

INSPECTION REPORT

LYMPSTONE C of E Controlled PRIMARY SCHOOL

Lympstone, Exmouth

LEA area: Devon

Unique reference number: 113358

Headteacher: Mr. A Priest

Reporting inspector: Philip Inness
21015

Dates of inspection: 26th – 29th June 2000

Inspection number: 189417

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	C of E Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Hill Lympstone Exmouth Devon
Postcode:	EX8 5JY
Telephone number:	01395 266580
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. M. L. Johnson
Date of previous inspection:	14 th – 17 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Philip Inness Registered inspector	Under-fives, English, Information technology, Art, Geography, History, Music.	What sort of school is it? Results and achievements; How well are pupils taught? How well is the school led and managed? Areas for improvement.
Julie Gallichan Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Ian Hancock Team inspector	Special educational needs, Mathematics, Science, Design and technology, Physical education, Religious education, Equal opportunities.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is set in the heart of the waterside village of Lympstone. The school is smaller than average having 114 girls and boys aged between four and eleven years old who attend full time. There are 22.8 per cent of pupils with special educational needs, which is about the national average. Three pupils have statements under the terms of the DfEE Code of Practice¹. The children come from predominantly white European families. Nine per cent of pupils are entitled to free school meals, which is lower than the national average.

Attainment on entry to the school in the term before children are five, is a strong average. In some years, a considerable number of pupils join the school after the reception year. The school population is subject to some fluctuation due to troop movements at the nearby Marine training base. Economic factors in the area are influenced by the seasonal nature of employment, tourism and other traditional work, but are considered to be above the national average.

Changes in leadership, management and staffing have been considerable since the time of the last inspection but staffing is now fairly stable. Apart from fluctuation of pupil numbers due to admission arrangements, a temporary fifth class to accommodate reception children is sometimes formed in the summer term making staffing levels uncertain from year to year.

The inspection covered all aspects of the school's work including all subjects. Collective worship is to be inspected later, by a diocesan inspector, under a separate Section 23 report.

HOW GOOD THE SCHOOL IS

Standards in most subjects across the school are broadly average. However, some achievements are not as good as they could be, especially by the time pupils leave school, aged eleven, in mathematics, science, information technology and religious education. There are good features in handwriting, music, art and special educational needs. Most pupils have good attitudes in much of their work and play. Across the school teaching is equally satisfactory or good, and in the infants, it is overall good and sometimes very good. Most pupils are learning reasonably well. The school provides a wide curriculum, but this is insufficiently broad for some of the areas of learning for the under-fives and reception, and for mathematics, science and religious education. Teaching and monitoring should be developed further through more active leadership. There are adequate care arrangements. Relationships including links with the community are strong. The school gives satisfactory value for money.

What the school does well

- It has made improvements in pupils' achievements in English, mathematics and science in national assessments since 1999.
- Behavioural management and work of classroom assistants in supporting specific pupils.
- Teaching in Key Stage 1 and for special educational needs is good.
- In the development of information technology.
- Extracurricular provision. Relationships with parents and the community are good.
- In improving attendance and punctuality.

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all 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

- Standards in mathematics, science, information technology and religious education.
- Provision for four to six year olds in the foundation stage for physical and social development, and their knowledge of the world.
- Leadership, monitoring and development of curriculum, assessment and identification of areas for improvement.
- Time management and timetabling to meet the differing needs of the infant and junior curriculum.
- Reviewing and upgrading policies and procedures to meet required practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Due to considerable changes in staffing, including the headteacher, not all improvements have materialised quickly enough and curriculum development, assessment, monitoring and evaluation remain underdeveloped. Subject managers have yet to develop their leadership roles fully. At eleven years of age pupils' standards in the core subjects were in decline up until 1999, but indications in end of key stage assessments in English, mathematics and science show encouraging improvements in the current year. Some good progress has been made recently, particularly to improve attitudes, behaviour and achievements of pupils; especially those in Years 5 and 6.

STANDARDS

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

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

Results show a declining trend but within the current year the school has been working hard to increase standards. It has established realistic targets in English and mathematics for eleven year olds. Early indications are that results show a marked improvement in English, mathematics and science in national assessments in 2000, particularly at the higher level, Level 5, and easily outstrip expected targets set by the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show persistence in lessons. There is a small number of pupils who still display immature and poor attitudes in some lessons.
Behaviour, in and out of classrooms	Good for the majority. Pupils co-operate with each other effectively and are careful with resources and property. Play is sometimes boisterous, but within normal expectations.
Personal development and relationships	Good. Pupils work together well. They accept responsibilities but opportunities for their individual initiative are underemphasised in some lessons.
Attendance	Average but with a marked improvement in punctuality.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable at the time of the inspection.	Good	Satisfactory

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 teaching was mostly satisfactory across the school, but all teachers taught some lessons which were good. Nearly all lessons at Key Stage 1 were taught well. Organisation of space and planning of enough activities to enable children to meet some of the required goals for learning, on a day to day basis in reception, were insufficiently made. Teaching of information technology is improving. Planning and teaching of special educational needs are good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and mostly balanced but with deficiencies in areas of learning for under-fives, mental arithmetic, investigation in mathematics and science, and religious education. Good in art, music and physical education.
Provision for pupils with special educational needs	Good. Pupils supported well with useful targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made in personal, moral, and social development; spiritual and cultural are satisfactory but awareness of cultural diversity within British society is underdeveloped.
How well the school cares for its pupils	Good. Staff have a good knowledge of pupils and monitor personal development and welfare. Some assessment of achievements is underdeveloped. Fire drills are insufficient. Child protection training requires updating.

The school provides a good number of club and extracurricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Until recently, leadership since the previous inspection has not been effective in making sufficient improvements recommended and required. Co-ordinators have yet to monitor and develop their subjects sufficiently. Indications are that effective leadership by the headteacher is raising achievements and making improvements.
How well the governors fulfil their responsibilities	Governors have improved monitoring of the curriculum and the evaluation of school performance. They have an informed view. Reporting in the school brochure and annual report does not contain sufficient information. Requirements for the curriculum for those under five are not met.
The school's evaluation of its performance	Good; although further analysis of pupils' learning to identify areas for improvement should be made.
The strategic use of resources	Successful. Good use of local facilities has helped relieve the constraints of this smaller than average school. Staffing is directed well to support pupils' progress.

The headteacher, staff and governors are working closely together to provide a positive way forward for improvement. However, curriculum development and monitoring of the quality of teaching organised by subject managers has not proceeded quickly enough. Day to day management of the school is good. Finances are well organised and office administration and allocation of the budget are efficient. The school prospectus and the annual governors' report to parents do not meet statutory requirements fully. There is lack of information about progress since the last inspection. The school gives reasonable value for money as judged in the last inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Small school, family atmosphere. • Progress in reading. • Links with the community. • They like their headteacher, teachers and staff. • Most children enjoy school. • Use of computers has improved recently. 	<ul style="list-style-type: none"> • Further information about the progress children are making. • Behaviour in Years 5 and 6. • Playground supervision. • Regular homework, including spellings. • Too little physical education, art and music.

Inspectors agree with the positive views of parents. Progress reports tend to be informal and some important information such as the improvements that the school is making is not as clear as it could be. Most pupils' behaviour in Years 5 and 6 is good. Those few who cannot sustain concentration are supported well by staff. Play at breaktimes is occasionally boisterous but within acceptable limits. Supervision is adequate. The regularity of homework could be improved. The curriculum allows for an appropriate amount of time for physical education, art and music balanced against literacy and numeracy requirements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The majority of children come into reception with some good experiences of language and number. However, early assessments made by the school show that although there are a significant number of children who have above average skills, similarly there are some who have not achieved quite as much. Overall, attainment on entry is a strong average.
2. Inspection shows that pupils are continuing to learn well in most early learning experiences particularly in language development. However, there are too few opportunities for a wide enough variety of play and social occasions, and consequently knowledge and understanding of the world around them and physical development should be better.
3. From these first levels of achievement at the start of school, most pupils should reach average levels at least, by the end of Year 6 when they leave school. Currently there are too many pupils underachieving despite the particular difficulties of the school as stated in the characteristics section of this report.
4. Since the last inspection the school has maintained average achievements in national assessments in English, mathematics and science when pupils reach the end of Year 2. However, pupils' achievements in writing were below average in 1999 assessments. Indications are that pupils' learning has currently improved with a corresponding raising of standards in the present Year 2.
5. However during the same period, achievements in national assessments of eleven year old pupils in Year 6, show a decline, from above the national trend to below, when taking the three main subjects of English, mathematics and science together.
6. Currently, standards of literacy are mostly satisfactory by the time pupils leave the school aged eleven, although clarity and confidence in speaking are not as good as they were at the time of the last inspection. Achievements in handwriting are good with clear progress noted throughout the school as a result of increased emphasis and practice.
7. Achievements in English as a whole when pupils are seven and when they leave the school at the end of Year 6, are about in line with national averages. This represents a definite reversal of the variable, but usually below average, standards recorded in national assessments over recent years. Pupils' skills of reading are solid overall, but with both less able and more able exceeding expectations. Standards of writing are satisfactory across the school. As a result of pupils being encouraged, in literacy sessions, to draft their work, and given good opportunities to develop an appreciation of poetry and prose, and write their own, pupils express themselves sensitively in written texts. Presentation of written and drawn work across the curriculum and school is usually good.
8. In both mathematics and science, the 1999 national tests for pupils aged 11 revealed that the school's results were well below the national average and very low in comparison with similar schools. During the last four years 1996 - 1999 achievements in tests have been variable in mathematics, rapidly declining in science, and overall well below the national average. Experimental and investigative work in both subjects is not well developed and too many older pupils, including the more the able, are not sufficiently challenged in science. However, current inspection findings are that although the percentage of pupils reaching average levels in tests in both subjects in Year 6 have greatly improved from last year, there is still underachievement, especially in the standards

reached by the most able pupils. Insufficient attention is given to improving mental computation and fact retention as part of numeracy.

9. Good use is presently being made of new information technology resources, which is raising pupils' skills of research, art and written communication. Although pupils' achievements at the end of Year 6 are slightly below average expectations, learning is good and progress rapid, indicating good standards in the future. This represents an improvement over the previous inspection.

10. Standards in religious education are lower than those expected within the locally agreed syllabus. Since the last inspection, where standards were reported to be above average, inspection evidence indicates that the subject has been neglected and standards have declined. Below the recommended teaching time is allocated to the teaching of religious education and evidence from this inspection indicates that not all teachers are consistently following the Devon agreed syllabus.

11. Pupils achieve satisfactory levels in art, geography, history, music and physical education. There are some good features in art, music and physical education where pupils make particularly good progress in painting techniques, playing instruments, singing, games and swimming. There was insufficient evidence of design and technology to judge pupils' achievements accurately.

12. The school has identified 22.8 per cent of its pupils as having special educational needs, which is about the national average. These pupils are supported well, have full access to the National Curriculum and most are making good progress with regard to their capability, maturity and experience. The additional mathematics booster groups help special educational need pupils make good progress in their learning. The achievements of pupils who have special talents are broadly good, but would be even better in mathematics if some of the set work was made even more challenging.

13. Overall pupils make sound progress in their personal development. Across the school, pupils make good progress in moral and social development.

Pupils' attitudes, values and personal development

14. The school has been successful in improving attitudes and behaviour throughout since the time of the last inspection. Standards in both of these areas are now good for the vast majority of pupils. There still remains a minority, mainly among the oldest pupils, who are less than enthusiastic about learning.

15. Attitudes and behaviour of the youngest pupils are good. Pupils are confident as they move around their classroom during lessons and when joining the rest of the school at break times and for assemblies. They are keen and interested in learning activities and respond well to their teacher's questions. Their behaviour is good and they respond positively to opportunities to take responsibility such as taking the register to the office and changing the date on the whiteboard each morning.

16. The attitudes of pupils in Year 1 through to Year 4 are good and sometimes very good. Pupils' motivation and concentration are at their best when lessons are well organised, have a variety of activities and move along at a lively pace. Pupils keenly join in discussions and listen well to each other as well as to their teachers. In a Year 2 dance and a Year 5 music lesson, boys and girls worked well in pairs and were responsive to instructions. They sustained concentration and persevered to make improvements. In an English lesson pupils responded well to the very good teaching which included clear sharing of learning objectives and expressive reading of a story which stimulated pupils' interest. In these circumstances pupils make good progress. The attitudes of the vast majority of pupils in Years 5 and 6 are good. However, there are a small number who are

disinterested in many learning activities. Their response is better during practical activities rather than in long teacher directed sessions, where they are required to just listen.

17. The behaviour of pupils in lessons closely reflects attitudes, with good standards of behaviour in Year R through to Year 4. Although behaviour is not so good in Class 5, it is only a small minority which, on occasions, become disruptive if they are not interested in the learning activity. On these occasions good management by teachers coupled with patient classroom assistants reduces, as far as possible, any negative impact on the learning of others. Behaviour around the school is good, and in assemblies it is very good for all pupils. No aggressive or bullying behaviour was observed at breaktimes where pupils play happily. The school has made one fixed term exclusion in the past year.

18. Relationships are good and on most occasions pupils work co-operatively in pairs or small groups. A small number of pupils in Class 5 find it difficult to work together effectively. All pupils listen with respect and interest during assemblies. In class discussions, pupils' respect for the feelings and ideas of others is more variable. In Year 1 it is especially good, whereas in Years 5 and 6 pupils sometimes interrupt both their teacher and others. Pupils take on various responsibilities around the school, such as returning registers and lunch numbers to the office and the oldest pupils set up the hall for assemblies. Overall, pupils' personal development is good.

19. Ninety-six per cent of parents responding to the pre-inspection questionnaire feel their children enjoy coming to school. The current good level of attendance and improved punctuality has been achieved through careful monitoring and higher expectations communicated to both parents and pupils. Better and prompt attendance impact positively on standards achieved and make the best use of the school day.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching varies between very good and unsatisfactory. Across the school it is satisfactory. It is good in the infant classes with pupils aged seven and younger being taught better than those in the junior section, even though all teachers taught some lessons that were good. Teaching of reception children has improved since the last inspection, but planning and provision for some of the required early learning goals are not sufficient. Organisation and the teaching of pupils with special educational needs are managed well. Assessment and planning of work appropriate to each pupil's capability is accomplished successfully, especially when they are taught in small groups or one to one by additional staff. Teaching of pupils identified as capable of achieving markedly above average attainment is satisfactory, but some set work in mathematics is still too easy.

21. The most successful lessons were accomplished because the teacher had a very clear idea of the range of pupils' capabilities and had carefully prepared activities to support their needs. Very good routines and relationships had been established and an understanding of what each was expected to do was shared with pupils clearly. In turn pupils responded with interest, especially where some humour was initiated from the good resources, interesting activities and bright manner of delivery to promote good attention. Due to the good planning and preparation, pupils could quickly get on with their work even when the teacher did not directly support them. A very good example being in Year 1 literacy where pupils were inspired to reach above average achievements for their age due to the very good organisation of resources and other adult support.

22. Lessons were less successfully taught where curriculum planning did not allow for a good balance of challenging work for groups of pupils. For example, planning for a mathematics lesson in Years 5 and 6 although satisfactory overall, did not allow for the wide differences in pupils' ages, understanding and previous knowledge, sufficiently. Although good challenge was provided for the most capable, others needed more assistance and examples to consolidate facts about what different units are used to measure volume, before comparisons could be made and complex problems solved. In

another lesson there was too much spoken information covering more than the requirements of the junior school curriculum, which made it difficult for some pupils to comprehend aspects of the water cycle, and weathering fully.

23. Teachers do not always identify and flag up clear learning objectives in their lessons or plan to provide a logical sequence of knowledge, skills and understanding which is to be learnt. Although improvements in standards are being made, many pupils are still underachieving, including the more able, who are not sufficiently challenged in subjects such as mathematics and science. In some lessons pupils are required to listen for too long without being involved either in answering questions or being able to do something for themselves sufficiently. It is then that interest levels decline and some pupils become very restless. Pupils responded far better when teaching balanced the amount of direct instruction or discussions with time for pupils to do something practically before recapping and consolidating the work of the lesson. Literacy is usually successfully taught because the clear structure of the lesson is known by all and consequently lessons are conducted and work carried out with good pace and energy. Planning for the numeracy aspects of mathematics using the required national methods still provides too little time for the quick fire question and answer time so that pupils can improve their knowledge of facts and figures and mental computation sufficiently. Teachers are beginning to use information technology and computers well to support a range of different subjects such as art and English.

24. Classroom assistants provide a valuable addition to pupils' learning and are competent to carry out learning objectives on behalf of teaching staff. There is no doubt that teachers are working very hard in actual lessons, but there is not enough curriculum development of some subjects to make lesson planning really efficient. Although much informal discussion is carried out between teachers to provide a balanced programme so that relevant work for pupils can be planned, this is not always easily accomplished and some management by subject managers could be better. Assessments of what pupils can do at the end of a lesson or sequence of work are not always recorded clearly. Importantly, this makes it difficult for teachers to set enough different activities across a wide number of subjects with which to support all pupils well enough. Marking of pupils' work is satisfactory and there is a reasonable spread and balance between corrections and points for improvement. A good feature is the setting of personal targets for improvement, which is beginning to be used effectively in Years 5 and 6.

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

25. The curriculum is suitably broad and includes all relevant subjects of the National Curriculum in addition to religious education. All pupils have equal access to the curriculum. A large proportion of time has been allocated appropriately to the teaching of literacy and numeracy. However, not enough time has been allocated to the teaching of religious education and consequently the subject is underemphasised. As identified in the previous report, the timetable is not always planned effectively and there is not enough opportunity for afternoon play for infant pupils. Time is not used efficiently in some lessons, which last too long and many pupils find difficulty in maintaining concentration. Junior pupils receive below the recommended teaching time and this hinders the school's commitment to raising standards.

26. The school recognises that curriculum planning policies need to be reviewed and updated to support pupils' learning, which was identified as a weakness in the previous report. The school has begun to implement successfully the literacy strategy, but further work is needed to improve mental computation and fact retention as part of the numeracy strategy.

27. Appropriate provision is made for pupils' personal, social and health education. The school takes good care of its pupils. Pupils are encouraged to work well together in class

and play amicably in the playground. Sex education and issues of drug misuse are taught as part of the science programme and through outside visitors such as the school nurse and local police.

28. The school curriculum is enriched by visits to local places of interest related to topics studied, such as Buckfastleigh and Exeter. Visitors include a theatre group from a community college and local orchestra. A good feature is the provision of a wide range of extracurricular activities, which support the curriculum well in physical education. For example, tennis and cricket, as well as music, make significant contributions to pupils' personal development and learning.

29. The provision for pupils with special educational needs is good and fully complies with the Code of Practice. All pupils on the school's register of special educational needs have individual education plans, which are regularly reviewed. Good support is given by the special needs teacher and learning support assistants to supplement the work of class teachers.

30. Good links have been established with the local community to support curricular opportunities which include visits by the parish priest who often leads assemblies. Several members of the community regularly help with extracurricular activities. Others have painted murals in the school library and raised significant funds for a new school bell. The school has established constructive relationships with the playgroup that shares the facilities of the hall and playground. Regular meetings with the community college successfully prepare pupils for secondary education. Curricular links with neighbouring primary schools are well established through the academic council.

31. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall with good provision for moral and social development. In the previous inspection social development was reported to be very good and cultural development good. The good provision in moral and social development makes a significant contribution to pupils' good attitudes, behaviour and relationships.

32. Provision for pupils' spiritual development is satisfactory. It is appropriately promoted through daily acts of collective worship and in religious education lessons. Collective worship is planned and takes place in a quiet respectful atmosphere in the hall or local church, when pupils have the opportunity to engage in prayer. They learn the values of the Christian faith and worship is predominantly Christian, but pupils have the opportunity to learn of other faiths as part of the agreed syllabus. However, there are insufficient planned opportunities across the curriculum to promote spiritual awareness and insufficient time is allocated for reflection.

33. The school places high priority on equipping pupils with a clear set of moral values. Pupils are taught to distinguish between right and wrong through discussions, stories and assemblies. The headteacher and staff have successfully worked hard on behaviour management strategies, which contribute effectively to pupils' moral development. All pupils are encouraged to show consideration to others and regularly support various charities. Staff provide pupils with good role models and encourage them to behave well, including awarding them with appropriate rewards and certificates.

34. Good provision is made for pupils' social development, which is effectively enhanced in relationships between pupils and adults. Pupils are encouraged to work well together in class and play amicably in the playground. The school provides a wide range of extracurricular activities, which are well supported and greatly enhance pupils' social development. Social development is effectively promoted through the many visits organised to support pupils' learning and the fundraising events such as the recent school fete organised by the Friends of the School.

35. Provision for pupils' cultural development is sound. Pupils have the opportunity to visit the cinema and pantomime in Exeter. Strong links have been established with the twin town of Beauville in Normandy. French pupils visit the school. Older pupils have the opportunity to participate in the choir and the local orchestra, which effectively promotes their cultural development. Although pupils acquire some knowledge and understanding of different cultures by studying world religions, insufficient attention is given to making them aware of the rich diversity of cultures within the wider community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Attention to pupils' welfare, support and guidance is satisfactory and similar to the picture reported at the time of the last inspection. There have been good improvements in some areas, particularly in the monitoring and promotion of good behaviour.

37. Pupils work in a safe environment and established routines minimise the risks involved in crossing the access road to the village hall. Regular checks are made of the school premises and any concerns resolved quickly. However, there are gaps in health and safety procedures that have allowed fire drill practices to be overlooked during the past year. The child protection policy is implemented well, but the designated teacher has not received specific training to support this role. Pupils are well cared for during the daily routines of the school and arrangements for first aid are good with appropriate records maintained. Good monitoring of these records helped to identify the need to resurface the lower playground, even though the remedial work to improve the surface has not happened yet. Parents expressed their concern about the level of supervision during break and lunchtimes – inspectors' observations noted appropriate levels of supervision.

38. The school has been successful in improving standards of behaviour through the implementation of strategies to encourage all pupils to behave well in classrooms and around the school. Rewards systems are evident in some classes. The headteacher actively monitors behaviour records kept by each teacher. When necessary, strategies are put in place to support individuals who have particular difficulties with their behaviour. The school has made good use of external support in its efforts to improve behaviour across the school. Careful monitoring and recording of attendance has resulted in better attendance levels over the last two years. All absences are followed up carefully.

39. Pupils receive good support and guidance during their time at the school and this prepares them well for their next stage of education. Thorough induction procedures, including home visits and liaison with the village playgroup, help pupils make a positive start to their formal schooling. The school takes care to provide meaningful opportunities through assemblies and circle time to guide and support all pupils.

40. Insufficient attention has been given since the previous inspection to developing procedures for assessing pupils' attainment and progress and using this information to inform the planning of pupils' future work. Although a new written policy on assessment was written after the last inspection it gives too little guidance to new staff on effective procedures to support pupils' learning. In the reception class, baseline assessment has been introduced, but this information is not analysed sufficiently to support children's learning across the wide curriculum. In neither the infants and juniors are there systematic agreed procedures for assessment and record keeping in curriculum subjects, apart from English and mathematics. Teachers lack some important information of the capabilities of pupils when planning the next lesson. This can lead to some setting of tasks at an inappropriate level for individual pupils and consequently has a negative impact on their learning.

41. The school has begun to specify individual targets for pupils but as yet has not effectively identified how best to use the results of national tests at seven and eleven to target individual pupils' learning. The headteacher is presently reviewing the marking policy with staff to improve consistency and help pupils improve their work. All pupils with special

educational needs are regularly assessed to set appropriate new targets for their individual education plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Most parents are positive in their views about the school and the education that it provides for their children. They feel their children enjoy coming to school and make good progress. They are confident to approach the school with any concerns and all parents responding to the questionnaire are sure the school helps their child to become mature and responsible. Parents are less positive about the standard of behaviour at the end of Key Stage 2. Some concern is expressed about supervision levels at playtimes. Parents recognise recent improvements in the school's provision for behavioural management and consider the school is led well.

43. Information provided to parents about the school's activities and events is good. Regular letters are sent home, and, at the beginning of term, detailed information about the curriculum is included. Both the prospectus and governors' annual report provides parents with useful information, but do not contain all the required information. The presentation of test results is confusing.

44. Termly consultation meetings are offered and written reports provided at the end of the year. Pupils usually accompany parents to these meetings where targets are set with their teacher for further improvements in their work. Reports are satisfactory and give a good overview of what pupils have done and how they are improving. In some there is a lack of detail about actual levels of pupils' attainment. Parents of pupils with special educational needs are involved in annual reviews appropriately.

45. Parents' involvement in their child's learning and the life of the school is good. They help their children with reading at home and parents of the youngest children come into school on one afternoon each week to share books with their children. A number of parents help in school regularly, hearing pupils read and helping with art and information technology activities. Others help with extracurricular activities such as gardening, chess and sport, and help with trips out of school, including the train journey for swimming. An active parents', teachers' and friends' association, organises a number of events which benefit the school in different ways. The spring clean of the school grounds ensures pupils enjoy a pleasant outside learning environment, whilst successful fund raising events contribute towards additional resources: for example for information technology. Parents' involvement has a positive impact on learning.

46. Links with the village and the help the school receives from the community enhances pupils' learning. Good links with the church continue. An assembly is held at the church each week and the parish priest is a regular visitor to the school, contributing to religious education lessons when appropriate. Links are established with village organisations such as the Lympstone Society who has raised funds for a school bell. The village gardening club is involved in the school's own club and organises competitions in which pupils can take part. Individuals from the community support extracurricular activities, such as cricket, tennis and chess.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. In the period between the previous inspection and 1999, standards have declined in some major aspects of the school's work. The school has undergone many changes in staffing including three different headteachers. There are now encouraging signs that through the newly established stability in staffing a renewed vigour is returning to leadership and management, seen through raised achievements. This is now particularly evident when pupils leave school at the age of eleven. Compared with when in 1999 standards in English, mathematics and science were well below the national average, early indications are that the school's performance in raising the percentage of pupils reaching

average levels in 2000 is positive. However, inspection shows that, even though some good progress is being made, achievements in important subjects are still not good enough. Most of the key issues for development raised at the last inspection still remain outstanding and progress in rectifying these important deficiencies is unsatisfactory.

48. Governors have raised their awareness of the relative strengths within the school and have made good progress in identifying areas for improvement. Some of this information is gained by the useful correspondence of the headteacher's report to governors as well as curriculum seminars and training. Importantly governors monitor some work of the school first hand and share in the training and evaluation of the implementation of new curriculum developments such as in literacy and numeracy. They fulfil their statutory requirements for the curriculum and special educational needs and in ensuring pupils' safety and personal development are catered for well. However, presentation of the school brochure and publication of the annual report to parents lack a number of required statements, including information of some aspects of admission to the school and providing clear information comparing national standards against the results of the school.

49. The headteacher provides very supportive leadership and has succeeded in building good relationships; raising staff morale, standards in some subjects, and, importantly, behaviour and attitudes of pupils. Curriculum responsibilities are not equally shared between the teaching staff, and curriculum leaders have not yet had the opportunity to monitor teaching and learning to develop their own subjects fully. Where there is a clear agenda for improvement, such as in the latest directives for planning and delivery of literacy and information technology, the work has been done thoroughly, with positive gains in achievements and learning. Action plans to carry out the principal developments as stated in the school's improvement plan are not yet as sharp as they could be. Some agreements for priorities and how they are to be carried out are made informally through discussion, but this does not always provide enough support in helping staff who are busy with aspects of their own teaching, and consequently, areas are still underdeveloped.

50. Administration and best value management are good. There is a good number of appropriately qualified and experienced teachers to meet the requirements of the National Curriculum. For example, the school successfully uses the expertise of the music teacher to teach other classes and has identified further staff training for information technology as a priority for the school. The professional development of staff is linked appropriately to the school improvement plan. Currently there are no formal procedures for appraisal, but this has been identified for development next term. Although the school has no written policy for the induction of new staff, an experienced mentor as well as the headteacher, guides newly qualified teachers appropriately. All teachers have appropriate job descriptions but these are not dated or signed. The large number of support staff are well deployed and highly valued. They work in effective partnership with teachers to give good support, particularly with special educational needs.

51. Resources for learning are good overall and support pupils' learning, including pupils with special educational needs. However, there is too limited provision of outdoor equipment for social play and physical activities for the under-fives. The school has identified the need to rectify deficiencies in the library, including extending pupils' referencing skills.

52. The overall facilities available to the school are adequate to teach all aspects of the National Curriculum. However, there are clear disadvantages in inefficiencies of time and inconvenience in the need to use the nearby village hall for assemblies, physical education and lunches. There is no separate outdoor area for the under-fives, which restricts their opportunities for physical and social development in an environment outside of the classroom.

53. Playground space is good. The well fenced pond area is just one of the features of the pleasant school grounds which offer additional learning opportunities. Some classrooms

present a stimulating learning environment whilst the display in others is uninspiring, lacks interest and does not promote learning.

54. Notwithstanding the definite improvements made in recent months, there are still some important areas of underachievement to be rectified, including some aspects of time management. Despite these deficiencies, the school is well poised to improve, but needs to increase the pace of change.

55. Taking into consideration that:-

- Insufficient progress has been made since the last inspection;
- Standards in mathematics, science, information technology and religious education are not yet good enough at the end of Key Stage 2;
- Curriculum assessment and its use are underdeveloped;
- Teaching is mostly satisfactory across the school, but good in Key Stage 1 and special educational needs;
- Most pupils display good attitudes;
- Moral and social provision is good;

The school gives satisfactory value for money in line with the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The school has already identified some areas for development but in order for it to improve further and to increase the pace of change the headteacher, staff and governors should:

- **Raise** standards in mathematics, science and religious education by:-
 - Extending planning and opportunities for investigation and problem solving in mathematics and science to match the needs of the wide age and capability within mixed age classes;
 - Widen the range and interest of taught activities at the start of numeracy lessons in order to improve skills and knowledge in mental computation and number facts;
 - Adjust time allocations and timetabling within science and religious education so that enough time and lesson length is given to extend knowledge and sustain pupils' interest.

Paragraphs: 3, 8, 10, 22, 23, 25, 26, 32, 40, 47, 65, 76, 78, 83, 106, 108, 110.

- **Extend** leadership and management to develop curriculum leaders' responsibilities to improve monitoring, evaluation and promotion of subjects; as well as the usefulness of assessment by:-
 - Making sufficient assessments and analysing recorded data to identify areas of underachievement;
 - Monitoring pupils' achievements and teaching across the school sufficiently;
 - Adjusting policies and planning to emphasis and remedy areas for improvement;
 - Ensuring clear action plans, evaluation and review.

Paragraphs: 24, 47, 87, 107, 111.

- **Develop** the curriculum and resources for children under-five and pupils in reception by:-
 - Providing enough dedicated space and equipment to develop children's social and physical skills, and their knowledge of the world;
 - Extending the outdoor curriculum to meet requirements of the Early Learning Goals.

Paragraphs: 2, 20, 51, 52, 57, 63.

- **Review** and adjust the amount of taught time available for lessons so that younger pupils receive appropriate breaks and junior pupils receive sufficient length of lessons more in keeping with the total national average time.

Paragraphs: 25, 54, 79, 85, 86, 96, 104, 108.

The following less important issues should be considered for inclusion in the governors' action plan:-

- Widening pupils' knowledge of broader cultural aspects of British society.

Paragraph: 35.

- Improving standards in information technology (already begun).

Paragraphs: 9, 70, 75, 81, 97, 98.

- Ensuring the school brochure and governors' annual report contain all the required statutory information.

Paragraphs; 43, 48.

- Updating training for child protection.

Paragraph: 37.

- Ensuring fire drills are carried out and recorded accordingly.

Paragraph: 37.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	41	45	5	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)	114
Number of full-time pupils eligible for free school meals	11
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	26
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	9
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	5	5	5
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	82(88)	82(88)	82 (82)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	5	6	4
	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	82 (88)	88 (82)	82 (82)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	5	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	6
	Girls	2	1	2
	Total	9	7	8
Percentage of pupils at NC level 4 or above	School	69 (65)	47 (41)	62 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	2	2	2
	Total	8	7	8
Percentage of pupils at NC level 4 or above	School	53 (60)	47 (54)	53(82)
	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	79
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	17.8
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	92

FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	204447
Total expenditure	228589
Expenditure per pupil	1971
Balance brought forward from previous year	21250
Balance carried forward to next year	25991

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	4	0	0
My child is making good progress in school.	31	62	4	0	0
Behaviour in the school is good.	4	80	8	4	4
My child gets the right amount of work to do at home.	19	62	12	4	4
The teaching is good.	38	50	4	0	8
I am kept well informed about how my child is getting on.	38	50	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	38	8	0	0
The school expects my child to work hard and achieve his or her best.	36	52	8	0	4
The school works closely with parents.	35	35	12	0	19
The school is well led and managed.	42	54	0	0	4
The school is helping my child become mature and responsible.	29	71	0	0	0
The school provides an interesting range of activities outside lessons.	40	48	4	8	0

The figures above do not add to 100 due to rounding.

Other issues raised by parents

The registered inspector attended a meeting with 12 parents before the inspection. Four letters accompanied the questionnaires. These letters represented a balance of views, including positive support for the school, headteacher and staff. Class sizes and staff mobility were causes for concern. Parents are pleased that computers have been improved recently. There was some concern about rough playground behaviour of some of the oldest pupils, and supervision in the lower playground. The quality of some homework and the lack of checking spellings were questioned, as was the imbalance of physical education and music lessons in favour of the recent introduction of literacy and numeracy.

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

57. As in the previous inspection there were no children under the age of five during the present inspection. However, judging by the achievements of pupils of reception age, learning in most of the required goals is considered satisfactory but good in language. Provision so that children can receive enough opportunities in the outdoor curriculum and some other social and physical development is insufficient. Resources that are specific to their age range and needs are not freely available to children and this impedes establishing the broad range of early years experience important to assist future achievements.

58. Children are given the opportunity to start school in the term before they are five. Most have had plenty of pre-school experience at local playgroups. This prepares them particularly well for sustained concentration and table work. The school makes appropriate baseline assessment of attainments on entry where it is judged to be a strong average.

59. There is a good response in lessons judging from the attitudes of pupils in reception. Children show an interest in all activities and listen well to stories and class discussions. At five years of age they contribute to whole class feedback sessions well. Most can follow simple instructions and concentrate for expected periods of time. Their behaviour is very good and they are developing a firm understanding of right and wrong.

60. Children understand that print and illustrations convey meaning. They are encouraged to write simple annotations on their work and most begin to write independently their names and simple words. They enjoy writing about the exploits of the Ginger Bread Man. The teaching of literacy is good and children talk readily about the content of stories they are told.

61. Children are provided with a satisfactory range of mathematical experiences. This extends the use of appropriate language. Children develop the concept of one to one correspondence copying and creating repeating patterns to develop counting, matching and sequencing skills. The majority can name simple shapes such as square and triangle and are familiar with numbers up to twenty, recognising corresponding written numbers.

62. Children's knowledge and understanding of the world is developed satisfactorily within the classroom, but there are missed opportunities to provide good centres of interest both indoors and out, or promote and stimulate role play, where the teacher does not have a key part. Aspects of technology are developed sufficiently through the use of construction toys.

63. Most of the children hold pencils correctly and use scissors well. The development of their physical skills is encouraged in a good number of ways. They are given opportunities to cut, stick, handle tools and explore a variety of materials to develop their manipulative skills. For example, children make model vehicles out of paper and card as well as constructional resources. Provision for the development of gross motor skills is restricted by limited regular access to an outdoor play area and gardens, with insufficient large toys.

64. Children's creative awareness is developed effectively through a variety of activities. They have many opportunities to draw and paint in response to a range of stimuli including making commendable sketches of the school buildings. Children sing with confidence and enjoyment, along with others in assemblies.

65. Since the last inspection the school has improved the positive teaching and curriculum provision reported, thus making a strong contribution to children's early learning experiences, attainment and progress. Strategies for managing the use of space and equipment in the classroom are well advanced, although all is not yet implemented. In line

with development across the school, assessment opportunities or analysis of pupils' achievements to identify further improvements in learning are not sufficiently made.

ENGLISH

66. The majority of children come into reception with some good experiences of language. Assessments made on entry show that their attainments are a good average, particularly in reading and writing.

67. Inspection shows that a majority of infant pupils are continuing to learn well particularly in Year 1. Since the last inspection the school has maintained average achievements in national assessments in English as a whole when pupils reach the end of Year 2, although achievements in writing were well below average in 1999 assessments. Indications are that seven year old pupils' learning has improved with a corresponding raising of standards in the current year, although there are still weaknesses in writing with too many pupils achieving low average levels.

68. Certainly from these first assessed levels of achievement at the start of school and Year 2, most pupils in the junior education phase should reach average levels at least, by the end of Year 6 when they leave school. However, during the same period, up until 1999, achievements in national assessments of eleven year old pupils in Year 6, showed a variable, but declining trend, to well below national averages, and an unsatisfactory situation.

69. Preliminary figures obtained from the current national assessments 2000, give every indication that pupils' achievements are now improving considerably with an estimated twenty per cent increase in the number of pupils reaching average national levels or above. This improvement is confirmed through the current inspection which shows that standards of literacy are mostly average by the time pupils leave the school, aged eleven. However, clarity and confidence in speaking are not as good as they were at the time of the last inspection and extended writing of creative prose could be better. Achievements in handwriting are good with clear progress noted throughout the school as a result of increased emphasis and current practice.

70. Pupils' skills of reading are solid overall, but with both less able and more able pupils exceeding expectations. Most pupils enjoy reading and have average skills to enable them to find references and undertake research through books. Pupils are given good opportunities to draft their work and to develop an appreciation of poetry and prose, and write their own. They express themselves sensitively in written texts. Presentation of written work is usually neat and careful across the curriculum and school. Information technology is beginning to be used well, although standards in organising and developing text using computers are lower than expected when pupils are eleven.

71. Teaching of literacy is satisfactory but it is good and sometimes very good in the infant classes. An interesting start to lessons either by a well chosen and read text or use of good resources which engage the interest of pupils, are successful ingredients for a lively lesson. In a very well taught lesson in Year 1 pupils were made very sure what they had to do. Pupils are drawn into a game to find rhymes from different combinations of vowel sounds. Good classroom assistance coupled with good use of magnetic letters to guide unsure pupils so that they could achieve success for themselves, made for good learning. Over time pupils have developed a definite joy in words and an appreciation of different authors and poets.

72. Special needs teaching of English is of very good quality and is beneficial in improving reading and writing skills.

73. Teachers are gaining confidence in the framework for teaching literacy but sometimes, the objectives for work are not varied enough to support some pupils' needs.

For example, in a satisfactorily taught poetry appreciation lesson in Year 6 some pupils made too little progress in writing their own poems in the style of Mick Gouar or Jack Prelutsky as guidelines or strategies for tackling this appropriate but tough challenge were too few.

74. The school has emphasised in planning, the development of literacy and pupils' skills in English and drama. Staff have identified the need to extend writing for a broader range of different purposes such as imaginative stories, styles and accuracy. Management of the subject is effectively supporting improvements. Sufficient training for teachers and governors is made available and regular 'booster classes' to extend pupils' learning, are bringing about improvements in knowledge and skills. Local education authority advisors are assisting improvements in pupil performance by providing additional training and guidance for staff. Governors are active in monitoring progress in pupils' achievements. The requirements for the National Curriculum are met.

75. Resources are good enough to teach literacy across the school but with the change in practice of stocking the library with borrowed books, the school library is now deficient in a number of categories at the expense of new fiction books. Research and referencing both through books and computer resources is an area for development.

MATHEMATICS

76. In 1999 national tests for pupils aged 11 the school's standards were well below the national average and very low in comparison with similar schools. During the last four years 1996 - 1999 test results have been variable but overall well below the national average. However, attainment has significantly risen during the last year, but is currently still below average for older pupils. In 1999 tests for seven year olds performance was close, both to the national average and when compared with similar schools. Inspection findings indicate that attainment of pupils currently in Year 2 is average. Standards are beginning to rise since the introduction of National Numeracy Strategy requirements, which has increased teachers' confidence to teach the subject. However, many teachers are still coming to terms with the new strategy and insufficient attention is given to improving mental computation and fact retention as part of numeracy. Some older, more able pupils are not sufficiently challenged and are consequently underachieving. The additional mathematics booster groups withdrawn by the headteacher help special educational need pupils make good progress in their learning in particular.

77. By the end of Key Stage 1 the majority of infant pupils can mentally add and subtract to 20. They competently order numbers to 100 and more able pupils recognise how many tens and units in numbers to 100. Pupils measure length and weight with an acceptable degree of accuracy. Most pupils can identify the properties of two-dimensional and three-dimensional shapes and understand basic symmetry. Their response to mental calculations is improving in quality and speed as a result of mental mathematics sessions at the beginning of lessons.

78. By the end of Key Stage 2, the oldest pupils in the school have extended their knowledge of number, measurement and shape and begun to develop data handling skills. Pupils have a good understanding of shape and symmetry and explore rotational symmetry to create designs of regular shapes. Most pupils can use a range of methods to add, subtract, multiply and divide accurately but many do not know numbers facts by heart. Higher attaining pupils have a good understanding of the relationships between these and check their answers by inverse operations. Lower attaining pupils, however, find difficulty in adding and subtracting two digit numbers mentally. Many pupils have a good understanding of fractions and decimals and work out percentages on squared paper. Most pupils use two figure co-ordinates with confidence, but have not yet extended their knowledge to using three and four figure co-ordinates.

79. The satisfactory quality of teaching has been maintained as in the last inspection. During the inspection no unsatisfactory teaching was seen with some good and occasionally very good lessons. In the best lessons learning is very effective because most pupils listen well and are eager to answer questions. However, when lessons are not well planned or are too long, pupils lose concentration and a small minority of older pupils show immature, silly behaviour at times and become disinterested in activities provided. Sometimes pupils are insufficiently challenged, time is not used effectively, the pace of lessons is too slow and insufficient attention is given to planning appropriate activities for different abilities and age groups.

80. Although the school has begun to identify individual targets for pupils in mathematics, assessment procedures are underdeveloped throughout the school. National test results are not carefully analysed to target individual pupils' learning. Assessment is not used effectively to plan pupils' work, which can lead to inappropriate tasks set for individual pupils, and consequently has a negative effect on their learning. Insufficient attention is given to using and applying mathematics which restricts the learning made by pupils who have little opportunity to apply skills and knowledge to problem solving activities.

81. Numeracy skills are promoted appropriately in curriculum subjects such as science and geography but not enough use is made of information technology to support pupils' learning. However, the requirements of the National Curriculum for mathematics are met.

SCIENCE

82. In 1999 national tests for pupils aged 11, the school's standards were well below the national average and very low in comparison with similar schools. During the last four years 1996 - 1999 inspection findings indicate the subject was neglected and standards significantly declined from well above to well below the national average. However, inspection findings are that the attainment in the current Year 6 has greatly improved from last year but is still below the national average. 1999 teacher assessments for pupils aged seven indicate that the proportion of pupils achieving the expected level was below both the national average and when compared with similar schools. Inspection indicates a rise in standards and that the attainment of pupils currently in Year 2 is average.

83. Experimental and investigative science is not well developed together with physical processes, which have a negative impact on achievements throughout the school. Many older pupils including the more able are not sufficiently challenged in science. However, pupils with special educational needs, who are often well supported by learning support assistants, make satisfactory progress in their learning.

84. By the end of Key Stage 1, the oldest infant pupils know the parts of a plant and what it needs to germinate and grow. They successfully grow their own plants from seeds making good use of the school greenhouse. A minority predict how plants grow under different conditions. As part of a topic on sound pupils know how sounds are made by shaking, hitting and plucking. They can name foods for a special occasion, but many find difficulty and are confused when sorting savoury and sweet foods. Most pupils can list household items that use electricity and a minority can make simple circuits to light a bulb unaided.

85. Junior pupils learn about the factors affecting seed germination. They are able to measure water accurately using a pipette to conduct a fair test on the best conditions for growth. They sort materials into natural and man-made, but few older pupils can explain the meaning of manufactured materials. Most pupils appreciate the difference between physical and chemical changes. They recognise that there are a great variety of living things and understand that different organisms are found in different habitats.

86. The satisfactory quality of teaching has been maintained but some good teaching was seen in both age groups. It is good overall for infant pupils and satisfactory for junior pupils.

The best lessons provide higher levels of challenge for all pupils and a brisk pace to learning. Where this is linked to confident class management and good subject knowledge, learning is at its best. Successful teaching is characterised by good relationships with pupils who are encouraged to evaluate their findings. In less effective lessons time is not used efficiently; teachers give answers rather than allowing pupils to find information themselves. Pupils' attitudes and behaviour are variable when lessons are not well planned with inappropriate tasks to capture their imagination. In such instances older pupils were seen to lose concentration and become disruptive, which has a negative impact on both their learning and that of classmates. Pupils show greater enthusiasm when given the opportunity to design experiments, clearly enjoying practical work and delighting in their discoveries. However, when insufficient attention is given to planning different work to challenge the ability of all pupils, this has an adverse effect on the quality of learning.

87. The subject manager recognises that the school needs to raise the profile of science teaching and provides good guidance to teachers in planning work that builds continuously and progressively on pupils' previous learning. There is too little opportunity to monitor teaching and learning throughout the school. This was identified as a weakness in the previous report as was the lack of appropriate assessment procedures to assist teachers in planning work. Overall the requirements of the National Curriculum are met.

ART

88. Learning is good across the school. Art is valued for itself and as an important, enriching activity. It is used as a link with other subjects, such as geography, history and literature. The subject makes a valuable contribution to pupils' spiritual and cultural development, particularly by encouraging pupils to reflect on others' achievements.

89. By the time pupils have reached the end of Year 2, they have had a good range of experiences of paint, print, clay and fabric work and achievements are satisfactory.

90. Provision for junior pupils is broad and interesting: for example as shown in pencil and crayon patterns. Pupils produce good standards in capturing light and shade through the eyes of well known artists such as Van Gogh or locally, Alan Cotton. Members of the art club rise to imaginative challenges, such as carefully matching parts of the prints of work by Monet before making their own to a high standard. Achievements in painting, use of pastels, and in fine line drawings when pupils leave in Year 6 are satisfactory.

91. Teaching is good particularly where interest and relevance is encouraged, such as reception pupils making lively sketches of the school buildings, or Year 1 pupils exploring the use of coloured chalks to give life and form to pictures of shells. Older pupils make commendable first hand drawings of the local harbour before using these to paint careful summer day impressions. Some samples of pupils' work display an overemphasis in the application of paint and keeping between lines. In some lessons there is a restriction on pupils being able to make for themselves a wider choice with media. However, pupils are motivated sufficiently and make perceptive comments and enjoy talking about their work.

DESIGN AND TECHNOLOGY

92. Due to timetabling arrangements, no teaching takes place of design and technology this term and therefore no judgement can be made on the quality of teaching. There were insufficient samples of work available in the school to make an overall evaluation of standards of achievement in design and technology.

GEOGRAPHY AND HISTORY

93. Curriculum planning meant that only geography was being taught at the time of the inspection. Scrutiny and discussion with pupils show that provision for geography and

history is good throughout both key stages and reception. Some high standards are reached in mapping and knowledge about the locality.

94. By the end of Year 2, pupils have had good experience of a wide range of topics linked to physical and human geography. Their experiences are broad and relevant. They have a secure understanding of weather patterns and local surroundings. Most pupils have a sound awareness of the function of a map and where their village is located. Evidence shows that, by the end of Year 6, pupils have understood clearly the differences between this and an area of India. They recognise with acceptable accuracy the continents of the world and the locations of countries being studied. From line maps pupils are secure in locating physical features, such as hills, valleys, rivers and lakes. A minority have a good appreciation of weathering and erosion. Most have a very good appreciation of conditions which give rise to human settlements and transport systems.

95. Good links are made with other subject areas. The locality is a rich resource for geography and selectively used by the school. In history pupils learn well and are developing a clear sense of chronology. By the end of Year 2, pupils understand clearly that history is concerned with the past. They remember their own past and talk confidently about their own memory compared with that of older people. By the end of Year 6, pupils have used timelines. They have studied machines and inventions of the twentieth century and learnt about ancient civilisations.

96. Little teaching was observable, but it is judged satisfactory overall. The main weakness is the length of time pupils spend in question and answer time without sufficient occasions to practise a skill or further their knowledge for themselves. Otherwise planning is adequate to provide an interesting programme with strengths in the range of local studies and suitable comparisons made. Teachers have a broad and useful knowledge of the nearby environment and the county as a whole, which is put to good use in stimulating pupils' interest in a relevant way.

INFORMATION TECHNOLOGY

97. Information technology is a subject which is showing much improvement currently. Until recently, pupils' skills in the operation and use of computers and allied resources were very much underdeveloped and learning was weak, as in the last inspection. Pupils' achievements are still below national expectations in Year 2 and when pupils leave Year 6, although considerable improvements in learning are being made across the school.

98. New resources have been purchased and a computer suite established. Good planning ensures that pupils receive at least the minimum recommended taught time to use computers. Pupils' capability to explore different letter styles and text enhancement, art and research using the Internet, are improving. Their ability to assemble, interrogate and make good use of the data they have collected to help with mathematics or science is underemphasised, both in curriculum and teachers' planning for these subjects.

99. Expertise of staff is growing and the subject is a focus for development and further in-service training is planned. Notwithstanding this, teachers are increasing their confidence to operate equipment and learn new programs for themselves. There is a good sharing of ideas and knowledge so that good practice is seen in all lessons. However, methods of storing pupils' work and assessing standards are underdeveloped. Curriculum planning is improving based on national guidelines and county advice to extend resources.

MUSIC

100. Pupils make good progress in music including singing. They sing in tune with good rhythm. Due to good piano accompaniment, the duration of notes is correct and endings clearly enunciated. Singing is expressive, with good emphasis on appropriate phrases.

101. The development of rhythm work is of a satisfactory standard. Junior pupils begin together and end a sequence of playing a variety of percussion instruments in time correctly. They recognise the different numbers of beats in a bar, repeat these accurately and sustain a rhythm when playing in groups. Good progress is made in creating a sequence of sounds, using appropriate percussion instruments or keyboards. Pupils successfully use a variety of melodic and percussion instruments to compose. They use these to create mood, adding differing rhythms and sound, and write these down to play again later, using a variety of symbols.

102. The quality of teaching is good. Lessons are well prepared and it is clear that pupils like them. Year 1 pupils gained great enjoyment playing a guess the instrument game. Whole school singing in assemblies is encouraged and improved by regular practice and pupils' efforts are praised well by teachers. Sensitive support ensures that all pupils gain confidence and make steady progress. Lessons provide a good balance of performing together and appreciating the efforts of others.

103. There is a good range of extracurricular provision, such as choir and groups for recorders, as well as a variety of other extracurricular teaching of instruments, including violin, brass and woodwind. Pupils benefit from a broad repertoire of musical activities, including joining a local massed choir and other school based concerts, harvest festival, and Christmas performances.

PHYSICAL EDUCATION

104. Standards of attainment in physical education are similar to those expected throughout the school and have been maintained since the last inspection. High priority is given to the teaching of physical education where more time is set aside than recommended nationally. Pupils in Years 3 and 4 have the opportunity to attend swimming lessons at the sports centre in Exmouth, where most pupils are able to swim at least 25 metres.

105. Infant pupils know the importance of warm up at the beginning of lessons and the necessity to respond to commands for personal safety. In gymnastics, pupils confidently travel along large apparatus and begin to transfer weight to different parts of the body. In games pupils successfully develop and practise skills of catching, passing and throwing a ball using correct techniques. Older infant pupils are able to perform simple country dance steps to music where boys and girls work well together in pairs. Junior pupils increase their skills in developing ball control and using space effectively. Good opportunities are provided to improve their groundstrokes and serving techniques in short tennis, both in class lessons in the playground and by using the adjoining tennis courts through extracurricular activities. Older junior pupils develop jumping skills and techniques and record each other's performance.

106. The quality of teaching is good overall for infant pupils and satisfactory for junior pupils with one unsatisfactory lesson seen during the inspection. In the last report teaching was reported to be good or very good. There is appropriate attention to safety issues in lessons and most teachers manage pupils well. Effective use is made of resources and basic skills are taught well to support pupils' learning. Most pupils participate enthusiastically, work hard and enjoy physical education lessons. Pupils with special educational needs integrate well into lessons and are given appropriate help and encouragement by learning support assistants. Most pupils respond quickly to their teachers' instructions to refine and develop movements and skills. However, a small minority of older pupils showed inappropriate behaviour in a lesson where they were not active enough. Most pupils work effectively together, behave well and encourage each other.

107. Pupils' learning is enhanced by a wide range of well supported extracurricular activities supported by staff and members of the local community. The school has no

subject manager and there is insufficient guidance to help teachers plan lessons to ensure the development of skills and progression, as identified in the previous report. Assessment opportunities are underdeveloped together with the monitoring of teaching, which has a negative impact on pupils' learning.

RELIGIOUS EDUCATION

108. Standards in religious education are lower than those expected in the locally agreed syllabus. Since the last inspection, where standards were reported to be above average, inspection evidence indicates that the subject has been neglected and standards have declined. Below the recommended teaching time is allocated to the teaching of religious education and evidence in planning indicates that not all teachers are consistently following the Devon agreed syllabus. Few religious education lessons took place during the inspection, but evidence is drawn from teachers' planning, a limited amount of pupils' work and displays, together with discussions with staff and pupils.

109. Infant pupils develop an awareness of Christianity and the Old Testament through the stories they hear, such as Jesus in the temple and the story of Samson. They know about Christian festivals and are familiar with the major events. Pupils begin to understand customs and celebrations in world religions such as Divali, the festival of light. They learn about symbols connected with Judaism by handling artefacts. Junior pupils learn of symbols associated with Christianity by visiting the local parish church. At Christmas each class produced an impressive dance, drama and music production based on passages from the Bible for parents. Pupils learn of some of the values of the Hindu and Jewish faiths and appreciate that they worship in temples and synagogues. However, many pupils are confused and have little knowledge of world religions and Christianity. Older pupils have opportunities to examine thoughts and feelings in their lessons and many can offer positive suggestions to improve self esteem.

110. The quality of teaching in the limited number of lessons observed was satisfactory but the quality of learning overall is unsatisfactory. The majority of pupils are interested in the stories they hear and many are eager to contribute their ideas. However, when lessons are not well planned, many pupils lack enthusiasm and fail to maintain their concentration fully. Some teachers lack subject knowledge, lessons have too little religious content and fail to offer appropriate resources to enliven pupils' learning. Insufficient time is allocated to the teaching of religious education, particularly for junior pupils who often have insufficient time to finish their work. Pupils' learning is hindered by not having exercise books to write down their thoughts and record their work. There are too limited planned opportunities across the curriculum to promote spiritual awareness from an early age and insufficient attention is given to making pupils aware of the diversity of cultures including religions within the wider community.

111. The school has identified the priority to review the syllabus but the subject manager has little opportunity to monitor teaching and learning to ensure there is a clearly defined logical approach to developing pupils' skills and knowledge. Assessment procedures, as in the previous inspection, are underdeveloped where there is no ongoing assessment or recording of pupils' attainment other than the annual report to parents.