

# INSPECTION REPORT

## **CHUDLEIGH KNIGHTON CE (C) SCHOOL**

Chudleigh Knighton, Newton Abbot, Devon.

LEA area: Devon

Unique reference number: 113393

Headteacher: Mrs Mary Fossey

Reporting inspector: Mr Michael Allcock  
19834

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

Inspection number: 189654

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:	Church of England (Controlled)
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Chudleigh Knighton Newton Abbot Devon
Postcode:	TQ13 0EU
Telephone number:	01626 852314
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Alan Horn
Date of previous inspection:	7 <sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Michael Allcock	Registered inspector	English History Music Physical Education Religious Education Areas of learning for children under five English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
Mrs Susan Stock	Lay inspector	Equal Opportunities Special Educational Needs	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?
Mrs Jackie Johnson	Team inspector	Mathematics Science Information technology Art Design and technology Geography	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Chudleigh Knighton Church of England (Controlled) Primary School is situated in South Devon, in a village about twelve miles south-west of Exeter. Most pupils come from the village. Some, including most of those who attend the local education authority support centre for the assessment and diagnosis of Key Stage 1 pupils, which is on the site, travel from surrounding towns and villages. There are 119 pupils on roll, which is small in relation to primary schools nationally. Some of the school's accommodation is cramped. There is a small, sloping playground and no school playing field. Building work is at present in progress to address some of these problems.

The school is arranged in five classes. Class 1 houses the support centre, with nine pupils currently on roll. Classes 2 to 5 are mixed ability, mixed age classes. Class 2 has 33 reception and Year 1 pupils. Class 3 is a split Key Stage 1 and 2 class, including seven Year 2 pupils. Classes 4 and 5 comprise the rest of Key Stage 2. There are more boys than girls in the school. Class 5 has 24 boys and only 5 girls on roll. There are 35 pupils with special educational needs in the school, including the nine pupils in the support centre, making 29.4 per cent of the school's roll. This is above the national average. Five pupils have statements of special educational need, one of whom is in the support centre. At 4.2 per cent of the school population, this is well above the national average of 1.5 per cent and the Devon average of 2.0 per cent. There are two pupils from minority ethnic backgrounds. About 2.0 per cent of pupils have English as an additional language, which is higher than in most schools.

Pupils come from a wide variety of backgrounds, though socio-economic circumstances are average overall. 16 per cent of the pupils are eligible for free school meals, which is about average. Not all children have had pre-school educational experience when they start school. Attainment on entry, as measured by the local education authority's baseline assessment procedures, is broadly average.

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

Chudleigh Knighton CE Primary School is a good school. Pupils achieve high standards by the time they are eleven. The staff work very well together. The quality of teaching is never less than satisfactory and is mostly good or better. The school is very well led by the headteacher and governing body. The school has very high unit costs but still manages to achieve good value for money.

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

- Results in end of key stage assessments are above those expected.
- Standards in English are high throughout the school. Key Stage 2 pupils attain good standards in science.
- There is good quality teaching and learning in reception and at both key stages.
- The headteacher and governors provide very good leadership and management.
- The pupils behave well and show good attitudes to their work. Their personal development and relationships are very good.
- There is a broad curriculum, which is extended out of school hours by a very good range of extra-curricular activities.
- Provision for pupils' moral development and social development is very good. Good provision is made for their spiritual and cultural development.
- Very good procedures are in place for child protection and to ensure pupils' welfare.
- The school has very effective links with parents.
- Pupils with special education needs make good progress. Pupils with English as an additional language and gifted and talented pupils make very good progress.

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

- The school has no significant weaknesses.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was last inspected in October 1996. All the key issues identified then have been effectively addressed. The school is now given very clear educational direction by the dedicated headteacher, knowledgeable and supportive governors and hardworking staff. It is very well led and managed. The school improvement plan is a positive tool to allow those responsible for the school's management and parents to assess whether identified priorities have been successfully met. Planning and documenting the curriculum is now a strong feature of the school's work, following good levels of high quality professional development for teachers and support staff. However, co-ordinators are still not sufficiently active in the direct monitoring of teaching and learning. Assessment throughout the school is good. The school uses the results of assessment both to plan strategically for groups and cohorts of pupils and, within classes, to plan what work individuals and groups should attempt next to help them improve.

Trends in pupils' standards in the core subjects are up, to an extent above the national average. Pupils are given regular opportunities to practise key literacy skills widely across the curriculum. Numeracy skills are reinforced well within mathematics lessons and appropriately in other subjects. However, information technology skills are still not used sufficiently widely to support work in other subject areas. Lessons are now of an appropriate length, so that the Programmes of Study of the National Curriculum plus religious education can be effectively taught. Safety hazards have been eliminated, most particularly from the school hall during physical education. However, the size of the hall and playground, and the lack of a playing field, still make it difficult to teach physical education and some other subjects, and to provide a secure outside play area for the under fives. Statutory requirements are now all fulfilled, except that to inform parents of levels of attendance in the annual governors' report to parents and the school's prospectus in percentage form to allow them to compare this performance indicator against national averages. The school has made considerable improvements to its overall cost effectiveness. At the time of its last inspection it gave unsatisfactory value for money. Value for money is now judged to be good. The school is well placed to continue to improve in the light of the hard work it has undertaken in the last three years.

## 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	C	C	A	A
mathematics	B	D	B	B
science	A	C	A	A*

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The information shows that in the 1999 tests, when compared to all schools pupils' standards at the end of Key Stage 1 were well above average in English and science, and above average in mathematics. When compared to schools with a similar intake, pupils' results were very high in science, in the top five per cent of all schools, well above average in English and above average in mathematics. The

trend over time is upward, though the small size of some groups makes it necessary to exercise caution when using statistical information. For example, there are only seven pupils in Year 2: insufficient for valid comparisons. The school has set extremely challenging targets and, given the 1999 results, is well on the way to achieving them.

Inspection findings conclude that the majority of under fives in Class 1 achieve above beyond what is expected for their age in language and literacy. Their attainments in the other five desirable learning outcomes are at the expected level. At the age of seven, standards are above in English in speaking and listening, reading and writing. Attainment in mathematics and information technology is in line with expectations. By the time they leave the school, at the age of eleven, pupils continue to attain standards above those expected nationally in English, in all strands of the subject, which they use well in work across the curriculum and in science. Standards in mathematics and information technology are in line with national expectations.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils' attitudes to their work are positive. They are eager to learn, responsive and responsible.
Behaviour, in and out of classrooms	Good. Pupils behave well in classrooms and around the school. They show respect for each other and adults. They clearly know the difference between right and wrong and act accordingly most of the time.
Personal development and relationships	Very good. Teachers make very effective provision for pupils' personal development. They know them very well. Relationships are very constructive between pupils and between staff and pupils.
Attendance	Satisfactory. Lessons start promptly, so that little time is wasted.

### **TEACHING AND LEARNING**

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

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

Overall, teaching in the school is good. In almost 70 per cent of lessons seen, the teaching was good, very good or excellent. The rest was satisfactory. Examples of very good and excellent teaching were observed at both key stages. The quality of teaching is much improved since the last inspection.

The quality of teaching in English is good throughout the school, effectively promoting pupils' key literacy skills. Mathematics is well taught in reception, in both the support centre and Class 2. Teaching of mathematics varies more at Key Stages 1 and 2 but is good overall. Numeracy skills are appropriately taught. Science is well taught at Key Stage 2. Information technology is taught by teachers in Key Stage 1 and by a trained member of the support staff at Key Stage 2. Insufficient evidence was seen of direct teaching by teachers to form a judgement on standards. Teaching of religious education, including personal and social education, is good throughout the school.

The high level of teaching rated as ranging between good, very good and excellent supports pupils' learning effectively and ensures that they make good progress overall. Teachers capture the pupils'

interest and maintain it in well-managed lessons, with a potent mix of lively presentation, good knowledge and clear enjoyment of the subject and challenging activities to inspire the same love of the subjects in their pupils. Pupils respond well, show interest and maintain concentration over long periods. Older pupils are developing useful investigative and research skills. However, pupils throughout the school are not given sufficient opportunity to use and refine skills they have acquired in information technology.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The school offers all its pupils very good access to a curriculum where all subjects are given due weight. Extra-curricular provision is very good for a small school. It is varied and well supported by pupils and parents, some of whom help with activities themselves.
Provision for pupils with special educational needs	Good. Pupils in the support centre and in the mainstream classes are well supported, so that they learn well and make good progress. The school makes special provision for those pupils who are gifted and talented. They make very good progress.
Provision for pupils with English as an additional language	The needs of pupils with English as an additional language are well met within the classroom. They learn well and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is very good provision for pupils' moral and social development.
How well the school cares for its pupils	Good overall. Very good procedures are in place for child protection and to ensure pupils' welfare. Good procedures to monitor academic performance and personal development and to provide educational and personal support and guidance to pupils. Procedures to monitor attendance are unsatisfactory.

The school has very positive links with parents. Several parents work as volunteer helpers within the school, supporting pupils' learning and the progress they make within subjects. Others run or help with extra-curricular activities. All parents contribute effectively to pupils' learning at home.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Very strong leadership by the headteacher gives clear messages to all in the school's community. The management role of other teachers in monitoring lessons to further improve teaching and learning is underdeveloped.
How well the governors fulfil their responsibilities	Very good. Very effective in their monitoring role. The chair of the governing body and senior governors who chair sub-committees are critical partners in the school's recent development and improvement.
The school's evaluation of its performance	Good. Performance data on pupils' standards and other indices are well used. Clear aims, priorities and targets identified and set.
The strategic use of resources	Good. Budget well managed. Financial planning and control effective.

There are good levels of teaching and support staff, with considerable experience, mostly in this school. The internal accommodation is cramped in some classrooms for the large numbers learning there, especially in Class 2. The library, hall and playground are too small. There is no school field. Learning resources are sufficient and accessible, with strengths in English. However, there is insufficient large outside play equipment, including wheeled toys, for the under fives.

The headteacher and chair of governors are very effective in their roles. In partnership with staff and the governing body they have addressed and redressed serious weaknesses in leadership and management and in other key areas of the school's activity. The school is now successful and has achieved very good improvement since its last inspection. There is no deputy headteacher. However, the staff work very well as a team so that parts of that pivotal role have been taken on by members of the teaching staff, some of whom work part-time, with commitment and enthusiasm.

Senior teachers and chairs of sub-committees are all conscious of the need to review and evaluate the effects of spending decisions. The governing body finance sub-committee uses the principles of best value in its management of resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• There is high quality teaching.</li> <li>• Pupils behave well in and out of school.</li> <li>• Their children are happy at school.</li> <li>• Pupils make steady progress.</li> <li>• Teachers are welcoming and approachable. Complaints are handled well.</li> <li>• Staff have high expectations of effort and standards.</li> <li>• There is a very close partnership between parents and staff.</li> <li>• The school is effectively led and managed.</li> <li>• There is a wide range of activities outside lessons.</li> <li>• Pupils with special educational needs, and their parents, are well supported.</li> <li>• The support centre helps pupils to be more aware of and value those children who need more care than they do.</li> </ul>	<ul style="list-style-type: none"> <li>• Too little or too much homework is given. There is not enough guidance to parents about how much time it should take or how much help they should give.</li> <li>• There is still no playing field, which was a problem at the time of the last inspection.</li> <li>• There are too many children in Class 2, with the second reception intake pushing numbers well over thirty.</li> <li>• Some parents do not feel that they receive adequate information about the progress their children are making.</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• The high level and quality of performances put on.</li></ul> |  |
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Inspectors' judgements support all the parents' positive views. Appropriate homework is set for the pupils; increasing as they move through the school. The large number of supply teachers the school has needed to cover a long-term absence may have caused some inconsistency in setting and marking homework. A school policy is planned. The lack of a playing field is a major drawback towards the effective delivery of the Programmes of Study for physical education and other curriculum areas. Inspectors have brought it to the attention of the local education authority once again. The reception/Year 1 class now has 33 pupils on roll. However, there is a full-time experienced learning support assistant, as well as the class teacher, working with these pupils. Nonetheless, the pupils have to move into the corridor for some activities, blocking access to the administrative assistant's office and to Class 3. It is a very large class to teach, with some quite immature four year olds in its number. Inspectors agree that parents need more information on pupils' standards in subjects, expressed against national levels of expectation.

## **PART B: COMMENTARY**

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

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

1. The school has greatly improved standards in English, mathematics and science, the subjects assessed at the end of Key Stages 1 and 2, and in information technology since it was last inspected. Standards in religious education and most foundation subjects, where judgements were made, have largely been maintained. By the end of both key stages, pupils achieve good standards when compared to their prior attainment, showing good progress. This has been the result of whole institutional planning, a strong commitment to professional development and the close involvement of all in the school's community to improvement. This is exemplified by the challenging targets for end of Key Stage 2 the school has set for the next three years, to enable further progress to be made.
2. Children under five enter the school into the reception and Year 1 class with broadly average levels of attainment, as measured on the local education authority's baseline assessment. Children under five entering the support centre for assessment and diagnostic provision have a range of specific special needs, so that their prior attainment is below or well below that seen across the whole population. All children under five, some of whom have had little or no pre-school educational provision, make good progress. They broaden and consolidate their skills and knowledge in all the desirable learning outcomes. By the time they are five, the reception children's attainments are above those expected in language and literacy and in line with those expected in the other five areas of learning.
3. When compared with national figures, the percentage of pupils attaining the expected Level 2 in the 1999 Key Stage 1 National Curriculum assessments was above the national average in reading and writing and close to the national average in mathematics. The percentage attaining the higher Level 3 was well above the national average in writing, above in reading and in line with the national average in mathematics. Overall, both in comparison to all schools and those with similar intakes, the pupils' attainments are above the national average in reading, writing and mathematics. Teachers' assessments in science indicate that the percentage of pupils reaching the expected Level 2 was above the national average, while the percentage reaching the higher Level 3 was in line with the national average. The school's results fluctuate year on year, as is often seen where small numbers of pupils take the tests. However, the trend over the last four years has been upward in all subjects tested.
4. By the time the pupils leave the school at the end of Key Stage 2, the results of the 1999 national tests show that the percentage reaching the expected Level 4 was very high in comparison with the national average in English and science, and well above the national average in mathematics. The percentage attaining the higher Level 5 was well above the national average in English and science but below in mathematics. Teacher assessments showed poor correlation with these outstanding test results, which left the school second in the Devon 'league table'. Overall, in comparison to all schools, the pupils' results are well above the national average in English and science and above in mathematics. In comparison to similar schools, the pupils' results are very high, and in the top five per cent in science, well above the national average in English and above in mathematics. The trend over time is one of improvement, most marked in the last year. The school has worked successfully to improve boys' results, so that by last year they, as well as girls, exceeded the average for their age group over a four year period. There are no significant differences in the progress made by boys and girls.

5. The Year 2 group is very small, only 7 pupils in all, too small to be statistically significant. Therefore, caution must be exercised when making judgements about standards. Inspection evidence shows that by the end of Key Stage 1, the attainments of pupils are above national expectations in English in speaking and listening, reading and writing, and religious education. Their attainments in mathematics, science and information technology are at the expected level.
6. By the end of Key Stage 2, pupils continue to attain standards that are above those expected nationally in English and science. Their attainments in mathematics, information technology and religious education are in line with those seen nationally. Standards in literacy are good, particularly in reading. These, and writing skills are regularly developed and reinforced in other subjects across the curriculum, for instance in history, geography and science. The library is well used to support literacy and pupils are encouraged to become independent learners by the research tasks they undertake there. An example of this happened in Class 5, when pupils supported work on Judaism in religious education, investigating the Jewish festival Yom Kippur. Standards in numeracy are satisfactory. In most classes computational and mental arithmetic skills are sound. Opportunities to develop numeracy skills further are used in other lessons across the curriculum, for instance in science and geography.
7. Standards in English are good. Pupils in reception and Key Stage 1 talk to good purpose in small groups and in whole class discussions. Most know the conventions and only the most immature or those who seek attention ignore them by calling out, interrupting or failing to take turns. They listen carefully to their teachers and each other most of the time. They enjoy, respect and know how to use books, happily sharing books or reading with adults. Many are fluent readers. Writing tasks support work within literacy hours and widely across the curriculum. Most pupils quickly achieve a consistent letter formation but a secure cursive style is more elusive. Even older pupils, at Key Stage 2, occasionally revert to printing when their attention is diverted by the written task they are engaged upon in work across the whole curriculum. However, content is not so readily abandoned and the majority of Key Stage 2 pupils write convincingly for many purposes in most subjects. Their reading also supports their work widely, as they become increasingly independent. Their confidence as speakers and skill as listeners means much of that discovered from reading can be effectively shared in well planned oral sessions.
8. Standards in mathematics are at the expected level. By the end of Key Stage 1, pupils use appropriate mathematical language, work confidently with numbers to ten, in questions involving larger numbers, and have a growing awareness of fractions and shapes. By the end of Year 6, pupils appropriately use the four operations in their work on number, including in problem solving tasks. They accurately identify the properties of plane shapes and solids. Numeracy skills are soundly supported in work across the curriculum.
9. Standards in science are above those expected. Pupils at Key Stage 1 build up a sound body of knowledge across the range of attainment targets and by the end of the key stage are beginning to recognise the importance of fair testing in investigation work. At Key Stage 2, pupils continue to show a real curiosity and interest in the subject and become more proficient in hypothesis setting and in the recording of their experimental results. By the end of the key stage, standards are above the national expectation.
10. Standards in information technology are in line with national expectations. Year 2 pupils understand that they can give instructions using the mouse and keyboard. They use text and graphics to communicate their ideas. Year 6 pupils have a range of skills, often depending on the availability of a computer at home. Overall standards are at the expected level and pupils

have access to all the National Curriculum Programmes of Study. However, the range of software they use is limited and they do not have sufficient time using computers to support work widely across the curriculum.

11. The pupils' attainments in religious education exceed the expectations of the locally agreed syllabus at the end of Key Stage 1. Insufficient evidence was gained to judge standards at the end of Key Stage 2. Pupils show an increasing awareness of the main beliefs and festivals of Christianity, and are becoming familiar with the Christian church, through lessons, including those taken by their vicar and by regular visits to the parish church. A basic knowledge of other major world religions is developing, as pupils move through the school. The pupils explore profound feelings, for example of pride and guilt, as in Class 4 little books made by the pupils. Lessons are carefully planned, well resourced and appropriately linked to collective worship and assembly themes to further reinforce understanding.
12. The pupils with special educational needs in the support centre and the rest of the school make good progress towards targets outlined on their individual education plans. Targets are specific, with steady, achievable steps identified to ensure success. Pupils are well supported in activities that are closely matched to their needs. Good assessment procedures ensure that the needs of these pupils are identified at an early stage. Pupils receive good support and the teachers' high expectations contribute to their good progress. Pupils in the support centre receive good support through the class teacher's good knowledge and understanding, and make good progress. There are only two pupils with English as an additional language, who make very good progress. Those who are gifted and talented are well supported, both by well-matched tasks within lessons and through the extra provision the school makes for their specific needs. They make very good progress.

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

13. The school has maintained the pupils' good attitudes, good behaviour and very good relationships, which permeate the school community as reported at the time of the previous inspection.
14. The pupils respond positively to their lessons, they enjoy their work and try hard to succeed. The pupils are enthusiastic learners who are capable of working with sustained concentration. They are well organised and work together in groups or pairs in a mature and purposeful way. The pupils in the support centre also try hard with the work they are given to do and show real pleasure when they discover something new or complete a task.
15. The pupils behave well in lessons and around the school. This view is strongly supported by the parents. Only very occasionally does the behaviour of some boys in Key Stage 2 become too noisy and unsettled, which detracts from the learning of the other pupils in the class. In lessons, pupils behave well because they are excited by the good teaching and are well managed by their teachers. At lunchtimes and break times, the pupils mix well together and enjoy each other's company and are sensitive to each other's needs. They are friendly and polite and enjoy talking about their work and interests. They take a pride in their school and are keen to convey this whenever the opportunity arises. There has been one fixed period exclusion in the previous school year, which is in line with national averages.
16. There are very good relationships throughout the school, between the pupils and the adults, and pupils. A good example of this is the way in which the pupils in the top class, where boys are in the overwhelming majority, are successful in creating a happy atmosphere, which enables pupils to work sensibly together. Pupils are supportive of each other and spontaneously

celebrate each other's achievements and special events. This was particularly evident during the weekly celebration assembly when pupils and staff thoroughly enjoyed themselves, creating a real sense of a family school community. In lessons, pupils co-operate well and share resources appropriately. Pupils willingly take on responsibility, for example, operating the overhead projector and music tapes for assembly. At the time of the previous inspection, a weakness was the lack of initiative shown by pupils in their lessons. However in the current inspection, it was noted that pupils were able to work unsupervised during the lessons and used their initiative well to further their own learning.

17. Attendance is satisfactory. Both the attendance rate and the rate of unauthorised absence at the school are broadly in line with national averages. The vast majority of pupils come to school and lessons on time, which ensures a prompt start to the school day.

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

18. The quality of teaching is good. In all lessons observed teaching was at least satisfactory, with almost 70 per cent good or better. It was excellent or very good in over 15 per cent of lessons. This represents a significant improvement since the last inspection, when a substantial minority of lessons were judged unsatisfactory.
19. For children under five in the mixed age reception and Year 1 class and the support centre, teaching is good overall. Adults working in these two classes work very well together. Staff display good understanding of the diverse needs of these young children and provide an appropriate curriculum to match them. Pupils are sensitively but firmly managed, with teachers having high expectations of both behaviour and effort.
20. At Key Stage 1, the quality of teaching is good overall, with the core subjects of English, mathematics, science and religious education all being well taught. Very good teaching was seen in mathematics and dance, within physical education. The teachers have secure knowledge of the National Curriculum Programmes of Study and the requirements of the National Literacy and Numeracy Strategies. Planning is closely referenced to them. Questioning is well used to assess pupils' levels of understanding and to develop it further.
21. The quality of teaching at Key Stage 2, in Class 3, the split Key Stage 1 and 2 class, and in the mixed age Classes 4 and 5 is good overall. All three classes have pupils from at least two year groups. Two teachers, sharing the teaching for various proportions of full-time, teach in each of these classes. They keep very closely in touch, so that the curriculum overlaps and pupils do not miss important skills and key areas of knowledge. Teachers use a very good range of strategies to challenge and motivate pupils. Relationships are very good, allowing a relaxed management style. Very good or better teaching was seen in English, music and personal and social education. The core subjects of English, mathematics, science and religious education are all well taught. A member of the support staff, under the teachers' direction, effectively teaches information technology. Insufficient time is currently devoted to the subject to ensure the acquisition of more than adequate skills.
22. The high quality of teaching effectively supports pupils' learning throughout the school, so that pupils acquire skills readily and apply them in their work productively, especially at Key Stage 2. Pupils show interest in their lessons, sustain concentration and work at an increasingly independent level. Older pupils are effectively engaged in the learning process by teachers and closely involved in class work involving problem solving and research and in setting their own targets for improvement.

23. The quality of teaching for pupils with special educational needs is good, particularly for under fives and Key Stage 1 pupils in the support centre, and also generally around the school. Pupils with special needs are well supported by a good number of well trained staff, who work closely and effectively with class teachers, ensuring that pupils acquire new skills and meet key targets on their individual education plans at a good rate, showing good progress. Pupils are challenged by the high expectations of the class teachers, and well supported by the classroom assistants. A particular strength of the teaching in the support centre is the way in which the class teacher demands her pupils' attention through purposeful teaching and good pupil management. In the main school, pupils receive good support, particularly in literacy and numeracy, through well-matched work and good use of information technology. The use of resources to support learning is good. The small number of pupils with English as an additional language are well supported and make very good progress.
24. Teachers throughout the school display good knowledge and understanding of the subjects they teach. Lessons have clear objectives, effectively shared with pupils, often listed on whiteboards or flipcharts to ensure that pupils focus on them and to enable effective review during the final session of lessons. Planning is in sufficient detail to ensure tasks are matched to pupils' needs and to facilitate smoothness of organisation and classroom management. Teachers have uniformly high expectations of their pupils, in terms of good behaviour, work rate and high standards. Tasks are varied and motivational, especially at Key Stage 2. Teachers use a good mix of direct exposition, question and answer and purposeful activities to challenge pupils.
25. Pupils are well managed. Teachers know their pupils very well, so that discipline seldom needs to be overt or oppressive and lesson pace is not interrupted by regular stoppages. Effective strategies are in place to manage pupils' behaviour. Praise and the positive reinforcement of appropriate responses are strong features in most lessons. Support staff are well briefed and effectively deployed, so that time is not wasted, even during the necessarily extended introductions to some literacy and numeracy lessons. There is a strong sense of partnership between learning support staff and teachers. Learning resources are effectively used and teachers augment the school's by bringing in, or producing, many of their own. Worksheets, criticised in the last report, are now more relevant, customised by teachers to be specific to the task intended and well matched to the pupils' needs. Teachers use probing questions to assess and extend pupils' understanding. In the good and better lessons, teachers ask additional questions to challenge the most able and extend their capacity to think analytically and to talk persuasively. Marking is well used to support pupils' learning. It includes positive comments but is sufficiently diagnostic to help pupils improve. An additional feature in literacy lessons is the small scale, ongoing target setting, which has had a clear impact on pupils' progress.
26. Teachers set and mark appropriate homework in all classes. It supports work in several subjects, concentrating on numeracy and literacy for the younger pupils. Most parents are satisfied with the levels set but some would appreciate more guidance about the amount of support they should give, for example by the provision of a clear policy document. The basic skills are well taught in the school. The school has implemented both the National Literacy and Numeracy Strategies effectively, with some particularly productive teaching of literacy seen.

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

27. The curriculum provision is good. It is now broad and balanced and prepares pupils well for the next stage of their education. The provision has improved since the last inspection. Subject policies and schemes of work are in place for all subjects except art, and this is in draft form.

National Curriculum requirements are met. The literacy and numeracy strategies are well established and good provision is made within these subjects and science for pupils of all abilities. In information technology and the foundation subjects, work is not always as well matched to individual pupils' needs, but less able pupils are well supported by teachers and classroom assistants and are able to access the work set. The use of information technology to support learning in other areas of the curriculum is limited. The school is aware of this and has addressed it in the subject development plan. Design and technology in Key Stage 2 is provided on two days each term. This makes good use of the time allocated for the subject and allows challenging activities to be followed through by the pupils. The time allocation for physical education has been increased since the last inspection and the school now allocates time to subjects as recommended by local authority guidelines.

28. The provision for pupils with special educational needs and for able and talented pupils is good. Pupils with special educational needs are not only well supported by teachers but also by classroom assistants, who are present at most lessons. The school ensures that able pupils are challenged. For example, one Year 4 pupil works with Years 5 and 6. Extension activities are also provided, in addition to class placement and well matched tasks. The school has responded well to the situation of having a Year 5 and 6 class of almost all boys and has adjusted the curriculum in some areas, for example geography, in order to respond more effectively to the pupils' needs.
29. The provision for personal, social and health education is good. There is as yet no detailed scheme of work but a structure is provided to ensure some equality of provision, while also allowing class teachers to respond to the needs of the class. The school has a strong awareness of child safety issues and has very effectively promoted child protection with pupils, parents and governors, as well as the staff of the school.
30. The curriculum is well supported by links with the local community and relevant visits also support the provision, for example, the local church and claypits, Buckfast Abbey, Exeter and a residential course at Osmington Bay. A good variety of visitors share their expertise and effectively support learning in some subject areas. This includes the local Member of Parliament, a Jewish leader, a representative of 'War Child', an African drummer and theatre storytellers. There is a very good range of extra curricular activities, which are well attended by the pupils. These provide for a range of interests and include football, netball, recorders, art, mathematics games, choir, gardening and drama.
31. The provision for the pupils' spiritual, moral, social and cultural development is good overall. The provision for pupils' spiritual development is good. Pupils sensitively explore values and beliefs through carefully planned assembly themes, which include worship and reflection. They are given regular opportunities to reflect on such themes as friendship and sharing. In religious education and personal and social education lessons, complex issues are explored relating to temptation or loss. This was seen in Class 3 work relating the sorts of temptations children need to resist to Christ's temptations in the wilderness, part of a unit of work prior to Lent. In religious education, the beliefs and customs of Christianity and other major world religions are explored. Music is well used in assembly to set the scene, aid reflection and for its spiritual dimension. Art is effectively used in lessons and displays to achieve a similarly moving effect. Opportunities for spiritual development and reflection are also seen in other subjects, for instance in music, dance and drama. Close links with and visits to the local church, and the regular involvement of the vicar within the curriculum in religious education lessons and by taking an assembly each week, usefully promote pupils' spiritual development and adds a moral component.

32. Provision for the pupils' moral development is very good. Pupils develop an awareness of the differences between right and wrong from an early age. There is a clear, positive behaviour policy providing useful guidelines to staff, implemented consistently to support pupils. Relationships are very good. Staff set good examples to pupils, value them and each other. They take time to explain why certain behaviours are unacceptable and reinforce appropriate behaviour and attitudes both in class and in Friday's celebration assembly. Classroom rules are prominently displayed and the rewards system regularly employed. Praise is well used throughout the school. Moral development is very effectively promoted within the curriculum in personal and social education, where such units of work as equality, drugs and keeping safe are helpfully taught. This gives pupils regular opportunities to discuss moral issues and to develop constructive attitudes and values.
33. Provision for the pupils' social development is very good. From reception, pupils are taught to share, help one another and to show consideration for others. They are expected to be polite to fellow pupils and adults. In class, pupils are encouraged to work together co-operatively in a variety of different groupings, as in English and geography activities, music and lunchtime games in the playground, where upper Key Stage 2 boys welcome Key Stage 1 boys from the support centre into their football teams. The school encourages all pupils to take part in, and responsibility for, the daily routines of school life, such as delivering class registers to the office and tidying up after practical activities. Older pupils are given additional tasks, such as helping younger pupils in Class 2, preparing the hall for assembly and helping lead the session by working the overhead projector and announcing and playing introductory music. The headteacher has worked very hard to develop appropriate responses from boys to girls, and vice versa, in a school where boys significantly outnumber girls, especially in Class 5. This work is part of the school's effective personal and social education programme, which includes such areas as gender and me and my relationships. Extra-curricular activities, sporting links with other schools and visits, including residential courses, make a very positive contribution to pupils' social development.
34. Provision for the pupils' cultural development is good. The pupils learn about their own culture, their British, English and distinctly Devonian and Dartmoor traditions, as well as the richness and diversity of other cultures. In English, Class 5 pupils explore Romantic poetry in work by Keats, Shelley and Wordsworth. Stories from around the world are well used in English, religious education, history and geography. Art from many cultures, both European and worldwide is displayed, as are pupils' responses to it. The recent Chinese New Year has been very well celebrated, especially in Key Stage 2. Displays, for example one prominently posted in the hall celebrating the successes of great black sportsmen and women, give positive messages to pupils. In assemblies, the life and contribution to the whole world of men like Martin Luther King and Nelson Mandela are celebrated. In religious education, Hinduism and Judaism are studied, effectively promoting the pupils' cultural development through a greater awareness of the belief and traditions of other major world faiths. Extra-curricular cultural activities include choir and drama, with the school having a considerable local reputation for its regular, ambitious productions. This represents very good improvement since the last inspection when cultural development, especially in celebrating other cultures, was unsatisfactory. Good progress has also been made in the provision for spiritual, moral and social development.
35. Provision and planning for pupils with special educational needs are good, and make a positive impact on their progress. The school's implementation of the Code of Practice, ensures that pupils on the special needs register have appropriate provision to help them make progress, and equal access to the curriculum.

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

36. The school has maintained the good levels of care and support as reported at the time of the previous inspection.
37. The school has very good procedures for child protection and for ensuring pupils' welfare. It is led by a very caring headteacher, who is well aware of the need to ensure the pupils' well being and safety. The headteacher is the child protection liaison officer and has recently updated her training. In order to ensure that staff and pupils are aware of pertinent issues, the school has taken part in a whole school project to raise awareness and contribute to the pupils' personal development. The school works closely with outside agencies, to the particular benefit of the pupils in the support centre, where the sensitive approach by the class teacher and classroom assistant contributes very well to ensuring that the pupils' needs are fully met.
38. The governing body is appropriately involved in the monitoring of health and safety in the school, and attends scrupulously to any issues raised. Day to day care of the pupils is good and there are suitable procedures in place to ensure their well being. However, the school is less successful in monitoring the movements of pupils during the school day and needs to have a more formal system in place.
39. The school monitors and promotes pupils' good behaviour well. There is a whole school approach, which is applied consistently. Pupils know and respect the school code of conduct and classroom rules. The emphasis on whole class good behaviour, which gains rewards for all the pupils, makes a very good contribution to their personal development and builds a real sense of community. Pupils are very supportive of each other. All the adults in the school encourage this. Good classroom management and good teaching make a positive contribution to the pupils' good behaviour. In the support centre, the teacher's high expectations of her pupils' behaviour, concentration and effort make a very good contribution to their learning and personal development.
40. The teachers know their pupils well. The very good relationships throughout the school make a very good contribution to the support and guidance that pupils receive. The school has worked hard to improve its assessment procedures since the previous inspection and there is now in place an on-going system of assessment, which is particularly strong in the core subjects of English, mathematics and science. The school makes use of data analysis of test and task results to inform future planning. All the pupils have a 'once a month' book which contains annotated pieces of work, which together with external moderated assessed work are used well to set targets for improvement.
41. The school is beginning to develop individual target setting and to develop assessment procedures for other curriculum areas, although there is already good practice in history and physical education. Day to day assessment is used well by teachers when pupils and teachers come together at the end of lessons to discuss what the pupils have learnt. This is a strength of the teaching. Also the teachers' classroom notes show a good knowledge and understanding of their pupils' needs and are a useful tool to support the pupils' progress and personal development.
42. The arrangements for the assessment and identification of the pupils with special educational needs are good, and are being implemented in accordance with the Code of Practice. Pupils with special educational needs in the main school have clear, well focused targets in their individual education plans, which enable them to make consistently good progress. Equally, pupils with statements of special educational needs are well supported and well monitored to

ensure that the provision they receive is appropriate and enables them to make good progress, particularly in literacy and numeracy. In the support centre, the pupils have more complex needs and these are reflected in their more wide ranging individual education plans. The class teacher works hard to ensure that the provision they receive is well matched to their needs and uses classroom assessment well to look for progress. The headteacher and special needs co-ordinator work well together to enable pupils with special educational needs throughout the school to make good progress. At present, there is no planned programme of integration into the main school, which would prepare the pupils in the support centre better for re-entry into mainstream education.

43. Procedures for monitoring and improving attendance are unsatisfactory. Teachers do not reliably mark and return registers each session to enable the monitoring of absences. The school's attendance data is not easily accessed to compare absence term by term and year by year. Over the last two years, attendance data on the software the school uses has been proved to be incorrect.

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

44. Parents have very positive views about the school. In particular, they believe their children make good progress; behaviour is good; staff are approachable; the school encourages their children to achieve his or her best, and that they are welcomed and valued as partners. The inspection corroborated the parents' views in these areas. This is a continuation of the good practice as reported following the previous inspection.
45. The very good relationships, which pervade the school, are established with its parents when the pupils first enter the school, through good induction procedures, and built upon as pupils move up through the school. The home/school agreement emphasises the partnership between parents and the school and highlights the need for a mutually supportive relationship.
46. All the adults in the school are approachable and very supportive of their pupils and their families. Parents have responded to the school's commitment to them and their children by helping regularly in classrooms, with extra-curricular activities, improving resources and raising large sums of money through the parents, teachers, friends association.
47. Parents receive satisfactory information overall from the school through the school prospectus and annual report of the governing body. However, neither document fully meets statutory requirements, in that absence rates are not reported in percentage terms to enable parents to easily see how the school is performing, using these indicators. Parents are reminded of their responsibilities with regard to absences and punctuality. Termly topic letters are good and seek to involve parents with their children's learning. The school has responded thoughtfully to how best to involve parents in the work of the school, and has recently established family evenings which focus on one curriculum area, when parents and children visit the school informally, to view their children's work and meet the class teachers. Parents have formal meetings once a year to discuss their children's annual reports, although the school is always willing to meet parents at their request. Regular homework contributes positively to parents' involvement.
48. The pupils' annual reports are satisfactory overall. Helpful targets for improvement are set, and pupils have the opportunity to comment, which is good. However, reports are not clear enough about how well the pupils are learning compared to national averages, how they might improve, and how parents might contribute to that improvement.

49. Parents of pupils with special educational needs in the main school and in the support centre, have good supportive relationships with the school. This is a particular strength of the support centre. All have the opportunity to attend termly meetings, and receive a copy of their children's review targets. The support centre teacher and the head teacher work hard to ensure that parents of pupils with special educational needs are fully informed of their children's progress.

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

50. Overall, the leadership and management of the school are very good. It has significantly improved since the last inspection. The majority of the issues raised at the last inspection have been effectively addressed. The headteacher and the governing body work in close liaison to produce the school's development plan. This is now an effective and appropriate working document, ensuring that the school's clear priorities are identified, dealt with efficiently and fully evaluated. The curriculum now fulfils the requirements of the National Curriculum and religious education complies with the agreed syllabus. The literacy and numeracy strategies have been firmly established. Provision for information technology, design and technology and physical education have all been improved, and overall the curriculum of the school is good. There are sound subject policies and well-detailed schemes of work for all subjects except art, and this is in draft form. They ensure that skills, knowledge and understanding are consistently developed throughout the school. Opportunities for pupils to practise key skills of reading, number and information technology have all been improved since the last inspection. These are good for reading and number and satisfactory for information technology.
51. The headteacher and the curriculum sub-committee are stringent monitors of the curriculum. This is done effectively by the monitoring and response to planning, work sampling, regular monitoring of the delivery of the curriculum and the evaluation of assessments, particularly in the core subjects of English and mathematics. The length of lessons has been adjusted and is now appropriate for the effective delivery of the curriculum. Responsibility for the co-ordination of subjects has been successfully delegated to class teachers. However, the role of the co-ordinator has not yet been developed to include the monitoring of teaching and learning and the support of colleagues in the classroom. Assessment procedures are now good in English, science and mathematics and satisfactory in the other subjects, although the school has identified this as an area, which it wants to develop further in order to make assessment in all subjects good. The safety hazards, which were identified in the last report, have been dealt with and all but two of the statutory requirements are fulfilled. The governors' report to parents and the school prospectus do not report pupils' attendance in percentage terms, so that parents can compare the school with national averages.
52. The headteacher ensures that the school has a very clear educational direction and her enthusiasm and hard work, together with her commitment to teamwork, has enabled the school move forward very positively since the last inspection. There is an emphasis on high standards within a very caring and secure environment, where all are valued, pupils and staff, as are their contributions to the whole life of the school. The school has already embarked on an effective self-evaluation process.
53. There is no deputy headteacher, and this places an additional burden on the head teacher. However, the school made this decision in order to increase the number of classroom assistants in the school and this has proved to have a positive effect on teaching and learning. Senior teachers have accepted additional responsibilities to assist in the management of the school, for example in the absence of the headteacher. Subject co-ordinators work effectively within the

confines of their delegated roles. Equality of opportunity is promoted and pupils with special educational needs in the main school and in the support centre are well supported.

54. The governing body is very effective in the support of the school and its aims. They have a clear view of the school's strengths and weaknesses, are fully involved in school planning and regularly check progress of this. They are true critical friends of the school. Sub-committees and individual governors monitor developments within their particular range of responsibilities very well. The curriculum sub-committee is involved in target setting, for example, and the mathematics link governor is involved in pupil work sampling. The monitoring by the school and the governing body is good and has resulted in analysis of, and effective response to, gender issues, related in particular to Year 6 pupils, presentation of pupils' work, marking policy and security issues.
55. The appraisal process is very good. All teachers and classroom assistants are included in the formal procedure, and class teachers are also invited to take part in an informal interview each term. Professional development of staff is good, reflecting the needs of the school and, as far as possible the needs of the individual; classroom assistants have been on a music course, for example.
56. Staffing levels for the school are good. Teachers are suitably qualified and their expertise is enhanced through a series of well chosen training courses, which match the needs of the school development plan. An effective appraisal system is in place for both the teaching and non-teaching staff. This, together with regular informal discussions between the headteacher and her staff, ensures that the needs of the school and the individual are well catered for. Although there is a comparatively high number of part-time teaching staff, a good feature of the school's provision is the stability of the staff which has enabled the development of strong working relationships, which contributes to the good quality teaching. The school's decision to focus on providing a good level of classroom assistants is justified by the inspection, which found them to be well deployed, providing good support for the pupils through a close working partnership with the class teachers.
57. Resources are satisfactory overall. In English resources are good, providing up to date texts of good quality. Resources for special educational needs are good, particularly in the support centre, where pupils have access to plentiful good quality resources, including information technology. There are good local artefacts, which support the teaching of history. Displays of resources around the school are often of good quality, for example, in celebration of the Chinese New Year, a local study of Buckfast and Exeter, which together with examples of the pupils' work, have created in the majority of classrooms a stimulating working environment. Displays of pupils' work are well used in the early years classroom to provide an extension to learning resources.
58. The accommodation is satisfactory overall. Most classrooms are of adequate size and provide a suitable learning environment. However, Class 2 is cramped for the 33 reception and Year 1 pupils currently on roll. The two first floor rooms are particularly attractive and well organised. However, the positioning of the information technology suite and library in a corridor to a resources storage area is not conducive to study. The school does not have a good size hall for physical education and is still awaiting the provision of suitable storage to free-up more space, as at the time of the previous inspection. The school does not have a playing field for out-door games but is in the process of negotiating the compulsory purchase of an appropriate area which will greatly enhance its provision. The under fives do not have a secure outdoor play area and the use of part of the foyer area to extend the reception and Year 1 classroom is not suitable, as it impedes access to the school office. The accommodation for

pupils in the support centre is good. It is spacious and well used. Displays, which celebrate the pupils' achievements are very effective. Less satisfactory is the need for teachers to use the centre as a corridor to the staff room. However, current building work is addressing this and providing the school with much needed additional storage and staff accommodation.

59. The school's financial planning is good and special grants are used well. Suitable provision is made for pupils in the support centre for special educational needs by the effective use of specific, differentiated funding provided. The governors are careful when setting the budget each year and their forward planning is good. The school budget is managed well and financial control and administration are good. The governors monitor expenditure regularly to ensure that actual expenditure correlates with the agreed budget. They make very good use of the information at their disposal in order to link spending with educational priorities and also to evaluate the effectiveness of their decisions. Care is taken when orders are placed to ensure that the best value is obtained from the finances at governors' disposal. The school makes regular use of new technology. There are some problems, as with the use of the local authority's software to monitor attendance. However, new technology is used soundly overall.
60. Taking account of the pupils' average attainment on entry, good teaching, the good curriculum provision, the good progress over time and its effects on standards and very high unit costs, the school provides good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. The school has no significant weaknesses, so there are no key issues to address. However, in the context of its many strengths the following minor points for improvement should be considered as the basis for an action plan:
- (1) Improve the monitoring role of co-ordinators to allow them to directly observe teaching and learning.\* (Para. 51, 90, 96, 101, 105, 110)
  - (2) Devote more time to information technology, so that pupils are able to consolidate skills and apply them widely across the curriculum. (Para. 10, 21, 27, 78, 94, 101, 110, 111)
  - (3) Give more detail in reports, so that they present parents with a clearer picture of how well their children are achieving in relation to those of the same age; and what they must do to improve, in all subjects not just English. (Para. 48)
  - (4) Improve procedures for monitoring attendance, for example by ensuring that all teachers mark and return registers each session, so that absences can be checked and ensuring that data on software are correct; (Para. 43, 47, 51)
  - (5) Bring to the further attention of the local education authority the need to provide a playing field to facilitate work in such subjects as physical education.\* (Para. 58, 129)

\*Items already identified for improvement by the school.

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

39
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Number of discussions with staff, governors, other adults and pupils

20
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### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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2.6%	12.8%	53.8%	30.8%	-	-	-
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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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		119
Number of full-time pupils eligible for free school meals		19

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		35

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
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	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	12	12	12
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	92 (88)	92 (94)	92 (100)
	National	82 (77)	83 (86)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	12	12	13
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	92 (88)	92 (94)	96 (100)
	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	4	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	4
	Girls	8	8	8
	Total	12	11	12
Percentage of pupils at NC level 4 or above	School	100 (59)	92 (47)	100 (83)
	National	70 (65)	69 (59)	78 (72)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	3	3
	Girls	5	7	6
	Total	6	10	9
Percentage of pupils at NC level 4 or above	School	50 (71)	83 (53)	75 (76)
	National	68 (65)	69 (66)	75 (70)

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	2
White	117
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)	5.8
Number of pupils per qualified teacher	20.5:1
Average class size	23.8

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

Total number of education support staff	4.1
Total aggregate hours worked per week	108

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/9
	£
Total income	223499
Total expenditure	233022
Expenditure per pupil	2354
Balance brought forward from previous year	14097
Balance carried forward to next year	4574

***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	108
Number of questionnaires returned	49

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51.0	42.9	6.1	-	-
My child is making good progress in school.	55.1	42.9	-	-	2.0
Behaviour in the school is good.	41.7	54.2	-	-	4.1
My child gets the right amount of work to do at home.	42.9	36.7	14.3	2.0	4.1
The teaching is good.	77.6	20.4	-	-	2.0
I am kept well informed about how my child is getting on.	51.0	38.8	10.2	-	-
I would feel comfortable about approaching the school with questions or a problem.	83.7	16.3	-	-	-
The school expects my child to work hard and achieve his or her best.	65.3	34.7	-	-	-
The school works closely with parents.	59.2	40.8	-	-	-
The school is well led and managed.	67.4	30.6	-	-	2.0
The school is helping my child become mature and responsible.	65.4	30.6	2.0	-	2.0
The school provides an interesting range of activities outside lessons.	30.6	57.1	8.2	-	4.1

## **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**

64. Children whose birth dates are before February of each year start school in the September after their fourth birthday. Younger children, whose birthdays are February and after, start school in the January following their fourth birthday. The school is flexible about admission, so some children may begin part-time initially, if parents and teachers decide that is best for the child. Otherwise, children start their reception schooling full-time. At the time of the inspection, there were fourteen under-fives on roll; twelve in the mixed reception/Year 1 class and two in the support centre. Most children have attended some form of pre-school provision. The range of children's attainments measured by the local education authority's baseline assessment is wide but shows that overall attainment on entry is average. They receive a positive start to their education, are well supported and, in the support centre, enjoy a small class size with two dedicated and experienced staff working to promote their learning. All children, including those with specific special needs in the support centre, make good progress. The children in the mainstream Class 2 are on line to achieve the recommended learning outcomes for all areas of learning by the time they are five, and to exceed them in language and literacy. Children in the support centre will take longer to reach these early benchmark targets. Standards have been improved since the previous inspection, especially in the teaching of mainstream under fives.
65. In language and literacy, children, except those with special needs, achieve standards above those expected nationally. They all make good progress. Teachers structure regular opportunities for children to listen carefully and answer confidently in subjects across the curriculum, for example in religious education and history. In work with big books during the literacy hour, most children join in with re-reading the story and discuss the characters and plot with animation. Children are keen to share books with adults and show above expected skills in reading, as teachers and support staff work hard to teach basic literacy skills. In the support centre, tasks are well structured to children's specific learning needs. Children's early writing needs are well promoted by the teachers and support staff. Formal recording tasks, practising letter formation, and short written pieces of their own show good development of key skills in handwriting and spelling. There are appropriate opportunities for role play to further support language acquisition. Teaching in this area of learning is good.
66. Children achieve standards at the expected level for their age in personal and social development in the mainstream class, and are approaching them in the support centre. Staff provide varied opportunities for them to work and play together in large and small groups, and in pairs, for instance when using the computer. They make good progress in learning how to co-operate, share equipment and tasks fairly and take turns patiently. They negotiate their roles happily when working in the role play area, now a children's hospital. In weighing activities, they concentrate over an extended period, share ideas when estimating likely outcomes and take turns to record results. The children are good at making choices from a well planned range of activities. Most are increasingly independent in self-help skills, for instance when changing for physical education. They share responsibilities willingly, the special helper in the support centre showing particular pride in wearing the special badge and the tasks it bestows, including taking registers to the office and leading the class into assembly. Teachers have established supportive routines and present good models to the pupils. They have high expectations of good behaviour and effort and manage pupils well, and with considerable patience.

67. The children's attainments in mathematics are in line with expectations in the mainstream reception class but below in the support centre. In reception, children add one more when working with the teacher. The higher attainers count in tens to 100. When comparing things they are weighing, estimates are accurate and the higher attainers can use informal measures, like Unifix cubes, to carefully check results. Children make good progress in acquiring appropriate mathematical language in number and colour recognition, in the development of basic skills of sorting, comparing and matching and in recognising shapes. Teachers promote early skills in measures, such as capacity and time, through well planned activities. Information technology is appropriately used to support mathematics. Good teaching is seen in both classes. For example, in the support centre the teacher showed great calm and determination in reinforcing key numeracy skills in counting and in the doubles of small numbers.
68. Children in the reception class achieve standards in knowledge and understanding of the world around them that meets national expectations. Teaching is good in this area of learning. Children confidently use computers to develop early keyboard skills, as when using a programme promoting arrow and mouse control, when they had to move bricks to help Humpty Dumpty rebuild his wall. Children make good progress in early historical research skills, sorting artefacts into sets most suitable for a baby or a school child. Children in the support centre attain standards lower than those seen nationally but make good progress in tasks well matched to their needs. The teacher structures the work carefully to support key literacy and information technology skills. This was seen in a lesson on sight, where appropriate scientific vocabulary was insisted on and data collection and recording on eye colour was well supported by the special needs assistant. Well planned activities, using sand and water for scientific investigation, role play, and discussion about themselves, their families and their local environment in support of topic work and in cutting, sticking, joining and building with a range of construction sets and materials are effectively used by teachers to promote early skills.
69. The children's physical development is in line with that expected for their age in reception but below in the support centre. In physical education lessons, reception children move confidently, showing good awareness of limited space and the other pupils. They balance on various parts of their body, showing good control and effectively develop balances into a simple sequence with a linking movement. They are helpful and trustworthy in helping the teacher to clear the hall after the lesson. Teaching is good. It is very energetic, with high expectations of the youngest children in well-planned work for those in the reception class. Work in the classroom is well focused to develop fine motor skills and hand-eye co-ordination. Children use scissors, crayons, paint brushes and glue spreaders appropriately and thread beads carefully. Children in the support centre make good progress in physical development in sound teaching where parameters for behaviour and safe working are strongly reinforced. In the hall, children move confidently on and around a wide range of apparatus. They are encouraged towards independence by choosing their own apparatus to match their movements to the teacher's suggested activities.
70. The children's creative development meets the national expectation in reception. It is below in the support centre. The children in reception produce self-portraits and family groups in their topic work, showing satisfactory skills in colour mixing and in the exploration of colour, shape and pattern. Work in print- and model-making, and with collage, developing skills of cutting, controlling paper and other materials, exploring the properties of clay and pastry are part of a well planned curriculum. In the support centre, children work well with the special needs assistant in a well planned music lesson exploring high and low sounds. The class teacher effectively supports one under five to ensure his full access to the lesson and to support him in

singing and in the playing of a range of instruments that takes place. Children throughout the school enjoy music and singing. Teaching quality is high, ensuring good progress.

71. The quality of teaching for under fives is good. It is based on a thorough understanding of the needs of early years pupils and of how they learn, which is reflected in sound planning. Planning is appropriately referenced to the desirable learning outcomes for under fives, and to the National Literacy and Numeracy Strategies. Basic skills of literacy and numeracy and in other key areas across the curriculum are well taught, particularly vital for those pupils in the support centre. Teachers have high expectations of their pupils and manage occasional lapses well. There is a very effective partnership between teachers and support staff. The under fives in reception often work with their learning support assistant in a very large class, including the Year 1 pupils as well as the September and January reception intakes. The special needs assistant in the support centre also undertakes a good level of lesson leadership. Questioning is a key skill well used by teachers, who use the outcomes of assessments to plan productively for future work. Teaching for the under fives has been improved since the last inspection. The high standards in the support centre that were reported have been maintained.

## **ENGLISH**

72. Considerable progress has been made in English since the school was last inspected. In 1996, standards in Key Stage 1 were below those expected in writing and spelling. Standards in other aspects of English at Key Stage 1 and in all aspects at Key Stage 2 were at the expected level. Standards are now above expectations in all aspects of English throughout the school. Teaching is now good in English. The school has effectively implemented the National Literacy framework and the teaching of the basic skills of literacy is good overall, and very good at Key Stage 2. The co-ordination and documentation of the subject has also been strengthened.
73. The 1999 National Curriculum tests at Key Stage 1 show that the percentage of pupils attaining the expected Level 2 or above was above the national average in reading and writing. The proportion of pupils attaining the higher Level 3 grade or above was well above the national average in writing and above in reading. Teachers' assessments of pupils' skills in speaking and listening show that the proportion attaining the expected Level 2 or above was above the national average but at the higher Level 3 it was below. When compared to all schools and to schools with similar intakes, the pupils' results in reading and writing were above average. Over the last four years there has been consistent improvement in reading and in all years but one in writing. Girls outperformed boys over that period but the gap has been narrowed.
74. The results of the 1999 Key Stage 2 National Curriculum tests showed that in English very high standards, within the top 5 per cent of all schools, were achieved at the expected Level 4 or above. The proportion of pupils achieving the higher Level 5 or above, was well above the national average. Teachers' assessments had not anticipated this high level of achievement and showed poor correlation to pupils' eventual results, considerably under-rating the outcome. The trend over time is markedly upward but depends very clearly on the relative strengths of the group taking the test, as in all small schools. Over the last four years, boys and girls results have been broadly similar, both showing results above the national gender comparisons. However, as is seen nationally, girls outperformed boys in most years. When compared to all schools and similar schools, the pupils' results were well above the national average.
75. Inspection evidence broadly confirms those very positive 1999 results. However, the 2000 Year 2 group is only 7 strong, which is too small to be statistically significant. The Year 6 is

heavily boy weighted and the findings of the inspection indicate above average results, not well above.

76. Children enter the school with attainments broadly in line with national expectations. Their attainments by the end of Key Stage 1 are above those expected. In work seen during the inspection, pupils' levels of attainment in speaking and listening, reading and all aspects of writing are above that expected in the mainstream class by the time they are seven. Seven year olds in the support centre are working hard, with effective teaching and learning support, to meet the literacy targets on their individual education plans and make good progress. However, their standards are below those expected for pupils of this age. Standards in speaking and listening are high throughout the main school. Most pupils are confident speakers and listen carefully to the opinions of others. Teachers use a good range of strategies to encourage appropriate responses in planned opportunities in literacy lessons and widely across the curriculum, for example in religious education, history and geography. This was seen in Year 2 work, discussing the need to resist temptation, in a religious education lesson. Key Stage 1 pupils in the support centre learn how to take turns in discussion, making an effective contribution to both their speaking and listening and social skills. Key Stage 2 pupils build on these positive experiences and pay rapt attention to their teachers, fellow pupils or recorded sources, as in Year 5/6, to a recording of a classical actor reading Keats' 'La Belle Dame Sans Merci', in work comparing early nineteenth century poetry. They use their above average speaking skills persuasively, as when they considered evidence for the early settlement of Exeter, problem solving likely reasons for other early peoples to pick sites from a range of options.
77. The pupils' attainments in reading are above the national expectations at both key stages. By the end of Key Stage 1, pupils have become accomplished readers, with a love of books. The school has used the literacy hour well to improve standards and has set very challenging targets for the future to ensure that they remain high. By the end of Year 2, the majority of pupils read independently. The basic skills of phonics and other work attack strategies, for example the use of picture cues, are well taught, so that lower attaining pupils can at least attempt new words in unknown texts. In big book sessions during the literacy hour, the Year 1 pupils discuss and understand terms like author and illustrator. Most Year 2 pupils know the difference between fiction and non-fiction, and discuss the characters and plot with animation. In their detailed analysis of the text, the higher attaining remember that the story is written entirely in dialogue and from a particular point of view. By the end of Key Stage 2, pupils have a good range of reading strategies and are developing useful independent research skills to support work in other subjects. For example, older pupils use the library to support their work in religious education, researching the Jewish festival of Yom Kippur. In very good teaching at Year 3/4, the teaching of imagery, metaphor and simile promotes the good progress made by the higher attaining pupils. Lower attaining pupils are well supported in key reading skills by the word level work, analysing the power of words authors use and how they can make their own writing have more impact.
78. Standards in writing are good. The quality of imaginative writing is a particular strength, for example when creating original stories or empathising in work in history, writing from the point of view of a child in Ancient Greece. Throughout the school, standards are improved by detailed, small-scale interim target setting in pieces of work carefully assessed by teachers, with clear and constructive comments given, so that pupils know exactly what they must do to improve their writing. Key skills of writing are well taught but under the pressure of extended, creative pieces, even the oldest pupils' cursive handwriting is not secure. Pupils at Key Stage 1 spell simple words correctly and use basic punctuation accurately. Higher attaining Year 2 pupils use some up to date, idiomatic language when writing as a very hip big bad wolf in a

modern version of the well-known tale. Pupils in the support centre refine key skills of spelling and handwriting in well-supported work, as when they retell the story of the Gingerbread Man. Year 1 pupils make good progress in using three letter words. By the end of Key Stage 2, pupils support their work in other subjects by their above expected writing skills. However, throughout the school there is insufficient evidence of information technology being used to support pupils' work in writing and to promote pupils' mouse and keyboard skills as they do so. In a Year 3/4 lesson of high quality, pupils' very good learning shows they are turned on to language. They discuss the use of imagery with real enthusiasm, when considering the story of 'The Mousehole Cat' and use a good range of descriptive words in their own creative pieces. In a similarly very effective lesson in Year 5/6, the pupils consider complex ideas of rhyming and scansion when using W.W. Gibson's poem 'Flannan Isle' to inspire their own written responses. They discuss the use of imagery and recognise the use of onomatopoeia as in poetic device and, in their own writing, try to use similarly powerful language. The spelling of lower attaining pupils is appropriately supported by focused work using information technology to refine skills on a one to one basis with a specifically trained member of the support staff.

79. The quality of pupils' learning is good overall and at Key Stage 2 it is very good. Pupils achieve standards that are above those expected, given their prior attainments. Standards of literacy are good overall. Pupils acquire key literacy skills at a good rate, as teachers are skilled in this important area. Good provision is made for pupils with special educational needs, the able and talented and those with English as an additional language, so that they make good or better progress. Pupils enjoy the books that are read to them, those that they read themselves, and the other tasks in English that are well matched to their capacity to complete them appropriately. Behaviour in lessons, and when pupils work independently or with support staff or parents outside classrooms, is good.
80. The quality of teaching is good throughout the school. Teachers use stories and texts well to foster skills in reading and writing, especially at Key Stage 2, where some very challenging work is set to motivate and inspire pupils, to the particular benefit of the high attainers. Planning is detailed with tasks well matched to pupils' needs and abilities, especially in the support centre. Expectations of behaviour and effort are high, with some very demanding literacy lessons, involving Romantic or modern poetry, used to stimulate and inspire older pupils. Pupils are well managed, with humour and praise both well used to ensure a positive classroom ethos and very constructive relationships. Lessons proceed at a brisk pace, with support staff fully involved, especially in the learning and management of those with special educational needs. Teachers assess pupils' learning needs effectively, especially in writing, where work is regularly marked and comments helpful and encouraging. Teachers effectively track progress over time and use the results of tests and other assessment to plan what individuals and groups need to attempt next. Homework in English promotes the progress pupils make. Most parents are supportive of the help it gives their children and are willing partners of the school in its completion and monitoring.
81. The subject is managed effectively, so that time and the good resources the school now has are efficiently used. The headteacher has regularly monitored teaching and learning to support colleagues and the co-ordinator has been given sufficient time to do this. Displays are well used to support standards in literacy, as in Year 5/6 where they indicate regular exposure to challenging poetry and to its detailed analysis.

## **MATHEMATICS**

82. National test results for 1999 indicate that at the end of Key Stage 1 the percentage of pupils reaching Level 2, the level that an average seven year old can be expected to reach, or above, is

in line with the national average. However, the percentage of pupils reaching the higher Level 3 or above is well above national figures. Pupils show greater competency with numerical questions than those on shape and space. Overall at this key stage, there is no discrepancy between the results of girls and boys. Results are above those achieved nationally and are also above those of pupils from similar schools.

83. The 1999 results for pupils at the end of Key Stage 2 indicate that the percentage of pupils reaching Level 4 or above is well above the national average, while the percentage reaching the higher Level 5 or above is below national figures. The pupils' performance overall is above that achieved nationally and also above that of pupils from similar schools. At this key stage, the performance of girls is better than that of boys. The results at the end of both key stages are better than those reported at the last inspection.
84. The standard of work of pupils at the end of Key Stage I is broadly typical of that expected nationally, although the cohort in Year 2 is very small. By the end of this key stage, most pupils of average ability have a secure knowledge of the appropriate language of mathematics and are able to use number bonds up to ten in addition and subtraction of larger numbers. They are beginning to develop techniques for adding units to larger numbers, as in the lesson where pupils partition six, seven and eight into five and 'a bit' in order to add them to numbers which are multiples of five. They have an understanding of a half and a quarter and know the names of simple two-dimensional shapes and three-dimensional solids.
85. The attainment of pupils at the end of Key Stage 2 is also in line with the standards expected nationally. The difference in standards between the present Year 6 and the previous year is partly due to the difference in cohort, but also by the fact that the majority of the group are boys and the continuity of their learning has been interrupted by teacher illness. By the end of this key stage, most pupils have a sound understanding of number and the four operations and use them appropriately, as in the Year 6 lesson where pupils of varying abilities solve problem questions of appropriate levels of difficulty, well matched to their needs. They identify the properties of plane shapes and solids and understand that data can be represented in various ways, using information technology to represent that collected in class surveys. Work based on Pythagoras' relationship is not well understood.
86. The pupils' competence in numeracy is satisfactorily supported across the curriculum. In science, for example, pupils in Year 2 count a pre-determined number of drops of water in an experiment to ascertain which piece of paper is the most absorbent and, in morning registration, younger pupils calculate the number of pupils present when the number absent is known.
87. The quality of teaching is good overall, ranging from satisfactory to very good. It has improved since the last inspection. Teachers display sound subject knowledge and all sessions are planned adequately, ensuring that pupils of all abilities are provided with relevant experiences. In Year 3 and 4 for example, lower ability pupils find out how many different solids they can make with three and four cubes, average ability pupils investigate using four and five cubes. Able pupils in the same lesson extend their knowledge of solids by examining a series of pyramids and prisms and noting any patterns found after they have recorded how many vertices, edges and faces each solid has. In general, teachers have high expectations of their pupils not only in the standard and content of work the pupils produce but also in their behaviour and general response to the lesson. Pupils in Years 2 and 3 cope with a number of interesting and challenging activities during the period of one lesson, as they are well used to listening carefully to the teacher's instructions, carrying them out promptly and working responsibly on the tasks set in their groups of three.

88. Numeracy sessions are well organised and teachers use a good variety of methods to support pupils' learning. Hands are used with the younger pupils as a visual representation of how seven can be partitioned into five and two, and older pupils are encouraged to underline key words in a money problem before they decide how to solve it. Teachers' questioning of pupils is clear and perceptive and pupils' strengths and weaknesses are well known. Pupils are dealt with sensitively and firmly and most teachers have a range of methods at their disposal for guiding pupils through lessons and encouraging their good response. Good relationships between teachers, classroom assistants and pupils exist in all classrooms and this facilitates sound learning. Pupils are able to accept constructive criticism as part of their learning process. Most lessons are well paced and a sound range of resources is used. In a minority of lessons the whole class session is too long, resulting in loss of concentration by some pupils. Classroom assistants are used very effectively to report pupils' responses during whole-class question and answer sessions and to provide good quality support when pupils are working individually or in small groups. Overall pupils, including those with special educational needs and the very able, make sound and often good progress. Pupils in the support centre are amongst those who make good progress.
89. The quality of pupils' learning is good. They respond well in lessons. Pupils listen carefully to questions and answer politely and with a pleasing confidence. They show a genuine interest in the topic covered and in their own progress and collaborate effectively when required to do so. Written work is completed with appropriate care.
90. The curriculum complies with national guidelines and the National Numeracy Strategy is well established. These, and the emphasis on improving pupils' mental arithmetic skills, are already having a positive impact on progress. Teachers' planning is monitored by the new subject co-ordinator but the headteacher monitors teaching. The role of the co-ordinator has not yet been developed to include this aspect of subject co-ordination. Pupil assessment is effectively done through testing and the results are satisfactorily monitored and used in forward planning. This has improved since the last inspection. The presentation of pupils' written work has been addressed and improved and homework supports learning satisfactorily. Staffing is appropriate and accommodation is adequate. Resources are now satisfactory having been well supplemented since the last inspection.

## SCIENCE

91. National assessment results indicate that at the end of Key Stage 1 the percentage of pupils reaching Level 2, the level that an average seven year old can be expected to reach, or above, is above national figures. The percentage of pupils reaching the higher Level 3 or above is in line with national results. Assessments indicate that the area of experimental and investigative science is the strongest area at Level 2 and life and living processes at Level 3. At the end of Key Stage 2, national test results indicate that the percentage of pupils reaching Level 4 or above is very high in comparison with the national average and that pupils reaching the higher Level 5 or above is well above the national average. These results are very high in comparison with similar schools. Taking the last four years together the performance of pupils in science is above the national average.
92. The standard of work of pupils at the end of Key Stage 1 is broadly typical of that expected nationally although the cohort in Year 2 is very small. Most pupils have sound experimental skills, gained through a good range of practical activities that stimulate their curiosity, and they can describe processes using appropriate terminology. They develop a sound understanding of life processes and living things through investigations to find out what plants need to grow, for

example. In a Year 1 lesson, able pupils know the names of the different parts of the human eye, and most pupils identify the best colours to wear at night in order to be clearly visible to car drivers. They understand that materials have different properties and by the end of the key stage are beginning to appreciate the importance of a fair test. They examine forces and motion and recognize the effect of friction on a moving body by using slopes resting on differing materials to assess their effect on a moving toy car. Most Year 2 pupils accurately record pictures of simple electrical circuits that include a light bulb. However, circuit diagrams using symbols to represent the battery and the light bulb are not evident. Pupils, including those with special educational needs make sound, sometimes good progress. The standard of attainment has been maintained since the last inspection.

93. The standard of work at the end of Key Stage 2 is above that expected nationally and pupils maintain their curiosity with regard to the subject. Pupils in Years 3 and 4 have a good knowledge of light sources and most understand the difference between transparent, translucent and opaque. They understand the safety issues related to electricity and some of the properties of materials, like absorption for example. Pupils in Years 5 and 6 have a good understanding of vibration and sound, construct more complex electrical circuits, which include parallel and series ones, and have linked evaporation, condensation and sedimentation with geographical issues. By the end of the key stage, most pupils have gained a good depth of knowledge across the Programmes of Study and gained valuable experience in experimental and investigative work. Pupils, including those with special educational needs make good progress. Attainment has improved in this key stage since the last inspection.
94. The quality of teaching in both key stages is at least satisfactory, but more often it is good. It has improved since the last inspection. Teachers' planning is sound and, in the best lessons, teachers ensure that the learning objectives are clear at the start of the lesson and that the plenary session includes an evaluation of these, so that pupils have an awareness of their progress. All lessons are well organized and this enables teachers to include a good variety of interesting and relevant activities. As in the Year 5 and 6 lesson on evaporation and condensation, where pupils safely took part in an exciting experiment involving boiling water. Teachers have high expectations of their pupils and allow them an appropriate time for discovery and discussion, resulting in Year 2 and 3 pupils devising different methods for testing the absorbency of a sample of papers. Pupils of varying abilities are catered for well in practical lessons through the use of a series of recording boards of increasing complexity. The use of these, combined with effective questioning by teachers and classroom assistants, ensures that the needs of pupils of varying abilities in mixed age classes are met, as in the Year 3 and 4 lesson on absorbency. All teachers build a sense of anticipation and curiosity into their science lessons and consequently pupils want to discover, as in Year 1 where pupils shine a torch on paper squares of varying colours to see which ones reflect light the best. Work done in science appropriately promotes pupils' attainment in literacy and numeracy. The use of information technology to support progress is limited but is being developed both as an aid to research and for data collections.
95. The quality of pupils' learning is good. Most pupils listen carefully to instructions and follow them conscientiously. They are keen to answer questions in class discussions and sustain concentration appropriately, dependant on age and ability. Most are careful with written work and responsible with equipment. Pupils are most highly motivated during investigative activities and display real curiosity and a desire to learn. Relationships between pupils are very good, as are relationships between pupils and staff, both class teachers and classroom assistants. Pupils collaborate well with each other when working in pairs and behaviour is very good.

96. The curriculum complies with national guidelines and there is a satisfactory subject policy and scheme of work. Investigative activities are well covered. Pupil assessment is satisfactory. Samples of pupils' work are kept and these are compared with national curriculum levels. The analysis of the results of national tests is undertaken appropriately. The subject is well co-ordinated and teachers' planning and pupils' work is monitored. The role of the co-ordinator in the monitoring of teaching and the support of colleagues in class is underdeveloped. Staffing is appropriate for the school's curriculum and there is sufficient expertise within the school. Accommodation and resources are adequate.

## **ART**

97. Pupils' attainment at the end of both key stages is in line with national expectations and pupils make sound, sometimes good, progress. Standards have been maintained since the last inspection. At Key Stage 1, pupils experience a range of activities and media enabling them to explore and develop a sound understanding of pattern, colour and shape. They are introduced to paint, brush and crayon and learn to control these satisfactorily. By the end of the key stage, pupils have started to build up their knowledge of famous painters. Pupils in reception and Year 1 draw 'weeping women' in the style of Picasso, using colour effectively to reproduce the portrait.
98. At the beginning of Key Stage 2, pupils gain experience of colour mixing through paint, pastels and mixing raw wool to reproduce rural scenes, for example. In Years 3 and 4, pupils understand the use of blue, black and white in producing atmospheric winter scenes. They have a sound understanding of perspective in landscape work. Pupils across the key stage have a good knowledge of the work of a wide range of artists, from old masters to modern day artists. Pupils' observational skills develop satisfactorily and they experience painting in the style of Picasso in his blue period, Monet and Mondrian. Pupils in Years 5 and 6, produce three-dimensional 'skinny figures' in the style of Giacometti, showing good understanding of shape and form. Pupils learn to appreciate art from other cultures and Year 4 pupils produce red and black ink pictures with an Indian flavour and Japanese origami. Pupils make sound progress in both key stages. The progress of pupils with special educational needs is also sound in relation to their individual abilities.
99. The quality of pupils' learning is good. They show interest in the topics they cover and take a pride in their completed tasks. They talk about their well displayed work with obvious pleasure and their enjoyment of the learning experience is evident in the small number of lessons observed. When working individually, they are involved in the progression of their tasks but are also interested in the development of the work of other pupils and give each other praise and encouragement. Pupils display responsible attitudes. When necessary, they move about the classroom sensibly, even when not under the direct gaze of the teacher, and use equipment carefully. Relationships between pupils and between teachers and pupils are very good. This, and the positive response of pupils, enables learning to proceed with minimum disruption. Pupils with special educational needs are well integrated into classes and work with confidence.
100. No teaching was observed in Key Stage 1 and only a small number of lessons in Key Stage 2, so no overall judgement of teaching can be made. In the lessons observed, teachers display sound or good subject knowledge and plan lessons of suitable challenge for the pupils. Clear learning objectives are evident and teachers communicate these effectively. Resources are used well and the time allocated for teacher input and pupil activity is appropriate. Most teachers

display a range of pupils' work to good effect and classroom and corridor displays are of good quality.

101. The scheme of work is in draft form but the curriculum complies with National Curriculum requirements. Assessment procedures are satisfactory. The co-ordination of art is satisfactory. The subject co-ordinator monitors teachers' planning, displays of work around the school and samples of pupils' work. However, the monitoring of teaching and the support of colleagues in class is not within her scope. Resources are adequate and used well. Pupils' learning is supported by the limited use of information technology. Accommodation is satisfactory. Art contributes well to the pupils' cultural development.

## **DESIGN AND TECHNOLOGY**

102. The attainment of pupils at the end of both key stages is in line with national expectations and pupils make satisfactory progress. By the end of Key Stage 1, pupils are well aware of the stages of plan, do and review. Pupils in reception and Year 1 plan and make their own choice of musical instruments and play them as part of the evaluation process. Pupils in Year 2 have developed an appreciation of working with a range of materials by, for example, making finger puppets. By the end of the key stage, pupils are beginning to gain a sound appreciation of systems with moving parts and put this to good use when they make boats powered by elastic bands.
103. At the beginning of Key Stage 2, pupils successfully combine food technology with construction and design, and make card boxes to hold their peppermints. They investigate the use of cross-members in design and produce rigid mathematical shapes out of strips of card and securing rivets. Design and technology is effectively linked with learning in other areas of the curriculum and history, for example, is supported by bunting made for VE Day celebrations and 'kipper' ties for work on the Fifties by pupils in Year 5. Pupils at the top end of Key Stage 2 engage in a variety of challenging tasks. During a visit to Haldon Forest, pupils make rural tools, like rakes and brooms, and in school they are set the task, in groups, of making houses out of paper, paper clips and tape. Overall pupils of all abilities, including those with special educational needs, make sound progress.
104. No teaching of design and technology was observed during the inspection, as it is taught in two-day blocks of time each half term. Examples of teachers' planning observed are satisfactory.
105. The curriculum complies with national requirements and a subject policy and scheme of work are now in place. This is an improvement since the last inspection. The assessment process is limited and confined to a small sample of work in pupils' portfolios and some photographic evidence. The subject co-ordinator is absent from school due to long-term illness and little evidence of the monitoring of teaching and learning is available. Progress is enhanced through the use of a technology room suitable for small group work. The technology room and storage facilities improve the overall accommodation. Resources are adequate.

## **GEOGRAPHY**

106. Attainment of pupils at the end of Key Stage 1 is in line with national expectations and progress is satisfactory. Throughout the key stage, pupils make sound progress in their knowledge and understanding of geography and in the development of geographical skills. Pupils in Year 1 are introduced to maps and understand that the symbols in the key of Big Bear

and Little Bear Island represent features on the island. They draw simple maps like that of a journey to the pond. In Year 2, pupils consider weather and show an appreciation of the main features related to the water cycle. They are beginning to show an understanding of the meaning of words like condensation and evaporation. By the end of the key stage, pupils are familiar with the physical and human features in their own environment, understand the use of symbols to represent things on a simple map and use a simple letter and number co-ordinate to locate a position on a grid. Work undertaken in geography appropriately reinforces pupils' numeracy skills.

107. By the end of Key Stage 2, pupils' attainment is in line with national expectations and progress is satisfactory. Pupils develop a sound knowledge of some of the aspects of physical and human geography and their skills of analysis are developed further. Throughout the key stage, pupils further their understanding of symbols and scales and become more confident in their use of maps. Pupils develop a sound vocabulary of geographical terms and can use them appropriately. During the key stage, pupils examine settlements and use Buckfast and Exeter as other local examples. They show an understanding of why settlements grew up where they did and can explain the important factors in their development. They compare these settlements with St Lucia and understand the differences in climate, housing and industries and the effect of the tourist industry. In discussions and written work, pupils' key literacy skills are well promoted. Pupils show a healthy concern and understanding of environmental issues, for example the reduction of the rainforests and the effects on people, animals, plants and climate. Overall pupils make sound progress in both key stages and this is an improvement since the last inspection. Pupils with special educational needs also make sound progress.
108. No geography lessons were observed at Key Stage 1 during the inspection and only a small number at Key Stage 2, so no judgement on the quality of teaching overall can be made. In the lessons observed, teaching was good. Teachers display sound subject knowledge and lessons are well planned and resourced, ensuring that busy sessions run smoothly. They have high expectations of their pupils and tasks set are challenging and captivate the interest of the pupils. Question and answer sessions are structured well and good quality wall displays are used effectively during discussions with pupils.
109. Pupils respond well in these lessons and this is a positive feature, enhancing learning. They enjoy lessons and have a sense of curiosity about the world around them. They concentrate on the work set and respond well to questions in class discussions, giving sensible suggestions when they do so. They take care with written work and diagrams and are pleased to discuss their understanding of the topic in hand. Relationships in the classroom are very good.
110. The subject policy and scheme of work are sound and limited assessment procedures are in the process of further development. The subject is well co-ordinated and teachers' planning and samples of pupils' work are monitored. However, the role of the co-ordinator has not yet been developed fully to include the monitoring of teaching and the support of colleagues in the classroom. Information technology is used to support learning but this is capable of being developed further. Accommodation and resources are satisfactory to support the delivery of the curriculum.

## **HISTORY**

111. Due to the way the school organises history and geography, it was possible to see only one lesson in the reception/Year 1 class during the inspection. However, evidence from that lesson, discussions with pupils and teachers and scrutiny of pupils' completed work and displays suggest that pupils acquire a sound knowledge of all aspects of the subject. Evidence indicates

that pupils make sound progress in history. Pupils at Key Stage 2 follow their interests in independent research into the life and times of the Ancient Greeks, including their homes, jobs, food and leisure. Older pupils effectively extend their knowledge of the Ancient Greek political system, and its difference to ours, by interviewing their local member of parliament on aspects of our democracy. Work in local history is a good feature of the school's work with visits to Buckfast Abbey and Exeter highlights of the course. Little evidence was seen of information technology supporting work in history but pupils key literacy skills were effectively promoted by their research and written tasks.

112. Insufficient evidence was seen to accurately judge the pupils' learning and the quality of teaching in history. However, displayed work and completed topics, often attractively bound and colourfully illustrated, suggest clear enjoyment of the subject, for example, work in Year 2/3 little books on Life in the 1990s.
113. The subject is effectively led by an enthusiastic co-ordinator who has ensured that her colleagues are well supported, as good progress has been made since the last inspection to improve documentation for the subject. This helps teachers promote the progressive acquisition of skills and knowledge as pupils move through the school. Resources are sound overall. A good feature is the collection of artefacts and materials that has been made to support local studies. However, resources are hard to access, being stored in the room beyond the library and the Key Stage 2 information technology suite.

## **INFORMATION TECHNOLOGY**

114. Pupils' attainment at the end of both key stages is in line with national expectations. Standards have improved since the last inspection. Progress across the two key stages is sound, including that of pupils with special educational needs. Pupils in reception and Year 1 effectively learn mouse control and enhance numeracy by choosing the number of bricks required to complete Humpty Dumpty's wall. Higher attaining pupils understand and use some of the simple icons related to this programme; the ear to bring on the sound track, for example. Year 1 pupils know that data about their class, hair colours for example, can be represented in pictograms, and with support use information technology to do this. By the end of Year 2, pupils choose options and understand that they can give instructions to the computer via the mouse or the keyboard. They communicate ideas using text and pictures and produce Christmas cards with written greetings. Pupils understand that instructions can control movements and write instructions to move a 'Roamer' along a simple route. Skills are used to enhance learning in geography and, for example, pupils add symbols to a prepared map
115. At Key Stage 2, pupils develop more detailed methods for communicating information. Pupils in Years 3 and 4 use bar and pie charts to represent results of surveys like how pupils travel to school, favourite toys, eye colours and favourite pets and spreadsheets to support some experimental work in science. In Years 5 and 6, pupils use word-processing skills satisfactorily to support learning in a variety of subjects. Writing poems and play scripts in literacy, reporting the results of a mathematical investigation, writing about the water cycle and writing a description of the Last Supper are some examples of this. Pupils save and retrieve work on their own personal discs and use a variety of different fonts, size of print and colours in their work. Presentation skills are refined and they are able to box script in a newspaper-like format. Pupils throughout the key stage use a digital camera and, with support, inset photographs like that of the local church, into their work. They add to photographs with a paint programme. At this key stage, the school is aware that its resources are limited and in order for pupils to gain the relevant expertise in the attainment target of modelling, the pupils in Years 5 and 6 attend an active information technology residential course. Here, they have access to sophisticated hardware and software in data handling and control. They take part in

activities, for example where they monitor their pulse rate when they are abseiling and later graph the results for different parts of the drop. The keyboard skills of pupils in the upper stages of Key Stage 2 are varied as some pupils have computer access at home. In order to bring the skills of other pupils in line, the school has purchased and is trialling a practice keyboard and, if successful, will build up this provision and pupils will be able to use them for homework.

116. Pupils overall have a positive attitude towards the subject and talk with enjoyment about the tasks they have done and the skills they have gained.
117. In order to enhance the limited provision reported following the last inspection, the school has employed a classroom assistant who has competent skills in information technology. She spends 0.4 of a full timetable, withdrawing pupils in small groups from Years 2 to 6 in order to build up skills and expertise. The effective support she provides enables teachers to include tasks that require information technology skills in other areas of the curriculum. However, this is limited at present. No direct teaching by class teachers was observed during the inspection.
118. The subject is well co-ordinated by the headteacher and the provision has been greatly improved since the last inspection. The information technology curriculum now fulfils national curriculum requirements. There is an assessment procedure in place, but this is used as a record of experiences covered rather than an assessment of skills acquired by individual pupils. Samples of pupils' work are collected and teachers' planning is monitored. Resources have been upgraded and supplemented since the last inspection and there is now a small information technology area in the school library in the Key Stage 2 area. Resources and accommodation are adequate.

## MUSIC

119. Only one lesson at Key Stage 1 in the support centre and one at Key Stage 2 in Year 3/4 were seen during the inspection. However, from these and pupils' standards observed in hymn practice and assemblies it is possible to make the following judgements. Attainment in music remains high, as reported at the time of the last inspection. Planning and documentation for the subject are now in place, an improvement made since the last report.
120. The pupils sing a wide variety of songs. Key Stage 2 pupils practising for their next production, 'Snow White', sing confidently and show very careful response to their conductor and the pianist. Many are seasoned performers and use a good range of facial and bodily gestures to help convey appropriately the messages the songs portray. Their use of phrasing and dynamics is assured; ranging from a sensitive rendering of 'Jesus' hands', showing great control in an assembly, to a flat out 'Zip a dee doo dah' in the rehearsal of a song for their show. In assemblies and lessons, pupils listen to music attentively and recognise the styles of many major composers. In lessons, they maintain a steady beat and rhythm, as in Year 3/4 work on high and low notes, using different instruments. Many higher attaining pupils have good ears and discriminate fine differences in pitch. They use their own notation to effectively record a keyboard sequence on a simple, prepared score. Pupils throughout the school make good progress.
121. The quality of teaching is good, with some very good teaching observed at Key Stage 2. Key musical skills are very well taught, so that pupils recognise differences in pitch and duration and use dynamics well in their performances and their own compositions. Teachers use a very wide range of well matched activities to support specific areas of music from across the

Programmes of Study, so that lessons are challenging to pupils. Teachers expect high standards and good behaviour and plan well so lessons can proceed at a snappy pace.

122. Pupils display very positive attitudes to music. Pupils, especially at Key Stage 2 make a considerable effort to express themselves creatively in their work. They work productively and share very constructive relationships with their teachers. They use instruments carefully and treat them well. The performances of others are given a sympathetic hearing and generous praise. In instrumental lessons, pupils work hard with their tutor, concentrate hard on the task in hand and complete practice exercises set to appropriately prepare for their next lesson.
123. A strong feature of the work is the wide involvement of staff in the subject. For example, though the support centre teacher is an able musician, who teaches recorder and runs the extra-curricular club, her support assistant, who has had high quality professional development, taught the seen lesson during the inspection. The subject makes a very good contribution to the pupils' social and cultural development. The school regularly mounts very successful concerts and shows, involving many pupils, staff and parents working very harmoniously together. Extra-curricular activities also take place for choir and orchestra. Instrumental teaching by visiting specialists is given in guitar and keyboard. The co-ordinator productively supports and extends the pupils' curriculum by introducing other instrumental opportunities, for instance by provision of drumming workshops. She effectively monitors the quality of teaching and learning, through focused lesson observations. Helpful liaison with the secondary school is promoted by music. A colleague visits to join in the teaching of upper Key Stage 2 singing and entertains the pupils at the secondary Christmas concert. The curriculum is being further developed by the very enthusiastic co-ordinator, as the commercial core scheme is proving limited, as teachers become more confident and competent.

## **PHYSICAL EDUCATION**

124. Only dance and gymnastics lessons were being taught during the inspection. However, the full National Curriculum Programmes of Study are taught during the year, to ensure that pupils have full access to an appropriate range of experiences and progressively acquire skills and knowledge in the subject. This represents considerable progress in physical education since the school was last inspected when pupils' access to a full curriculum was criticised.
125. By the end of Key Stage 1, pupils display mature control of their body, move confidently and use limited space creatively, by controlling the speed and direction of their movements. Standards are high, as was also reported following the previous inspection. Pupils know that it is important to warm up muscles before undertaking vigorous activity. Year 1 pupils effectively manage a good range of balances, involving various parts of their body, including a V sit and develop these into a related sequence of three linked movements. Year 2 pupils in a high energy dance session respond well to the rhythms in the music and move very flexibly in time to it. However, the lack of space causes much of the travelling to be in a single direction and pupils are not yet all aware of the need to work at different levels. Pupils in the support centre show good bodily control and balance, working on apparatus they choose themselves to match their responses to the activities their teacher suggests.
126. Pupils build on skills acquired earlier, so that by the end of Key Stage 2, pupils use a greater range of levels and use more dramatic facial expressions alongside appropriate body language, in their dance in Year 3/4. Year 5 pupils, in a gymnastics lesson restricted to half of Class 5 due to constraints of space, show a sound range of movement, well assembled into a cohesive sequence and work very effectively in group tasks, co-operating well together. Key Stage 2 pupils are made well aware of the health related aspects of their lessons, including the effect of

exercise on the heart and the need to cool down from energetic work through a structured sequence. Standards in dance and gymnastics have improved since the last inspection and are now at the expected level.

127. The quality of pupils' learning is good throughout the school. Pupils make clear progress within the lessons due to effective teaching and build on learnt skills over time. They think hard about sequencing a series of movements or how to react to a musical stimulus or to portray a character, as in Year 3/4 work, linked to religious education, where they performed as lepers. Lessons set imaginative challenges and pupils respond purposefully, repeating individual or group activities to achieve a polished performance. They are respectful of and responsive to the efforts of others. All are appropriately dressed for the work, much of which is undertaken barefoot for additional sensitivity. Younger pupils, including many in the support centre, are independent in most self-help skills of dressing.
128. Teaching is good through the school. Most teachers are dressed appropriately and demonstrate effectively, setting good models for pupils. All show good understanding of the physical education curriculum and the needs, including the special educational needs, of the pupils they teach, gearing the skills they teach to the pupils' age and capacity of acquire them. Lessons are well planned, indicating clearly what is to be achieved and what resources will support learning best. Lessons are well paced and teachers expect, and get, good behaviour and real commitment from the pupils. Teachers use pupils' own demonstrations to help self- and peer-evaluation of standards and give pupils a clear indication of what they need to work at to improve their performances. Pupils are well managed, so that the safety concerns expressed in the previous report are not seen, particularly as the hall is made free of hazards before lessons commence.
129. The subject is very well led by a well qualified practitioner. She has worked hard to remedy deficiencies in the curriculum noted in the last report. All strands of the subject are taught. However, the lack of a school field and the small, sloping playground still inhibit provision for games. The school has creatively sought other accommodation, including the local football pitch, to partly address this problem. A good range of curricular and extra-curricular sporting activities is offered. All pupils swim at a nearby pool and older pupils can ski at the dry-ski slope in Plymouth. Outdoor and adventurous activities take place on the playground and neighbouring Dartmoor, and when pupils are on the residential course at Osmington Bay, in Dorset.

## **RELIGIOUS EDUCATION**

130. The school has made considerable improvement in religious education since its last inspection. Pupils make better progress in lessons of good pace. Activities are more challenging and varied, searching discussions are the norm and written tasks are focused, rather than routine. They key issue to teach all the programmes of study of the locally agreed syllabus has been met, with the personal and social education programme strongly supporting work done in religious education lessons.
131. By the end of Key Stage 1, pupils attain standards above those expected by the locally agreed syllabus. Insufficient lessons were seen to make secure judgements at the end of Key Stage 2. However, evidence from those Year 3 pupils in Class 3 and a personal and social education lesson in Class 5 for Year 5/6 pupils indicates standards are appropriately high. Pupils in reception and Year 1 explore sensitively complex issues of jealousy and loss in work based on the story of Dogger. In ongoing work on the Old Testament story of Moses, they show good knowledge of the Biblical story of the Jews' captivity in Egypt and how God helped Moses to

lead them to freedom. In a discussion of the flight, pupils empathised with the people's plight, asked and answered key questions about how it was brought about and considered domestic issues like how the youngest travellers coped with the journey and whether there was enough to eat and drink in a mature way. Year 2 pupils use a set of scenarios involving temptation, part of a unit of work linked to Christ's temptation in the wilderness in a pre-Lent activity. They carefully examine and test their own responses and susceptibilities to the lure of the forbidden and the need to resist, both at the childhood level and, through projection, as grown up members of society, showing above expected levels of attainment.

132. Year 3 pupils in Class 3 share the same lesson about temptation, with similarly good outcomes. Year 5 and 6 pupils, in an excellent personal and social education lesson, displayed well above expected attainment in sensitive work on feelings, analysing key questions on how to react to the conflicting demands met today, in a sympathetic context. They are articulate in discussions, contributing enthusiastically, and produce thoughtful, well expressed written pieces in response to the challenging subject theme.
133. The quality of pupils' learning is good. Pupils are keen to contribute orally, prepared to listen to, consider and value the ideas of others, and are secure in the knowledge that their own views will be respected by pupils and staff. Lessons proceed at a lively pace, with challenging subject material, well presented so that both discussion and written responses need little coaxing. Indeed, debate can be close to noisy, as in Year 5/6 as good ideas tumble out. However, pupils are biddable and soon remember the rules when reminded. The intellectual potential of much of the work clearly suits the needs of the able and talented. However, those with special educational needs are well supported so that they too get much from the work. The pupils in the support centre make good progress in lessons where immense patience and sensitivity produces appropriate responses in work on the conditions needed for healthy emotional and physical growth. Older pupils at Key Stage 2 are encouraged to undertake research tasks, effectively promoting their independence as learners; for example in extended written pieces about Judaism, particularly the festival of Yom Kippur.
134. The quality of teaching is good. Well-planned work in the support centre is well matched to the needs of the pupils. Probing questions are used to gently extend answers to promote oracy skills and reinforce understanding of the subject. Elsewhere at Key Stage 1 in the reception and Year 1 class, key points of Old Testament Bible stories are well taught. However, a well known story told to illustrate and elicit feelings of loss, is not well followed up and the subsequent discussion never moves beyond the mundane. In Year 2/3 the quality of the teacher's resources and her imaginative presentation of resisting temptation had a positive impact on the pupils' understanding of the concept and to their subsequent knowledge of the New Testament temptations of Jesus before Easter. The very good pupil teacher relationships in Year 5/6 and lively presentation provoke a stimulating discussion, well fuelled by very good questioning skills and kept on track by high expectations of oral and written responses and good management.
135. The subject makes a positive contribution to pupils' spiritual awareness through reflection upon the beauty and diversity of the created world and an emphasis on consideration for others. It also figures prominently in the pupils' social, moral and cultural development. The subject is very well linked to the school's effective units of work in personal and social education and to assembly themes. The contribution of the local vicar and lay reader to the delivery of the curriculum, as well as by their weekly assemblies, is a good feature of the school's programme. The subject is effectively led by a well qualified co-ordinator, who has recently attended good quality training to support her work.

