fire exit and drill signs are absent in some places: for example the hall. There is an inconsistent approach to recording accidents and incidents. Teachers have taken on board the recommendation to include risk assessment in weekly lesson planning and this is good practice. Otherwise active risk assessment is not completely implemented, although a comprehensive security audit was undertaken last July. At the previous inspection, health and safety requirements were considered met. Some parental concern was voiced about basic welfare issues, as follows: the school has no drinking water facility for pupils; there is a lack of shade in the playground; and no school policy regarding hot weather headgear. Inspectors endorse the view that these worries are valid.

39. Behaviour and discipline are monitored, promoted and managed well within the classroom setting. Special needs' programmes are an integral part of this. However, in the playground there are constraints upon supervision because of the lack of a policy regarding the management of this extensive and complex area. There are many areas where pupils cannot be seen. This makes effective behaviour and risk control difficult. Expectations for those with behavioural problems cannot be reinforced. A minority of parents expressed concern about behaviour. Bullying was not raised as a problem during the inspection. Nevertheless, the school does not have a printed anti-bullying policy, as is now required.

40. At the time of the previous inspection, absence records were incorrect, in that visits were coded as unauthorised instead of authorised absence. This has been corrected, but codings used still do not comply exactly with regulations regarding late arrivals and an agreed time for the closure of registers. In addition, guidance in the supply staff handbook is incorrect.

41. Overall, the school monitors pupils' academic progress and personal development well. Teachers work hard to implement correctly the assessment procedures from the very clear guidance given in the very good assessment policy. Of particular note are the year group observation records, which provide invaluable daily information regarding personal development and are an integral part of assessment. There is a good variety of strategies for monitoring standards and pupils' progress across the school. Teachers are using this information well to set targets linked to what pupils are expected to learn. However, all this good gathering of evidence is not analysed by the assessment co-ordinator in a systematic way in order to focus whole school curricular targets. This creates extra work for the headteacher and co-ordinators.

42. Reception pupils have an exceptionally good start to their education. The high standard of teaching, in the infant class notably, accelerates their social development and their learning. From generally low standards on entry the youngest pupils were showing at least satisfactory attainment during the inspection in their social and personal development. Of particular note throughout the school is the way help is given to those with special educational needs. This excellent provision gives these pupils very well pin-pointed guidance and includes them fully in their own class. Methods of achieving identified targets are effectively documented in each individual education plan. Pupils' gains are very well monitored and their good progress is evident from their ongoing work. Governors' interest and input are noteworthy here. These are major strengths of the school. In these respects the school has built very well on standards reported at the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school works consistently to build on its relationships with parents. They are appreciative of this and commend the quality of the teaching and the approachability of the school. Approximately twenty per cent of parents responded to the questionnaire and eight per cent attended the pre-inspection meeting. Of these relatively small numbers, most were pleased with much of the school's work. There was some reticence about behaviour and close working with parents. Some parents were concerned about the management of health and safety issues. Inspection evidence generally supports parents' views. The school has maintained the good partnership reported at the last inspection.

44. Overall, the school has good liaison with parents. Informal contact is particularly good and parents feel welcome to talk to teachers and look at their children's work. Parents like the personal touch. Several parents gave examples, during the inspection, of the school's positive response to problems they had raised. These had a direct bearing on the happiness of their children at school. Parents appreciate the home visits, which ease the settling in process for the youngest children.

45. The impact of parental involvement in the life of the school is good. As a result of a friendly approach, parents are encouraged to help in school and about twelve do so. This helps them to understand the way subjects are taught and enhances the family atmosphere. Parents like the infant class homework books, which neatly list the work pupils have to do. These make homework seem important and parents know exactly what their child should do. The lack of a homework diary for the rest of the school gives tasks less of a high profile and makes it harder for parents to know what is expected. This makes it more difficult for them to help. The parent teacher association is small, but active and recently raised over £1000 for school equipment. It provides a valuable bridge between the school and the community and encourages local businesses to sponsor school events. These enhance the social life of the local community.

46. The school provides good information for parents. The prospectus and governors' annual report are very readable, well organised and informative. Nevertheless, both have omissions of national comparative figures regarding Key Stage 1 and Key Stage 2 tests. The governors do not give the targets set for Key Stage 2 attainment, as required. The prospectus lacks details, for instance, regarding welfare arrangements and holiday regulations. Parents feel well informed about the life of the school through regular newsletters and details of curriculum coverage at the beginning of each term. A recent meeting to discuss the National Numeracy Strategy was appreciated. Oral reporting of pupils' progress is very regular and parents find this helpful as there is discussion on progress towards targets. Although annual written reports comply with requirements, they still do not give sufficient information regarding comparison with national expectations, as at the previous inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED

47. The quality of leadership and management of the headteacher and her curriculum co-ordinators is good. During the inspection, the deputy headteacher was absent and his Years 5 and 6 class was taught by a temporary teacher.

48. The well organised headteacher provides clear educational direction to the work of the school and has a good grasp of the school's needs. She has been successful in integrating well a hard working staff for a number of worthwhile developments. All staff in attendance during the inspection work together effectively and are strongly committed to good relationships and equal opportunities for all the children in their care. There is a clear focus in the school's work on raising standards, and this has been supported by the improvements made over the period of time since the previous inspection. Improvement overall is good.

49. All the key issues from the previous inspection have been mainly rectified successfully as follows:

- Schemes of work for National Curriculum subjects and religious education have been produced, apart from one for design and technology.
- A review of teaching and learning strategies has taken place and a new policy for teaching and learning completed.
- Assessment procedures for monitoring standards and pupils' progress have been updated in a very good assessment policy.
- The amount of time spent teaching science at Key Stage 1 has increased.

- Provision for information technology is improved with guidelines completed to help teachers. However, some skills are not yet taught sufficiently, mainly due to a lack of software to extend the use of information technology in other subjects.
- A new teacher, with very good expertise in music, has been employed and music standards have improved and now meet statutory requirements.
- Acts of collective worship now meet legal requirements.
- The school development plan is consolidated into one document and is clear and informative. The school identifies clear areas for development.

50. National Literacy and Numeracy Strategies are implemented fully and are having a good impact on pupils' learning.

51. The governing body is effective in fulfilling its responsibilities and statutory duties, apart from some aspects of the curriculum in pupils' writing, information technology, and design and technology in the upper part of Key Stage 2, and geography in Years 5 and 6, and a number of health and safety issues. Governors are fully involved in the life of the school, showing obvious commitment and good support. There is notable commitment by the interested governor for pupils with special educational needs. Governors are well informed about the school's provision. There are many other printed statements which reflect a shared commitment to improvement and the capacity to succeed. The conscientious chair of governors visits the school regularly to support staff. Governors are well informed through the school's development plan and provide a good role in shaping the direction of the school. Governors' understanding of the strengths and needs of the school is satisfactory.

52. The school's provision for pupils with special educational needs is excellent. The industrious and informed special educational needs co-ordinator works well with the headteacher and learning support assistants to promote the interests of this group of pupils. There are close working relationships between the school and its local education authority's agency specialist staff. The documentation relating to these pupils is carefully maintained and accessible to all staff. Support assistants are highly trained, competent and supportive in their approaches to the pupils they assist.

53. The delegation and contribution of staff with managerial responsibilities present at the time of the inspection are good. Curriculum co-ordinators monitor teaching and pupils' learning effectively. Assessment procedures in place are good and teachers use the information well to set targets for individual pupils. However, all this good gathering of evidence is not analysed effectively by the assessment co-ordinator in order to focus whole school curriculum targets in a systematic way and to assess trends in pupils' academic development. This creates extra work for the headteacher and co-ordinators.

54. There are sufficient, qualified and experienced teachers and assistant staff to teach the full range of pupils' learning. Staff take opportunities to increase expertise through a broad range of in-service training. Appraisal of teachers is partly done through the monitoring of literacy and numeracy and lesson planning. But mostly, teacher performance is reviewed through an annual in depth interview where teachers discuss issues with the headteacher. The school development plan outlines a programme for staff appraisal, but does not clearly state how this can be carried out in a small school where the headteacher has a significant teaching responsibility. Job descriptions are explicit, but the system for managing teachers' performance could be sharper with the annual review of job descriptions and targets by governors, improved.

55. The school's accommodation is good. The interior of the building has a warm and colourful feel, in contrast to its rather austere, moorland surroundings. Displays are of a high quality, they celebrate and stimulate achievement: for example 'Granny's Attic' on history. Overall, the accommodation is roomy, with well organised areas for special educational needs, design and technology, resources and a library. However, the hall is too

small and is cluttered, which restricts gymnastics' provision. The local education authority is about to embark on a major building programme to extend the hall's facilities. The playground is sprawling and this poses problems for supervision. It has no shady area, although there are two walled gardens, which add interest; otherwise it is rather bleak. The surface is uneven and the game markers are worn out. There are no specific structures or equipment for the very young to develop balance and co-ordination. There is a good field nearby which the school uses. The use of the pool at Tavistock results in good attainment in swimming as a result of the regular practice. Governor liaison regarding maintenance is good. A committee makes half termly visits and makes records and checklists. The caretaker is efficient and there is scope for his specific health and safety knowledge to be used more widely.

56. Overall, learning resources are good in quantity, accessibility and quality, and they are used well. In mathematics the quality is particularly good. The exceptions are: in design and technology where they are unsatisfactory; and in information technology, where computers are underused. The latter was an issue at the last inspection. There is a lack of suitable equipment for the physical development of the youngest children. The library has an improved range of books, of good quality, which are now classified. There is improved use of the local and wider environment as a resource outside the classroom. This adds interest and understanding to pupils' learning.

57. The school's financial and daily administration are efficient and the administrative assistant uses the new technology competently to link with the local education authority's computerised system. There is clear delegation of powers by the headteacher, staff and governing body. Financial delegation is informative and there is an updated register of pecuniary interests. The school development plan's educational priorities have financial implications, including staffing costs. Governors are fully informed about the budget by the headteacher and the local education authority, and their budget monitoring is good. There is sensible buying back of services offered by the local education authority: for example the regular use of the service's library van and its books. Specific grants, for example, the 'Standards Fund', are well used for designated purposes. The school has acted on all the recommendations of the previous local education authority audit of 1998, apart from providing the governing body with an 'income and analysis' account of the voluntary unofficial fund.

58. The school uses the principles of 'best value' effectively. The financial carry forward is earmarked for next year's support staffing costs, when a child with a statement of special educational need leaves and the special educational needs budget drops accordingly from the local education authority. The school has to repay an overpayment by the local education authority's finance department of two years in succession. This is despite the fact that the authority was notified on the two occasions that this had happened. Therefore, the school's carry forward figure is not as generous as it appears from the published figures. However, the school's finances are secure.

59. The overall effectiveness of the school is good. Standards have improved from the previous inspection. From the low standards on entry, pupils make good progress and in many instances, very good improvement in their learning by the time they leave. Pupils' attitudes and behaviour are good overall. The quality of teaching at the time of the inspection was mainly good, with a significant proportion of very good or excellent teaching. Costs of running the school are appropriate for the size of the school. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to ensure that subjects reach the national average standards, the headteacher, governors and staff should:-

- **Raise** pupils' writing standards at Key Stage 1 by encouraging joined handwriting and extending experiences of using picture dictionaries.

Paragraphs: 9, 22, 68, 71, 74.

- **Raise** pupils' writing standards at Key Stage 2 by:-

- Giving pupils more opportunities to write at length and for different audiences;
- Improving their sentence structures and written vocabulary;
- Ensuring sufficient opportunities to practise joined handwriting and improving written presentation;
- Improving paragraphing in Years 5 and 6.

Paragraphs: 5, 8, 10, 12, 14, 15, 22, 66, 68, 71, 72, 73, 74.

- **Improve** standards in information technology by:-

- Providing appropriate software for more subjects;
- Ensuring sufficient experiences are provided to use software;
- Extending the use of word processing to re-draft work;
- Developing skills in graphical representation.

Paragraphs: 5, 8, 12, 14, 15, 24, 31, 49, 56, 81, 85, 110, 111, 112.

- **Improve** the quality and range of learning opportunities for pupils in design and technology and in geography in Years 5 and 6.

Paragraphs: 5, 8, 12, 14, 31, 56, 94, 97, 98, 101, 104.

- **Improve** the analysis of the whole school's good collation of facts, already gathered by staff, in order to assess and improve trends in the academic development of pupils.

Paragraphs: 41, 53.

- **Improve** the existing practice of monitoring the health, safety and welfare of pupils by:-

- Implementing the recommendations of the local education authority's audit of 1998;
- Recording school fire drills as they occur;
- Recording accidents and incidents systematically;
- Improving regulations regarding late arrivals;
- Reconsidering the management and supervision of the awkward playground facilities.

Paragraphs: 38, 39, 40, 51, 55.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 27 |
| Number of discussions with staff, governors, other adults and pupils | 15 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 11 | 22 | 48 | 18 | 0 | 0 | 0 |

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

Information about the school's pupils

| | |
|--|--------------|
| Pupils on the school's roll | YR – Y6 |
| Number of pupils on the school's roll (FTE for part-time pupils) | 73 |
| Number of full-time pupils eligible for free school meals | 9 |
| Special educational needs | YR – Y6 |
| Number of pupils with statements of special educational needs | 5 |
| Number of pupils on the school's special educational needs register | 28 |
| 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 | 15 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.1 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.2 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 8 | 4 | 12 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 7 | 7 |
| | Girls | 4 | 4 | 4 |
| | Total | 12 | 11 | 11 |
| Percentage of pupils at NC level 2 or above | School | 100 (64) | 92 (57) | 92 (63) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 7 | 5 |
| | Girls | 4 | 4 | 3 |
| | Total | 12 | 11 | 8 |
| Percentage of pupils at NC level 2 or above | School | 100 (73) | 92 (79) | 67 (61) |
| | National | 82 (81) | 86 (85) | 87 (86) |

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 7 | 9 | 16 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 2 | 5 | 4 |
| | Girls | 8 | 8 | 8 |
| | Total | 10 | 13 | 12 |
| Percentage of pupils at NC level 4 or above | School | 63 (67) | 81 (33) | 75 (75) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 2 | 5 | 5 |
| | Girls | 7 | 7 | 8 |
| | Total | 9 | 12 | 13 |
| Percentage of pupils at NC level 4 or above | School | 56 (67) | 75 (58) | 81 (75) |
| | National | 68 (65) | 69 (65) | 75 (71) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 73 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 3.8 |
| Number of pupils per qualified teacher | 20.9 |
| Average class size | 24.3 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 108 |

Financial information

| | |
|----------------|------|
| Financial year | 1999 |
|----------------|------|

| | £ |
|--|---------|
| Total income | 169,099 |
| Total expenditure | 163,143 |
| Expenditure per pupil | 2,040 |
| Balance brought forward from previous year | 9,605 |
| Balance carried forward to next year | 15,561 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 73 |
| Number of questionnaires returned | 17 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 53 | 41 | 0 | 6 | 0 |
| My child is making good progress in school. | 47 | 47 | 0 | 6 | 0 |
| Behaviour in the school is good. | 53 | 24 | 12 | 12 | 0 |
| My child gets the right amount of work to do at home. | 29 | 65 | 0 | 6 | 0 |
| The teaching is good. | 71 | 24 | 6 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 29 | 65 | 6 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 59 | 41 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 59 | 41 | 0 | 0 | 0 |
| The school works closely with parents. | 65 | 12 | 6 | 18 | 0 |
| The school is well led and managed. | 47 | 24 | 6 | 18 | 6 |
| The school is helping my child become mature and responsible. | 35 | 65 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 24 | 47 | 18 | 6 | 6 |

Percentages may not add up to 100 due to rounding.

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

61. There were no children aged under five in reception at the time of the inspection. Four year olds and pupils aged five to seven are taught together by one teacher and a classroom assistant. Judging from the high quality of both teaching and learning of those presently in reception and Years 1 and 2, provision for children under five is very good. This builds on the good features outlined in the last inspection. Lessons for the youngest children sometimes follow the main theme for all pupils, but their work is carefully selected and matched to the learning needs of each individual.

62. Achievements of children starting school and assessed by staff, are frequently well below average expectations. However, due to a rich and very well taught curriculum they usually make rapid progress in most areas of learning. Despite this very good provision, children do not reach the required goals in social development, language, number, knowledge and understanding of the world and physical development by the time they are five. They do, however, reach the required standard in their creative and personal development.

63. A major strength of provision is the organisation and planning across the whole age range. Displays celebrating children's emerging writing, paintings and models stand alongside well focused centres of interest and activities, which ask and expect children to investigate further. Good examples are provided by the teacher for children to make clothes for a Victorian doll and to construct a house from building blocks. Personal development is well understood by staff and abundant opportunities exist within the work base for role play and social interaction. However, there are insufficient resources for the outdoor curriculum which are specifically designed for very young children. Although children and pupils within these year groups use the outdoors, the chance for regular physical development is somewhat reduced.

64. For pupils in reception, lessons in language and number work are lively, well planned giving pupils plenty of experience and practice. Very good classroom assistance competently helps children to succeed. Other good opportunities for children to increase counting ability or matching and comparing quantities are made. The language of number is reinforced well.

65. Music and art work is very good, even to the point of the very youngest listening to composers and drawing and painting good quality pictures based on the 1812 Overture. Geography, history, and technology based activities are enlivened by the story of 'Mrs Grimlin and the Lighthouse' brought to life by the large replica lighthouse and bosun's chair to transport supplies from the shore. Information technology provision is satisfactory for this age group.

ENGLISH

66. In the previous report, English standards at the end of Key Stage 1 were below national averages. At the end of Key Stage 2 they were in line with national averages. At both key stages, speaking and listening were 'well developed' from the lower than national attainment on entry to school. Since then, a change in staff has resulted in standards improving significantly at Key Stage 1. At Key Stage 2, standards have been maintained in line with the national averages overall, but are lower in writing.

67. Standards of the present pupils during the time of the inspection were overall in line with national averages at the end of both key stages. This is a significant improvement from the 1997 and 1998 National Curriculum test results, when standards were well below the

levels expected nationally. In 1999, pupils' attainment at Key Stage 1 was above the national average, but at Key Stage 2, it was below. Despite the small numbers of this year's pupils, which make year on year comparisons unreliable, the overall trend in English shows an improvement in scores at both key stages since 1997.

68. Strengths are in pupils' standards in reading and in their learning or progress. When pupils enter school, they are well below the average in English for the local education authority. They make good progress in learning at Key Stage 1 and in speaking, listening and writing. They make exceptionally good progress in reading. At Key Stage 2, learning is good overall in the three aspects of English: oral, reading and writing. However, areas for development at Key Stage 1 are in joining handwriting and extending more fully the use of picture dictionaries. At Key Stage 2, areas for development are for increasing opportunities for pupils to write at length, for improving sentence construction, handwriting and presentation. Pupils would benefit from greater opportunities for enriching and enlarging their written vocabulary. Paragraphing is underdeveloped in Years 5 and 6.

69. In speaking and listening, a few pupils on entry are fluent. However, a significant majority lack good articulation and confidence to converse. Progress in learning is good overall in this aspect of English. By the end of Key Stage 2, most pupils have learnt to listen carefully, respond confidently to questions and discuss constructively, despite lacking a full range of effective vocabulary to explain precisely what they mean. Most pupils express opinions confidently and take good account of the views of others.

70. In reading, at the end of Key Stage 1, standards are above national averages. By the end of Key Stage 2, standards are in line with the average seen nationally, with good features in a range of texts, read well, and secure phonic strategies. Good learning is evident throughout each year group. Memory of an effective bank of words recognised is good. Most pupils have secure strategies to sound out new words. Higher attainers are challenged in all aspects of reading. Most pupils have good comprehension and recall of stories. Dictionary skills at Key Stage 2 are secure. Evidence shows that pupils read regularly at school and at home. Pupils' reference skills are good and they use the simplified Dewey System in the school's library competently. Most pupils know how to use the contents and index pages of reference books accurately.

71. Pupils' writing by the end of Key Stage 1 is in line with the nationally expected levels. By the end of Key Stage 2, pupils have made insufficient progress in writing, mainly in Years 5 and 6, and there are weaknesses in handwriting, presentation, writing with more complex sentence structures, lack of appropriate and enriched vocabulary, and insufficient practising of paragraph formation. Spelling and punctuation are satisfactory overall.

72. The progress of pupils with special educational needs is very good, due to the excellent support they receive for language. Their successful knowledge of the alphabet and phonics help them to build up words confidently and to implement systematic strategies when meeting new words. They have competent skills when sequencing their own thoughts. Higher attainers are well challenged in reading and show good knowledge of a wide range of literature. They are less well challenged in writing.

73. Teaching in English is very good at Key Stage 1. It is good overall at Key Stage 2. There are weaknesses in teaching writing at Key Stage 2, mainly in the upper part of the key stage. Planning takes full account of the National Curriculum and is closely linked to the National Literacy Strategy's framework. An hour of dedicated teaching time for all pupils is ensured per day. However, for pupils with limited written vocabulary and a lack of refined, complex sentences in their writing style, this amount of time appears insufficient. Pupils would benefit from extra practice in this area of English. Literacy is well linked to other subjects in the curriculum, particularly science, religious education, history and music. The work pupils complete in these subjects helps their literacy skills. For example, when researching books and when writing about their emotional responses to music.

74. The impact of high quality teaching on pupils' learning is significant. Pupils make very good progress in their learning at Key Stage 1 as a result of high expectations, very good expertise and appropriate methods of teaching. The impact of very good management strategies is evident in all classes, where it has encouraged pupils' higher standards in attitudes and behaviour. The subject has competent leadership with good assessment procedures at both key stages. The main area for development is to raise writing standards as suggested.

75. Considerable new resources have been purchased in order to raise reading standards and the overall effect has been successful. The attractive, colourful library has been considerably improved and provides a central focus, well used. Literature makes a powerful contribution to pupils' spiritual, moral, social and cultural development in the ways in which different stories of a wide variety of settings influence pupils' outlook. The strong influence encourages good attitudes and tolerant and balanced viewpoints. Pupils are stimulated by beautiful books, murals and thoughtful captions. All add to a lively environment, where literacy has prominence.

MATHEMATICS

76. Standards in mathematics at the end of Key Stage 1 are above national averages and, at the end of Key Stage 2, are in line with the national average. The positive aspects of this subject at the time of the previous inspection have been built upon, with teaching improved. Good preparations have been made in providing for national numeracy requirements. Planning for this work, as well as for the whole curriculum, is good. Training for governors and teachers has raised enthusiasm in the subject. The school has made appropriate use of advisory support and increased its own monitoring to make changes in emphasis within lessons to reflect mental arithmetic skills. This is particularly well done where teachers highlight the key objectives for a lesson and then reinforce the main points which most pupils learn well. This is particularly noticeable in standards for pupils in Year 2 where carefully varied work is provided for each capability. National Curriculum requirements are met well.

77. 1999 national assessments at the end of Year 2 and Year 6 indicate an improvement over previous years. These assessments show that the majority of pupils attain above average levels. Percentages of pupils at the end of Key Stage 1, reaching average levels or above was higher than most other schools, as well as being above schools with similar levels of free school meals to Princetown. Pupils at the end of Key Stage 2 did slightly better than most schools and matched test results for similar schools. Whilst a significant minority are below the national average, even so most pupils' achievements represent good progress from that of the low attainment most have when they start school aged four. There is some variation in the achievements of different groups where the youngest in both the mixed age junior classes are doing better than those from respective older groups. This is because when the same work is presented to both age groups the younger are normally fully challenged. Teachers need to look carefully at adjusting questioning to put further demands on this older group, many of whom are capable of achieving more. However, teachers have a clear focus and lessons are mostly well prepared. Recently, teaching has been well monitored to improve its quality and to help raise standards. Teaching of mathematics is very good at Key Stage 1, and good overall at Key Stage 2.

78. Daily mental arithmetic and mathematics is used effectively across the school with beneficial results. Good achievements in written computation are being made across the school. Pupils gain much enjoyment from stimulating spoken sessions at the start of lessons. They are eager to give answers and explain how calculations may be worked out. Although there is room to provide an increased variety for this work, good use is made of resources such as numbered cards so that each pupil can quickly hold up an answer. Teachers are able to see by these visual methods how well pupils are doing.

79. Whilst these good activities result in good progress and enthusiasm, in mental arithmetic the impact has not yet had time to improve some pupils' knowledge and instant recall of arithmetic tables. Marking of pupils' work is mostly helpful.

80. Pupils with special educational needs are supported to a high standard and are fully involved in all National Curriculum aspects on an equal footing with others. Classroom assistants and special needs helpers are well prepared and patient in providing very good support for pupils. Teachers analyse assessment results and use the information to set targets, sufficiently. However, this is not transferred to written reports to inform parents what needs to be reinforced and practised.

81. Mathematical skills are insufficiently supported by information technology where data handling, graphical work, and measurement is too little especially by the time pupils reach the oldest year group. Not enough time and resources are devoted to numeracy work linked to computers. This has resulted in some underachievement. However, good intentions to increase the opportunities for pupils to use computers regularly are at the point of being realised by improved resources and organisation.

SCIENCE

82. Pupils' attainment at the end of both key stages is average. Due to a well taught and relevant curriculum pupils including those with special educational needs, achieve well considering many pupils start school with well below average attainments. Improvements to the amount of taught time for the subject for younger pupils and quality of presentation of work in notebooks is now better than the picture of standards and achievement at the time of the previous inspection.

83. Over the recent three years, trends in national assessments have fluctuated between above and below average, but in 1999, the percentage of 11 year olds reaching the expected Level 4 or above in tests, was only slightly below average.

84. Younger pupils learning about the human body and its functions achieve well. They develop an appropriate vocabulary and identify and name major limbs, structures and organs accurately. During an excellent lesson, pupils in Years 1 and 2 gained a wide knowledge of healthy living and diet. Teaching set high expectations and the lesson was taught at a very good pace which stimulated an excellent response and maintained the interest of all pupils. By the end of the lesson pupils could recall key components of food, such as protein and carbohydrate. Very good links with the dietary habits of peoples from different cultures broadened knowledge successfully.

85. The school has acted upon advice from the local education authority's advisory service and when pupils are about to leave school at the end of Key Stage 2, they undertake investigations well enough to establish a fair test for themselves. They make satisfactory progress in the required aspects of the National Curriculum, but data handling to record and present findings, using computer programs, is insufficient.

86. Pupils' attainment and progress is formally recorded satisfactorily to provide some targets for improvement. Occasions for homework are made. The school grounds provide a valuable learning resource and there are plans to develop its environmental potential. Resources for the subject are good.

ART

87. Provision for art is good. Overall, standards are above national expectations throughout both key stages. There is strong evidence of good progress in learning throughout each year group. The good picture of art standards at the time of the previous inspection has been maintained.

88. By the time pupils are about to leave the school and throughout all year groups, their fine line drawings are very good, detailed and precise. There are exceptionally good strengths in ceramics, particularly at Key Stage 2. High standards are reached in examples on display of pupils' gold and bronze painted tiles, mounted attractively together with inserted mirrors to make a large, dynamic pottery collage. Great care has been shown by pupils in their intricate models of Egyptian gods, and in their large pottery masks.

89. The work of all pupils shows good opportunities given to use a wide range of media. Pupils at Key Stage 1 have observed Victorian objects carefully, and drawn them with fine detail and skill. Their drawings make an attractive display with artefacts from 'Granny's Attic', such as old talcum powder tins, wire framed spectacles, Victorian clothes and an old Tilley lamp. Pupils' close observational drawings of musical instruments are very recognisable. Their paintings illustrate adeptness at clean brush application, good colour mixing and careful lines in order to produce bold, bright pictures.

90. At Key Stage 2, good progress is evident in pupils' skills. Fine line drawing is of a high standard as shown in their black and white shaded drawings matching a given half of a face and head cut from a coloured magazine picture. Displays show carefully painted and patterned models of Egyptian sarcophagi, and intricately made necklaces of rolled beads, using cut up strips of recycled magazines. Good skills are evident in pupils' careful, block printed designs and in the mature perspective of landscapes and posters.

91. Pupils' work reflects good teaching in art. Displays and samples show that teaching has had a good impact on pupils' learning and attainment. Teachers have worked very hard to display pupils' work in a most attractive way throughout the school, so that the rainbow of colours lifts the learning environment significantly, in sharp contrast to the grey granite of the school and surrounding Dartmoor. Teachers have ensured good progress in pupils' learning and achievement, when using perspective, different textures, techniques and large scale productions. The subject links well with children's literature which has provided a good stimulus for pupils when they draw their interpretations of episodes from 'The Sword in the Stone'. Another good example is the large creation of 'The Iron Man' made from recycled card which dominates the library. Paintings and a very large scale model of the lighthouse from a children's novel, and created by Key Stage 1 pupils, ensure that their interests in the book are fully engaged. There are very good links made by teachers to history: for example when pupils study Ancient Egyptians and re-create the art from the period.

92. The impact of teaching on pupils' attitudes is positive. Pupils have good and enthusiastic attitudes to art. They express their emotional reactions imaginatively, such as when they create their blow paintings whilst listening to Tchaikovsky's 1812 Overture. Pupils talk about their finished work with pride and are patient with visitors when they explain how they have created their artistic work. Pupils' independence in choosing materials and colour, and in tidying away, is mature. Behaviour is good.

93. Management of the subject is good. Very good instructions have been given to learning support staff, who have been encouraged to use their very good skills, particularly in the area of ceramics. Resourcing is good and the spacious accommodation is used well for art lessons and for highlighting displays. Art is valued throughout the school as an enlightening activity to communicate ideas and feelings in a visual form. It is successful in improving pupils' perceptions, and makes a strong contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

94. Standards in design and technology at the end of Key Stage 1 are in line with the nationally expected levels. Standards are below national expected levels at the end of Key Stage 2. In the upper part of Key Stage 2 there is insufficient planning and evaluating work. Although pupils of all ages develop acceptable manipulative skills in cutting, gluing and

assembling a variety of materials, they are less capable of assessing their work to make improvements themselves. There is an average range of art and craft based activities, including cooking, and pupils work well practically, sharing resources, taking an interest and helping each other.

95. Teaching observed during the inspection was often good. Lessons are organised sufficiently and resources are ready to be used. Pupils in Years 5 and 6 worked well at making and decorating a container, a project which they found relevant and interesting.

96. Planning is particularly good for younger pupils. Plenty of activities are established to extend thinking, as when investigating the texture of sand and varying quantities of water, pupils were challenged to build castles one on top of the other or make a structure out of building materials.

97. Since the previous inspection there is still no policy and much of the work older pupils do is more connected to art and craft than design and technology. However, making skills in ceramics and textiles are of a good standard. Planning shows that, as in the previous inspection, the subject has been under-represented on the timetable, leading to the lack of the development of pupils' skills, especially in design and evaluation aspects. The school has identified the need to improve the situation including building up resources and tools.

GEOGRAPHY

98. By the end of Key Stage 1 standards in geography are above national expected levels. By the end of Key Stage 2, standards are below the levels expected nationally. However, standards in Years 3 and 4 are satisfactory overall, with good features. This is an improvement at Key Stage 1 from the previous inspection, when standards were in line with expected levels at both key stages. Standards have dropped at the end of Key Stage 2.

99. Pupils show good learning in their mapping skills, developed through interesting topics. At Key Stage 1, pupils have good understanding of a world map and of the countries in the United Kingdom. Year 2 pupils have a secure knowledge about the purpose of maps. They identify correctly what the colours on a globe represent, and recognise the North and South Poles and the Equator. Most pupils have drawn accurate street plans of Princetown and use a key appropriately to recognise different soils on a map of Dartmoor.

100. In Years 3 and 4, pupils show good progress in their learning about Dartmoor as their local area and about the significance of geology on settlements. They have appropriate recall of their studies on India. Pupils' ability to locate countries on a map of the world during their topic on 'What's in the News?' is good. They have a good understanding of the effect of weather on the peoples and countries of the world.

101. Although curriculum planning for geography in Years 5 and 6 is good, there is no evidence that this has been implemented or taught. As a result, pupils' knowledge is less secure in geography at the upper part of Key Stage 2 than that of younger pupils.

102. The quality of teaching is very good at Key Stage 1 and in Years 3 and 4. Planning is very good throughout with very good use made of the Qualifications and Curriculum Authority's documents. The curriculum for geography is broad and well developed in the main. Prior to the inspection, pupils' work on changing environments and how human activities affect the environments had been well rewarded by several awards given to the school. These included the Dart Bio-diversity Edward Moorshead Award, and the Dartmoor Preservation Association Shield. Such good involvement in local projects has ensured that pupils have developed good field trip skills. They have good understanding of the significance of Dartmoor, its nature and changing weather patterns.

103. The impact of the very good teaching noted has significantly raised pupils' knowledge and understanding of the world. Where teaching is very good, pupils' attitudes are very positive and they are enthusiastic and keen to locate places on maps. Such good motivation has improved their mapping skills well. There are good links made with other subjects, such as science when investigating soil samples and creatures and flora of Dartmoor. Links with historical studies, such as of Ancient Egyptians, further reinforce knowledge of other cultures and their locations on the map of the world.

104. The one significant weakness in otherwise very good provision is the fact that progress in learning is not fully developed in Years 5 and 6, although during the inspection, the temporary teacher in the class made a good attempt to redress the unfortunate imbalance.

HISTORY

105. Provision in history is good at Key Stage 1 and Years 3 and 4, and pupils' attainment is above the expected levels in this age range. Pupils' attainment in the upper part of Key Stage 2 is in line with nationally expected levels. This is an improvement overall from the previous inspection, when standards were in line with expected levels. By the end of their primary schooling, pupils have made good progress in learning history.

106. All pupils are sufficiently challenged in the key elements of the National Curriculum for history. Higher attainers and pupils with special educational needs attain appropriately. Pupils have a satisfactory sense of chronology. They have a wide range and appropriate depth of historical understanding. At Key Stage 1, pupils have good awareness of artefacts as shown through their descriptions and drawings. Their sense of the past is secure, and, when they discuss artefacts linked to the book 'Granny's Attic', they explain well their awareness of change over a period of time. Pupils' recall of visits to historical places such as Morwellham Quay is good.

107. At Key Stage 2, pupils have a good understanding of the lives, ideas and beliefs of people from a wide range of backgrounds. For example, in Years 3 and 4, pupils discuss perceptively about the Tudors of England and the Ancient Egyptians. A trip to Buckland Abbey has been described well with reference to Sir Francis Drake, and pupils have recorded evidence of their findings there in a wide variety of ways. Pupils interpret differing viewpoints of history competently and organise their research appropriately.

108. Teaching has a positive effect on the quality of pupils' learning and achievement. Planning is thorough and ensures good equality of opportunity within each key stage, so that all pupils are well supported and have the same access to key elements of the units studied. Tasks planned for pupils are interesting and ensure that pupils have a clear understanding of changes over time. Work is progressively more demanding between year groups. Teachers foster good research skills so that pupils are proficient in using the contents and index pages in reference books. These skills for historical enquiry improve pupils' strategies in their literacy reading tasks. Teachers ensure that, by the time pupils are about to leave in Year 6, they communicate their knowledge and understanding of history in a variety of ways, including structured narratives, poetry and descriptive writing. There are very good links to art, design and technology and music.

109. The imaginative provision in history ensures that pupils' attitudes to the subject are good and that their interest is engaged. Visits to places of historical interest, such as to the Dome in Plymouth, Buckland Abbey and Morwellham Quay make a good contribution to pupils' knowledge and to their moral, social and cultural development. History, as a subject in the school, successfully enriches and develops the imagination of pupils.

INFORMATION TECHNOLOGY

110. Standards in information technology by the end of Key Stage 1 are in line with national expectations. By the end of Key Stage 2, standards are below the expected national levels. There has been too little opportunity for pupils to use computers and resources. During the inspection some pupils were allocated time so that they could use computers but since the previous inspection the school has not made enough provision for pupils to use information technology sufficiently. There is too limited use of word processing and redrafting of work and graphical representation. The school is aware of these deficiencies and is organising and increasing resources to cope with the demands of the subject. However, a programme of work which develops pupils' skills in a systematic way and encourages progression is not yet fully implemented.

111. The quality of teaching of individual pupils by classroom assistants as well as teachers is satisfactory overall with good features in information technology. During the inspection, tasks such as programming a robot to follow a predetermined course, and to make it stop at cardinal compass points were relevant and interesting for pupils in reception. Teachers are beginning to build a sound knowledge of the use of computers and applications and incorporate them into their planning across the curriculum. But evidence shows that hitherto, insufficient planning to enable all pupils to use resources independently has been made, resulting in some lack of confidence. This is most evident in Years 5 and 6. Elsewhere attempts to promote computer skills in displays and organisation of pupils' work and teaching guidelines are well made.

112. Good imminent plans are in hand to modernise and reorganise equipment so that it is easier to teach groups of pupils, but at the moment the range of some resources including programs is insufficient both for research and reference to establish a really good learning environment.

MODERN FOREIGN LANGUAGES

French

113. French is taught well to Year 6 pupils once a week by a visiting teacher. Standards are appropriate for the age group. Overall, pupils have a good recall of a growing range of vocabulary such as numbers, colours, names of animals and elementary phrases, greetings and commands. The majority take time to settle but because the teaching is lively, interesting yet firm, all pupils make progress in lessons. Teaching expertise is strengthened by a natural French speaker and this adds much to the good quality of spoken responses by pupils. The use of rhymes and songs as aids to authentic accents are made to good effect.

MUSIC

114. In the previous report, standards of pupils' attainment at the end of both key stages were below the expected national levels. Standards now have improved significantly at Key Stage 1 to above the expected levels. Standards at the end of Key Stage 2 are in line with expected national levels and show good improvement.

115. Throughout the school, pupils sing competently in an expanding repertoire with good rhythm, clear entry to each phrase, and accurate duration of notes in the main. Singing is of good pitch and pupils are confident.

116. Rhythm work is successfully developed throughout. Pupils successfully layer sound effects using tuned and untuned percussion instruments. Pupils maintain a secure ostinato pattern when tapping out rhythms. When performing, pupils have good awareness of dynamic effects created through pianissimo and fortissimo music. Pupils' experiences of listening to and appraising music from other cultures has been suitable. Pupils have

achieved higher standards in listening to and appraising the sound effects of different types of instruments, recognising most of them correctly. They respond appropriately and emotionally to the moods of different types of music and describe the music perceptively, with good reflection.

117. Teachers ensure that pupils have a wide experience of all elements of the National Curriculum for music, that is, performing, listening, appraising, and singing. However, the aspect of composing is not as well developed as elsewhere. There is excellent recording by pupils of their responses to music played for them at Key Stage 1. There is good evidence that they have listened to Bach's music, Beethoven's 'Moonlight Sonata' and Tchaikovsky. One very young pupil responded well by writing, "I like Tchaikovsky's music because I like dancing to the ballet music and because it is happy music." At Key Stage 1, the teaching of music is excellent.

118. Throughout, lessons are well prepared and pupils' efforts are praised well. Pupils are taught patience and encouragement. Sensitive support ensures that all pupils gain confidence and make steady progress at both key stages. There is good management of time during music so that pupils have a variety of interesting tasks and maintain good concentration. The impact of teaching on pupils' attitudes is good. Pupils respond in an alert manner when music is used. They show good self control when handling instruments carefully and in returning them to storage. Younger pupils are particularly self disciplined, co-operative and respectful of adults and performances of other pupils.

119. The management of the subject is very good. The co-ordinator is a good accompanist during assemblies and the planning for the subject is well thought out. The school participates fully in music during Christmas and harvest festivals and pupils are given sufficient opportunities to perform solo. Resources are of good quality and well used. The lively musical provision ensures that music makes a significant contribution to the links between the school and the community.

PHYSICAL EDUCATION

120. Provision for physical education is good overall. Standards at the end of Key Stage 1 are in line with the nationally expected levels. Standards are above the nationally expected levels by the end of Key Stage 2. Policy and subject guidelines have improved since the previous inspection. Good opportunities are made available through lessons and further enriched by out of school clubs, residential activities and occasional competitions against other schools, to raise pupils' attainment further.

121. Pupils' progress in swimming is good with most pupils achieving higher than average for their ages. Pupils in the playground display satisfactory co-ordination in running and games that match expectations. Older pupils' agility and pace in football is energetic and skilful. Pupils know the rules and play fairly even without a referee. No lessons for younger pupils were seen and a small number observed for pupils in the older age groups. Teaching is good overall. A well paced lesson for pupils in Years 5 and 6 which provided the right amount of direct instruction with sufficient practice, raised pupils' enthusiasm, team spirit and enjoyment. This resulted in perceivable improvement in running a relay and baton changing in preparation for sports day. However, a significant number of pupils could not take part due to a lack of suitable games clothing.

122. Planning for the curriculum covers the required National Curriculum including gymnastics and dance. The accommodation for gymnastics is cramped. The school is seeking to improve storage and room indoors but at the moment hall space is restricted by surplus furniture which makes lessons difficult to manage without pupils queuing and being inactive for some of the lesson time. Some major building work to alter the hall's provision is due to begin very soon.

RELIGIOUS EDUCATION

123. Overall, provision for religious education is good. At the end of Key Stage 1, standards are above those expected in the county's locally agreed syllabus. At the end of Key Stage 2, standards are broadly in line with the expected levels for the age group. There are higher standards in Years 3 and 4 than in Years 5 and 6. Throughout all year groups, up to Year 5, learning is good. It is satisfactory in the upper part of Key Stage 2. Pupils' achievements have improved since the previous inspection, when they were in line at Key Stage 1. In the previous report, no judgement was given at Key Stage 2 for standards.

124. Most pupils, at both key stages, have a secure understanding for forming views about religion and explaining inner feelings. At Key Stage 1 they have studied well the Ten Commandments of the Old Testament in modern terms, and can recall stories about Moses and Noah. They have written about expressing emotion, such as "How I feel when I am honest." They have good recall of the Christian festivals and are knowledgeable about Jesus. Their written work explains clearly what they have learned about God.

125. In Years 3 and 4, pupils show good progress in their awareness of a major religion such as Islam, and the significance of the rituals carried out by its followers. When preparing for a forthcoming visit to a mosque in Plymouth, pupils showed good understanding of what is involved in being a member of a faith community and of the significance of special books of the world's major religions, in this case, the Q'uran. Pupils in Years 5 and 6 have a satisfactory knowledge of Sikhism, the Khanda symbol and the Chakra and of the Guru Nayak. They make meaningful comments about the notion of trust as, "Someone to rely on; someone who is always there; someone who does not lie to you; and like people I would let hold my cloak."

126. Teaching is good overall. At Key Stage 1 pupils' work reflects very good teaching. Teachers promote good relationships in class so that pupils are confident to give their individual points of view. Planning is good in the main, and reflects the locally agreed syllabus fully. Teachers ensure good links with other subjects such as art, history and geography, so that pupils' awareness of minority ethnic cultures in the United Kingdom is raised.

127. Teaching impacts positively on pupils' attitudes to religious education. Pupils are willing to explore religious ideas through reflection and imagination. For example, the discussion prepared by a teacher to explore strong messages and morals found in the New Testament's parables, encouraged pupils to reflect on modern day scenarios or emergencies, and how people react to each other in a crisis. As a result, pupils' learning and insight deepened when they considered how people in modern society could develop as 'Good Samaritans'. Teachers are skilled in leading pupils to worthwhile conclusions. As a result, pupils in Years 3 and 4 conclude that, special items need not be silver or gold; special things need care; they may have been owned for a long time; and that the outside appearance of something often disguises the special aspect inside.

128. By the time pupils enter the upper part of Key Stage 2, their learning is secure overall and they have developed a balanced sense of self worth and value. Pupils' awareness is subtly developed further in the perceptive headlines displayed in corridors or attached to art displays around the school.