

INSPECTION REPORT

FENITON C of E PRIMARY SCHOOL

Feniton, Honiton, DEVON

LEA area: DEVON

Unique reference number: 113433

Headteacher: Graham Rowland

Reporting inspector: Fred Ward
Rgl's OIN: 18605

Dates of inspection: 31st January 2000 - 4th February 2000

Inspection number: 189667

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Station Road
Feniton
Honiton
Devon

Postcode: EX14 3EA

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Appropriate authority: Governing Body

Name of chair of governors: Reverend R Gordon

Date of previous inspection: 08/10/1996 - 11/10/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Fred Ward	Registered inspector	Mathematics	Characteristics Actions for improvement
		Information technology	Results and achievements
		Design / technology	Teaching and learning
			Data and indicators
Katy Blake	Lay inspector	Equal opportunities	Attitudes, values and personal development
			Care and welfare
			Partnership with parents
Susan Wheeler	Team inspector	Under fives	Curriculum
		Science	
		Geography	
		History	
Richard Brock	Team inspector	Special educational needs	Leadership and management
		English, Art, Music	
		Physical education	

The inspection contractor was:

Quality School Management Limited

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Feniton Church of England voluntary aided primary school serves the local village and surrounding parishes of Buckerell, Feniton, Gittisham and Talaton, near Honiton in east Devon. There are 185 pupils on roll, making the school smaller than most. It is a popular school as nearly all local children attend but the roll has fluctuated between 160 and 185, reflecting the number of four-year-olds in the area. Currently there are more girls in every class except Years 5 and 6. Pupils come from a wide range of backgrounds and most are from families with incomes around the average for this area of Devon. Around 4% of pupils are eligible for free school meals; well below the national average.

While there is no maintained specialist unit, the diocese has contributed financially to support a building on the school site; the base for a pre-school playgroup, which nearly all pupils have attended. There are 22 four-year-olds and 9 five-year-olds in the school; 29 are in the reception class and the two oldest pupils are in Year 1. Most current four-year-olds on entry had attainment around the average for their personal, social and language development and below for mathematics. However, there are fewer high attaining pupils than in most Devon schools. This trend has continued for several years but the proportion of low attaining pupils has varied; nearly half of the boys in Years 4 and 6 have below average attainment for their age.

There are no pupils from ethnic minority groups and no one has English as an additional language. There are 12 pupils on the special educational needs register and one pupil has a statement; this is below the national average.

HOW GOOD THE SCHOOL IS

Feniton primary is a very effective school. It achieves well above average standards by the end of Key Stage 2 as a result of the high proportion of teaching that is good or better. The headteacher and governors work hard to find ways of making the school even better. The school gives good value for money.

What the school does well

- Results in national tests for pupils in their final year have been maintained at well above the national average for the past three years.
- The development of literacy and numeracy is given great importance within a rich and extensive curriculum that extends beyond the classroom and makes very good use of new technologies.
- Pupils' behaviour is generally good and they get on well with each other and staff; pupils enjoy coming to school and like learning.
- Pupils are well cared for and teachers are very good at identifying and providing for pupils' academic and personal needs, including those with special educational needs who make very good progress.
- Nearly three quarters of the teaching is good or better and is occasionally outstanding.
- The headteacher gives inspiring leadership in the drive to improve standards further; he is very well supported by governors and senior staff.
- Parents are very supportive of the school and very satisfied with the education it provides.

What could be improved

- Opportunities for Year 3 pupils to learn more quickly and rigorously
- The effectiveness of tackling the small amount of teaching that has shortcomings.
- Putting into practice existing plans to be more active in promoting pupils' spiritual development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Nearly all the key issues have been tackled successfully and the school has ensured that standards have continued to improve. Attendance is systematically recorded and absence followed up rigorously. There is a comprehensive behaviour policy that helps create an orderly and supportive community. The most able pupils are usually well provided for and consistently achieve above the national average in English, mathematics and science. Assessment arrangements are thorough and provide accurate information that is used effectively to identify and help pupils make progress. Pupils' work is always marked although not all teachers' comments give sufficient guidance as to what needs to be done to improve. The special educational needs of pupils are regularly reviewed and they are generally given appropriate work that helps them make very good progress.

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	B	A	A	B
Mathematics	A	B	A	B
Science	A	A	A	B

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

Most of the four-year-olds in the current reception class achieve at the level expected for their age and nearly all five-year-olds are working in the first level of the National Curriculum in English, mathematics and science. At seven years of age, standards this year are continuing to improve and are above average in reading, writing, mathematics, science and information technology. By the age of 11, despite a higher proportion of pupils who find learning quite challenging, standards are also above the national average in these subjects. While standards in national tests have been improving at above the national trend for the oldest pupils in the school since the last inspection, above average results for seven-year-olds have only been consistent in writing. However, the work pupils were doing during the inspection indicates that standards have now risen in reading, mathematics, science and information technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and are proud of what they do. A few Year 6 do not like school because of disruption to their learning in previous years.
Behaviour, in and out of classrooms	Generally good because of the caring and supportive environment.
Personal development and relationships	Good. Pupils show respect for each other, adults and property. They work and play happily.
Attendance	Satisfactory. Lessons start promptly.

TEACHING AND LEARNING

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

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

The teaching of the under fives is often good and sometimes very good as the teacher has a depth of understanding of the needs of under fives. The teaching of English, including reading and writing, and science is generally good at Key Stage 1 (5 - 7 years old) and the teaching of mathematics, especially numeracy, is very good. At Key Stage 2 (7 - 11 year olds), the teaching varies from poor to excellent but overall is good in English, mathematics, science and information technology. The best teaching stimulates and holds the interest of pupils throughout lessons. There is the right balance between challenge and support and pupils thrive in a climate where they are encouraged to take risks with their learning. Pupils of different capabilities are fully involved and everyone's contribution is valued. Each pupil knows what he or she need to do to improve and most strive to do their best. The very few instances of unsatisfactory teaching occur when pupils are not given suitable work, they lose interest and waste time; consequently a few Year 3 boys behave inappropriately and are allowed to disrupt the learning of others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A rich and varied curriculum is thoroughly planned to cover the National Curriculum and provide for four-year-olds. Very good use is made of new technologies, such as the INTERNET, programmable toys and digital cameras. An extensive programme of extra-curricular activities further enriches opportunities.
Provision for pupils with special educational needs	Very good. As a result of the systematic and regular review of these pupils' educational needs, work and support are effectively matched to the stage and rate of individuals' learning and they make very good progress, particularly in literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good, particularly in helping pupils' personal development through an understanding of moral, social and cultural issues that are planned into all lessons. While spiritual development is satisfactory, the school has yet to put into practice its proposals for a similar planned approach to improve the provision further.
How well the school cares for its pupils	Very good. Pupils' academic and personal development is systematically and regularly checked and recorded. The information is used well to provide very appropriate educational and personal support for individuals.

The school works very well in partnership with parents. Parents' involvement in the work of the school is very good and these links are highly effective. Parents are very supportive of the school

and are very satisfied with what the school provides and achieves. They find the school approachable, feel welcomed and appreciated

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, governors and staff with management responsibilities have a strong commitment to maintaining and improving standards and are largely successful.
How well the governors fulfil their responsibilities	Good. The governing body is very well informed about the strengths and weaknesses of the school and plays its part effectively in contributing to and supporting the school's development.
The school's evaluation of its performance	Generally good. The school is very good at identifying areas for improvement, setting realistic targets and taking appropriate actions. However despite considerable efforts, it has not been so successful in improving the learning opportunities of Year 3 pupils.
The strategic use of resources	The school has applied the principles of best value when giving very careful thought to the deployment of staff and resources to ensure standards continue to improve. This has been most effective in providing additional support to low and high attaining pupils in Year 2 and Year 6 and has been a major factor in the above average results in national tests. This approach is continuing in the development of information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ● Good standards ● The school is approachable ● Parents are welcomed and appreciated ● The school promotes Christian values. 	<ul style="list-style-type: none"> ● Extra-curricular activities ● Information on pupils' learning and progress ● Behaviour in the play ground

The inspection findings confirm the positive views but not all the weaknesses. There is a wide range of additional activities and pupils' behaviour is generally good. Some reports on pupils' progress are not sufficiently detailed and those for the under-fives do not meet requirements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 1999 at the end of Key Stage 1, as a result of fewer high attainers in the cohort than previously, the standards in reading and mathematics were about the same as most schools in the country but below when compared to similar schools. Attainment in writing was better than reading and above average. Teacher assessment in science, indicated that the proportion of Year 2 pupils reaching or exceeding the level expected for their age was the same as in most schools but those achieving the higher level 3 was above average. The school's assessment of standards in information technology show that two thirds of seven-year-olds had attained as expected for their age, with the rest below.
2. In national assessments for 11-year-olds in the same year, all pupils reached or exceeded the level expected for their age in English and science. The proportion reaching the higher level 5 in English was above the national average and well above in science. Overall, standards of attainment in mathematics were well above the national average. Consequently, these good results put Feniton well above the national average in comparison to all schools and above compared to schools with a similar intake; the school was in sixth position in the league table of Devon primary schools. Teacher assessment of information technology indicated that most pupils' attainment was as expected for their age. In physical education, nearly all 11-year-olds swam 25 metres and were aware of the principles of water safety.
3. Generally on entry at four-years-old, there have been fewer high attaining pupils than expected and the number with special educational needs has varied each year, sometimes being well in excess of the county average. This is the case for the current Years 4 and 6, when they were aged four. The school undertakes a thorough and systematic analysis of the results of entry assessment information and takes this into account when predicting pupils' performance in national tests and tasks when they are seven and 11-years-old.
4. On entry, most of the present four-year-olds have attainment around that expected for their age with the proportion above and below similar to most Devon schools. Inspection findings indicate that, by the time they are five, most of the current four-year-olds will reach the nationally desirable learning goals, particularly in their language and personal development and in mathematics.
5. In 1999, standards in reading for seven-year-olds were around the national average in comparison with all schools and below when compared to schools with a similar intake; the proportion reaching the higher level 3 was average. Similarly in mathematics, but the proportion reaching the higher level was below average. The school reported this was because three pupils expected to do better, failed to achieve level 3 by two marks. In writing, results were better all round, being above the national average.
6. Consequently, results in national assessments for seven-year-olds have fluctuated since 1996 but are now improving more consistently. The school reports that, although this variation in the spread of pupils' attainment was a significant factor, it was recognised that teaching methods and the organisation of lessons also needed reviewing. Over the last year, considerable changes have been implemented through the successful adoption of the national literacy and numeracy initiatives and additional support for low and high attaining pupils from the head teacher and classroom assistants. The pattern of results and inspection findings show the impact on standards. In reading, results were below the

national trend until last year when they rose. In mathematics, there was more variation but again have started to move in the right direction. In writing, there has been a more steady improvement, as teachers are more confident in this area.

7. The trend in national assessment results in English, mathematics and science for 11-year-olds has been consistently above the rate for most other schools in the country. The school reports this improvement to be the result of a concerted effort by Key Stage 2 staff to identify accurately under-performing individuals and groups of pupils and provide them with additional support. One consequence of this is that girls, who nationally reach higher levels of attainment than boys, have not been as well represented in support groups. This has appeared in assessment results, where boys perform better than girls in English, mathematics and science, which is against the national trend. The school is aware of this and is now ensuring that girls are equally supported.
8. This collection and analysis of assessment information are undertaken throughout the school. Teachers have a very clear picture of the stage and rate of learning of individual pupils in their classes. This has enabled governors and senior management to make realistic predictions about the performance of year groups in national assessment tests and tasks. The information is well presented to make it easy for professionals, governors and parents to understand. The conclusions are widely published in written and electronic form so as to be available to anyone interested; the school includes this data on their web site. Targets for the current Year 6 class, at 84% to reach or exceed the level expected for their age in English and mathematics and 90% in science, are challenging considering the spread of abilities. However, inspection findings confirm that the school is on course to meet these targets in 2000.
9. Realistic targets have been set for the current Year 2 to continue recent improvements for the proportion reaching or exceeding the level expected for their age. These are reading 91%, writing 92% mathematics 95% and science 96%. In order to ensure all pupils reach their potential, these targets have been further broken down to identify the individuals capable of reaching the higher levels 2B and 3. Inspection findings again confirm that these results are achievable because of the additional appropriate support individuals and groups are receiving.
10. Less specific targets have been drawn up for information technology to aim at most pupils reaching the level expected for their age. The inspection shows that this is not sufficiently challenging as most pupils are already performing above this level.
11. The standards of work seen in the early years for the four-year-olds, some who have only been in school for a few weeks, indicate that generally they are the same as most children of this age. They work well and most are on course to exceed the desirable learning goals by the time they are five. This is confirmed by the achievements of five-year-olds in the reception class, who are well into the early stages of the National Curriculum.
12. Pupils in Year 1 and 2 achieve well as they are taken through a learning programme that has a strong emphasis on literacy and numeracy. The work is demanding and builds appropriately on previous learning. Increasingly, information technology is being used to support their learning and pupils show confidence and are trying out ideas and learning from their mistakes. They are given wide and varied opportunities in other subjects, particularly art and music where they benefit from stimulating and creative experiences. Pupils with special educational needs and those with high attainment are also well provided for. As they are systematically and accurately assessed at regular intervals, the work they are given is well matched to their stage and rate of learning. As a consequence, both these groups make very good progress in literacy and numeracy. The few gifted and talented pupils have

been identified but a tailored programme has not yet been drawn up. In the past, individuals have, with their parents' consent, joined older classes for specific subjects.

13. By the time they are seven-years-old, most pupils are confident speakers and attentive listeners; they read with understanding and have a range of skills to help them identify unfamiliar words; they write legibly in simple sentences to express their ideas in sequence with accurate spelling of common words and correct use of capital letters and full stops. In mathematics, they use their developing numeracy skills with increasing confidence to calculate and solve problems, both orally and when recording them. They have a sound knowledge of the basic addition facts to 20 and are beginning to use this knowledge to understand and recall multiple factors using 2, 3, 5 and 10. They use mathematical language correctly when describing their calculations, such as 'addition, subtraction, larger than, the same as, smaller than'. Their knowledge and understanding of other areas of mathematics is well advanced as they identify, name and describe the basic properties of common geometric shapes, begin to measure with standard units and construct and interpret different graphs as a result of practical investigations. In science, they have grasped the basic principle of making and testing predictions and carrying out simple experiments in which accurate observation and recording are emphasised. They understand the differences between living and inanimate things and know about the habitats and lives of common animals. They are familiar with their own bodies and what makes a healthy life style. They sort and classify objects by their properties and have basic understanding of energy such as, heat, sound and electricity.
14. In Key Stage 2, the rate of pupils' progress varies. In Year 3, there is general under-achievement as work is often not hard enough and pupils are not sufficiently encouraged to raise their standards. In Years 4 and 5, the ethos is very different. Pupils are well aware of what they need to do to improve and they are constantly being encouraged to do their best. There is a strong focus on literacy and numeracy, which is developed through other subjects as well as English and mathematics. New technologies are also effectively used to re-enforce learning in these areas as well as to enrich other subjects, particularly geography and history. The approach in Year 6 is different but equally demanding. Two thirds of this class are boys and many of them had become disenchanted with learning, partly because of disruptions in their education in previous years through staff changes. Currently, they have been sensitively re-introduced to effective practices and routines. They have been helped to have confidence in themselves and shown that they can succeed with effort. As in Key Stage 1, nearly all teachers have accurate information about the capabilities of their pupils and ensure work is well matched to individuals and groups. As a consequence, pupils with special educational needs and those with higher attainment make very good progress. As in Key Stage 1, the programme for gifted and talented pupils has yet to be further developed.
15. Consequently by the time pupils are 11-years-old, they are literate and numerate and have a sound foundation in other subjects. In English, they hold debates being able to present well-thought arguments and use a wide range of words to describe their ideas and feelings. They read well, both fiction and non-fiction, for enjoyment and to find out information. Their writing is well presented and is appropriately adapted for different audiences. They generally use punctuation correctly and their spelling is improving. In mathematics, their knowledge and understanding of number is sound but their recall of multiplication facts is still a little slow. However, they are more confident explaining how they arrive at solutions and will experiment with different approaches. They use co-ordinates correctly to plot shapes and identify and draw two-dimensional figures with accuracy, recognising and describing rotational symmetry. They collect data from first-hand measurement and present and interpret it in a range of graphical presentations. In science, they have acquired a systematic approach to their investigations and confidently carry out experiments to test their own ideas. They know

about their own life processes and those of other animals and plants, particularly what each needs to survive and their inter-dependence. They understand how materials change and how energy and forces are controlled. The knowledge and understanding of information and communication technology is growing rapidly. They use new technologies to support their learning, particularly in English, mathematics, art, geography and history. Although insufficient lessons were seen in other subjects for Year 6, evidence from their recorded work and discussion with groups show that most pupils are coping with and achieving appropriately for their age.

Pupils' attitudes, values and personal development

16. Pupils respond well to their school experiences. Their attitudes to school, behaviour, personal development and relationships are all good and attendance is satisfactory. These findings broadly reflect the findings of the last inspection.
17. Pupils have good attitudes to school. The majority of pupils are very enthusiastic about school. They are keen and eager to come to school and learn. They show interest in school life and are involved in the rich range of activities the school provides. Throughout the school, pupils are interested in their work and are keen participants. In the reception class, pupils enjoyed having a go at a variety of creative activities such as making junk models and painting clay faces. In the plenary session of a Year 3 literacy lesson, led by the head teacher, pupils were keen to respond to fast paced questions about the moral of a story. In a Year 5 literacy session, the class was eager to answer questions and give their own reasoned opinions. Pupils' attitudes are good because there is good teaching and interesting well-prepared lessons. For example, Year 4 pupils were highly enthusiastic and took great pleasure in learning history through the stimulating experience of interviewing people who had experienced life during World War II. On the few occasions where pupils' attitudes were unsatisfactory, it was due to poor teaching in Year 3. In a design technology lesson, pupils showed very little interest in their work due to the limited level of challenge looking at joints on model animals.
18. In an atmosphere free from oppressive behaviour, pupils behave well in lessons, around the school and on the playground. There have been no exclusions. The school functions as an orderly community. Pupils' respond well to the school's clear routines, such as in movement from playground to class. On the playgrounds, girls and boys play well together. A small number of parents were concerned about behaviour at break times, but these concerns are not justified. In classrooms, pupils' behaviour is generally good which helps their learning. This is due to class teachers' high expectations and good management. In Year 3, pupils' inappropriate behaviour sometimes obstructs learning when they are too noisy and do not settle quickly. This happens because the class teacher's expectations of behaviour are too low. All pupils are friendly and courteous to each other and to adults. They hold doors open, listen politely and are helpful without prompting. Most pupils show respect for property. They are upset when vandals damage the school property. They handle resources provided sensibly. For example in a mathematics lesson, Year 1 pupils treated balances and articles to be weighed with care.
19. The personal development of pupils is good. Pupils are willing to take responsibility. They are fully involved in the daily routines of the school community and efficiently fulfil their increasing responsibilities, such as class duties, acting as librarians or participating in the school council. Even the youngest pupils see what needs to be done and are keen to help. Throughout the school, pupils show initiative by helping each other spontaneously or by extending their learning. A group of Year 2 pupils used their initiative to help each other to fasten art aprons when standing in a line. In Year 5, a boy looked for worksheets for an extension activity without asking the class teacher. In the reception class, pupils are helped

to reflect on their own experiences and express their feelings. They respect each other's views, for example when tracing or using play dough.

20. Older pupils have learnt to reflect on, respect and understand the feelings others. In Year 4, pupils listened well to visitors and each other and showed mature understanding and respect for a visitor's feelings about the death of a pilot in the war. Pupils generally form very good constructive relationships with each other and adults. Pupils from different year groups work well together with the deputy head teacher in the school council. They are using their initiative to form a "buddy system" for the care and support of younger pupils. In class, pupils often co-operate and collaborate well sharing equipment, ideas and tools. In a Year 4 science lesson, groups of pupils worked well together building electrical switches and circuits. Pupils of differing abilities support and encourage each other. A higher attaining girl helped a lower attaining boy explain what he had been doing in mathematics. A friend helped a pupil with special educational needs during a guided reading session. Pupils also celebrate each other's successes. In a swimming lesson, Year 4 pupils cheered a boy who gave a good backstroke demonstration. However, relationships in Year 3 are at times fragile.
21. Attendance is satisfactory and around the national average. Pupils are punctual and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

22. Overall, the quality of teaching is good for the under fives and at both key stages ensuring that pupils are well prepared for the next stage of their education.
23. Teaching is satisfactory or better in 96% of lessons. The teaching in nearly three-quarters of lessons is good or better and occasionally excellent. On two occasions, the teaching was less than satisfactory. While overall, the proportion of satisfactory or better teaching has only increased slightly since the last inspection; this masks the significant increase in very good teaching rising from 11% in 1996 to 38%.
24. The teaching of the under fives in the reception class is generally good or better. The teacher is very well supported by classroom assistants. These staff have very good relationships with pupils and know them extremely well with the result that even the youngest come happily to school. This knowledge also helps the teacher plan a very rich and varied programme that stimulates pupils to want to learn and is suited to their stage and rate of learning. Lessons are very well managed and pupils respond as eager and enthusiastic learners. In a mathematics session on measurement, there were plenty of opportunities for practical work. Effective questioning by staff challenged pupils to look beyond the obvious and begin to think mathematically in working out solutions to problems such as, "how do you really know which straw is the longest?" There is an appropriate emphasis on personal, social and language development, as well as numeracy. The teacher makes sure no time is wasted in lessons by having resources well prepared and briefing assistants in advance. As a result, pupils are fully engaged and productive whether working independently on activities of their own choosing or with tasks given to them by adults.
25. At Key Stage 1, three-quarters of the teaching is good or better and the rest is sound. In Key Stage 2, the proportion of good or better teaching is about the same but there are a few instances of less than satisfactory teaching in Year 3. The strengths of teaching are common in both key stages and the unsatisfactory teaching is mainly as a result of too low expectations of pupils' behaviour and capabilities.
26. Teachers are generally very hard working and committed to improving standards. They have coped well with the introduction of the literacy and numeracy initiatives although, initially,

some found the demands extremely challenging. They now have a comprehensive and detailed knowledge and understanding of teaching the basic skills and this is reflected in the good progress pupils with different prior attainment are making. Lessons follow national guidance and pupils are made aware of the learning intentions for each session. They effectively evaluate progress with their teachers in plenary sessions using a range of approaches, such as quizzes, role-play and discussions about their work. Group work is well planned and takes into account the on-going accurate assessment of individuals. This means pupils working independently find the work pitched at an appropriate level and they are able to complete tasks without direct help from their teachers.

27. Teachers' knowledge and understanding in other subjects varies but overall is sound. Individual staff have particular expertise and this is evident in the excellent teaching seen in Year 1 art, Year 4 history and Year 5 mathematics. In these lessons, pupils were achieving well above the level expected for their age. They found the work so interesting and stimulating they wanted to make that extra effort. The teachers' enthusiasm and love of the topics being studied were infectious and created a momentum that swept the pupils along. Teachers' guidance was given at just the right moment to help pupils discover for themselves the next step in their learning.
28. Generally, teachers' planning is good. Nearly all teachers take into account the stage and rate of learning in order to provide appropriate activities for different groups, including those with special educational needs. They also show clearly how information technology can support learning and what additional resources are needed. Although opportunities for social, moral and cultural development are usually shown, little direct reference to spiritual development is made.
29. Teachers' expectations are high in nearly all lessons. There is constant and consistent reference to the need to behave well and work as hard and diligently as possible. In these lessons, good responses are acknowledged and praised and teaching points are made when problems occur. In a Year 6 numeracy lesson, the teacher realised a number of high attaining pupils were finding it difficult to interpret a written problem to identify the maximum area for a given perimeter. She broke the learning down into simpler stages and gave them more practical work so they could find out the relationship for themselves.
30. Teachers use an appropriate range of methods but there is a general pattern followed by most as a result of considerable staff discussions about effective teaching and learning styles. Lessons start promptly with a review of previous work, the learning objectives are discussed and new ideas introduced. Teachers place great emphasis on discussion sessions and have successfully created a climate in which all pupils confidently express themselves. Pupils generally work in ability groups, sometimes collaborating but generally being independent. Most pupils have acquired appropriate strategies to overcome problems without resorting immediately to adults for help. Lessons nearly always close with a lively review where teachers effectively seek pupils' views on what has worked well, where they had difficulties and what has been learned.
31. While there were just two instances of less than satisfactory teaching, both in Year 3, the teaching in the other two lessons observed for this year group was sound because of the support of the headteacher in the classroom. At times in all these lessons, expectations of pupils' behaviour and capabilities were too low and as a result many found the work too easy. The groups working with the headteacher, in contrast, were productive as they were appropriately challenged and supported to improve their responses.
32. There is a commitment to equal opportunities in the teaching evident in the teachers' planning, questioning and organisation of learning activities that ensure all pupils participate fully in lessons. In a Year 4 literacy lesson, a low attaining boy was successfully encouraged

to lead the plenary session. He proudly conducted a quiz he had put together from the earlier text work on jungle settings.

33. The management of pupils, helpers and resources is most effective in nearly all lessons. Teachers generally are on top of their work and lessons run smoothly with everyone knowing what to do and having the appropriate resources readily available. A Year 1 art lesson included four different practical activities: making a large quilt, sculpturing a face from clay, sponge printing and collage and mixing and painting with a face wash. The pupils were completely absorbed in these creative activities and produced work of a high quality in a calm and orderly, yet industrious climate.
34. A strength of the school is the on-going assessment undertaken by teachers and classroom assistants. The reason they know the strengths and weaknesses of their pupils so well is as a result of the careful attention given to the systematic observation and recording of pupils' responses. This information is used to make teaching points and to work with pupils in setting individual targets for improvement. Consequently, most pupils know exactly what is required of them and they regularly review with teachers how they are getting on.
35. Homework is well used in Key Stage 1 to re-enforce reading and parents are given specific guidance to help their children in a well used home / school notebook. In Key Stage 2, all classes are given regular homework, the amount appropriate to their age, mainly to help them develop their literacy and numeracy skills. Older pupils are encouraged to undertake personal research on projects relating to the topics being studied. A Year 4 pupil produced a well-presented and thoughtful study of her family as part of a history topic using new technologies.
36. Overall, the high proportion of teaching that is good or better is the main reason for the consistently above average standards at the end of Key Stage 2 and the improving standards at the end of Key Stage 1.

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

37. The school provides a broad, balanced and relevant curriculum for all pupils, including the under fives, although there is no explicit planning in the early years that takes account of the nationally recommended six areas of learning. The curriculum for Key Stage 1 and 2 is good. There is a high level of emphasis on literacy and numeracy throughout the school, which shows in the above average standards achieved by seven and 11-year-olds. This is an improvement since the last inspection in 1996 when there were shortcomings in the balance given to certain aspects of design technology and information technology.
38. The curriculum is planned systematically and there is comprehensive long, medium and short term planning. This ensures that pupils have a good quality and range of learning opportunities in English, mathematics, science, information technology, music and physical education. While the coverage in other subjects is sound, the school has decided to wait for national guidance and implement changes for September 2000. The information and communication technology curriculum is very good. Pupils are encouraged to use and develop their knowledge and understanding of the new technologies increasingly across all subjects.
39. The provision for pupils with special educational needs is very good throughout the school with activities very well planned to match the stage and rate of learning of individuals. Teachers find the individual education and behaviour plans very useful as the guidance is specific and helpful and, as a result, support in class is very good. A high level of additional

help is given through booster classes for literacy and numeracy in Years 2 and 6. There is also targeted support in other year groups, with individuals and groups being withdrawn for specialist help. Again, this is a significant improvement since the last inspection when insufficient use of individual education plans for pupils with special educational needs was a key issue.

40. Pupils gain a great deal from the teachers' use of national guidance on literacy and numeracy, which has had a significant impact on their curriculum planning, particularly in preparing for the teaching and learning of the basic skills. The new curriculum material in support of the National Grid For Learning initiative is also beginning to have a similar effect.
41. Pupils take part in a broad and rich range of extra curricular activities, including choir, recorders, gardening and a range of sports. Groups are organised across lunch times and after school to allow wider access and to avoid disruption to bus arrangements. Pupils also have very good opportunities for a wide variety of educational trips to support their learning, including a recent Year 5/6 visit to a science exploration centre. There are residential visits for older pupils, which support their personal and social as well as academic development. These findings do not support the view of some parents that the programme of extra-curricular activities is not varied enough.
42. All pupils have very good access to curriculum opportunities. The school makes every effort to ensure each pupil knows what is available and is helped to participate fully. Particular attention is given to low attaining pupils in helping them catch up with their literacy and numeracy skills. Pupils' needs are very carefully considered in the planning of the withdrawal groups as the sessions are rotated each week to ensure pupils do not always miss the same subject. Gifted and talented pupils are to be the focus of a revised support programme in the near future.
43. The curriculum meets requirements and provides appropriately for sex, health and drugs education. The personal, social and health education programme is good and incorporated within all subjects as well as being on the timetable. Pupils are frequently made aware of health and safety issues, as they were in a Year 4 class when working on circuits and electricity.
44. The quality and range of learning opportunities provided by the schools' links with the community and its partner institutions are very good. These findings show an improvement since the last report.
45. The wide range of constructive links with the community enriches pupils' learning experiences. The school works hard to tap the resources available within its locality and beyond. Visitors act as volunteer helpers and also share their expertise and experience. Older members of the community made an excellent contribution to a Year 4 history lesson by enhancing pupils' understanding of life in World War II. A local footballer regularly comes to school to share his skills with pupils in games lessons. Other visitors not only enrich curriculum provision but also make strong contributions to pupils' personal development. The local police officer and railway safety officers increase pupils' awareness of safety on roads and railways. Wednesday club lunchtime visitors give pupils the opportunity to develop social skills in relating to older people. The vicar regularly leads worship and runs a Christian union. The locality is well used as a resource for learning, for example in local history and geography projects. Further afield, worthwhile visits are made to support the curriculum. For example during the inspection, Year 5 and 6 pupils visited the science centre in Beer. Opportunities to link with partnership schools around the world via the Internet are to be recommenced after recent international funding difficulties.

- 46 The school has very good mutually supportive relationships with its partner institutions. The school building is physically linked to its partner pre-school and relationships between the two are very constructive. Resources for learning, training, expertise, special events and accommodation are all shared. These contacts and frequent visits make a good contribution to pupils' smooth transfer to school. Links with the partner secondary school, to which most pupils transfer at the end of Year 6, are also effective. These include visits from secondary staff support subjects, such as physical education. Year 6 pupils spend a whole week at the secondary school with their own class teacher and this ensures a smooth transfer to the next stage of their education.
- 47 The school cultivates pupils' personal development well. There is good provision for the moral, social and cultural development of pupils. While still satisfactory, the school is less successful in its provision for spiritual development. These findings show an improvement since the last inspection when provision for pupils' personal development was described as sound.
- 48 The promotion of pupils' spiritual development is sound. The curriculum is planned to include knowledge and insights into values and beliefs. Teachers sometimes, but not systematically, plan learning activities that encourage pupils to respond sensitively, explore their feelings and reflect on what they have heard or experienced. Such activities are appropriate to the pupils' age. In circle time, the youngest pupils were encouraged to consider how it made them feel when they were chosen in a game. In Year 5, pupils reflected upon and recorded their hopes and fears for the new millennium. Pupils are given opportunities to empathise with the feelings of others. In a Year 4 history lesson about World War II, pupils were given the opportunity not only to empathise with the people of the period but also with the real life experiences of the visitors. Pupils' self esteem is consistently promoted throughout the school through the use of praise and other rewards. The attractive displays of pupils' work and the general use of plenary sessions reflect the value teacher's show for pupils' ideas across the curriculum.
- 49 Pupils' moral development is well promoted. Pupils are made aware of what is expected of them and the difference between right and wrong through informal daily routines and class discussions. The school's moral code fosters values such as courtesy, fairness and respect for each other. Sensitive use is made of daily opportunities to promote these values. In the reception class, two pupils who irritated each other were encouraged to be sensitive and to consider how each would wish to be treated. There are good planned opportunities for pupils in both key stages to develop and express moral values and extend their social and personal understanding, particularly through well-chosen stories. In a Year 1 literacy lesson, sensitive use of "The Lion and the Mouse" story enabled younger pupils to express moral views of right and wrong in their concern for trapped animals. In a Year 5 literacy lesson, the secure, encouraging climate enabled older pupils to draw out various morals from fables extending their personal understanding about how to live. Good opportunities to express moral values are also provided in the school's support of charities.
- 50 Arrangements for promoting pupils' social development are good. Many opportunities are provided for all pupils to take responsibility, show initiative and develop an understanding of living in community. The head teacher, staff and voluntary helpers provide very good role models and treat pupils, visitors and each other with respect. Throughout the curriculum and across both key stages staff plan many good opportunities for pupils to learn how to relate to each other by working in pairs and in groups. The youngest pupils shared resources and ideas as they worked in a variety of groups on creative and scientific activities. In mathematics, the oldest pupils worked well in groups using a programmable toy to measure the perimeter of regular geometric shapes. The school plans a good variety of other

activities to promote pupils' social development. For example, a variety of extra curricular activities and some inter school events, such as football; encourage teamwork, competition and fair play. Regular school productions and the school orchestra provide pupils with the social skills involved when working with large numbers of people; and a residential experience to Dartmoor for Year 6 pupils enhances social development. The school helps all pupils take responsibility by giving them a variety of duties in class and around the school. The school council provides a very good opportunity for all pupils to voice opinions about their school community and have them acted upon. For example, the school council consulted pupils about the reward system and, as a result, a new reward, a 'blades day', is to be introduced.

- 51 The promotion of pupils' cultural development is good. The school teaches pupils to appreciate their own cultural traditions and the richness and diversity of other cultures both through curricular and extra curricular activities. Positive contributions to pupils' cultural development come from aspects of English, geography, history, art, physical education, music and science. In history, pupils have opportunities to appreciate life and culture in other times and this has been enriched by visits to living history museums. In art, a range of artists has inspired pupils, from Klee in Year 1 to Areimboldo in Year 5. Music provides for a range of cultural experiences including Caribbean, African, Chinese and Hebrew songs. Sporting traditions are experienced in after school clubs, such as football, as well as in physical education. The school has an active approach and makes good use of special opportunities to enrich pupils' cultural experience. For example, the art club is to attend a schools' art exhibition in the Exeter cathedral, and the choir and recorders are to take part in the Devon Schools' Prom. Visiting theatre groups have also made a good contribution. The school is linked with a number of other schools around the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 52 The school provides very good care for its pupils. It monitors and supports pupils' academic performance very well. These findings broadly reflect the findings of the last inspection, but show an improvement in systems to manage pupils' behaviour.
- 53 The school ensures the health, safety, care and protection of all pupils, doing all that it reasonably can to protect the pupils in its charge from harm. Secure relationships have been developed between staff and pupils, and pupils' needs are put first. This has created a happy caring school community. For example, the catering staff put pupils needs first and every day bake snacks for break time. Teachers know their pupils very well, are aware of their various needs and respond to them in a positive and supportive way. Immediate informal support is given to children showing distress during daily routines, such as registration. Consequently, pupils feel that they are cared for and have confidence in staff for advice and support. The school takes special care of pupils with particular needs and works closely with parents and other agencies to support such children. Consideration is given to special dietary needs and the health service gives staff training about particular medical conditions. Effective child protection procedures are well established. The curriculum is used to help pupils protect themselves, for example through the contribution of the local police officer. The day-to-day work of the school, in terms of supervision and awareness of hazards within and beyond school, creates a strong sense of the importance of health and safety of pupils. Children who arrive at school by bus are safely supervised onto school premises by a 'lollipop' person. The coach journey to the swimming pool is well supervised and particular attention is paid to pupils having properly secured safety belts. Staff often stress safe working practices to children in warming-up for physical education and in handling equipment in class. Regular health and safety checks are carried out and the school quickly responds to any concerns.

- 54 The school has good effective measures to promote, monitor and improve attendance. The school works well with the education welfare officer to raise levels of attendance for individuals. The school encourages parents not to take holidays in term time and has creatively provided an extra 'out of season' holiday by linking occasional days.
- 55 The school has good effective measures to promote and monitor good behaviour. Pupils know what is expected of them. There is a climate for good behaviour in this well ordered community with clear routines and class rules. All staff, including lunchtime supervisors, consistently manage pupils very well. The school council has helped create the reward system based on house points. Most staff have high expectations of discipline and good behaviour and minimise disruption through their skilful handling of pupils in lessons. In Year 3, the class teacher has insufficiently high expectations of behaviour and the quality of classroom management does not always promote good behaviour although improves when she is supported by the head teacher. A high profile is given to intolerance of bullying. There is a clear anti-bullying programme and any incidents are well monitored by senior managers.
- 56 The monitoring of pupils' academic performance and personal development is very good throughout the school. The school has recently started using a 'Progress, Effort, Attainment, Target' ink stamp to print on pupils' work for teachers to make judgements and give guidance to individuals. This practice is in the early stages and some teachers are not specific enough in their comments to be of much help to pupils. However, the strengths and weaknesses of pupils are very clearly identified and planned for by teachers through the systematic examination of work, recording of significant responses and regular tests. All teachers work with individual pupils to agree and set personal targets in English and mathematics, which are displayed on cards and kept on desks and tables to be a constant reminder.
- 57 Pupils with special educational needs also have their progress regularly assessed through careful monitoring of their individual education and behaviour plans, in partnership with parents.
- 58 National assessment results and ongoing teachers' assessments are well used to inform planning. For example in mathematics, low attainment at Key Stage 1 has led to the school building additional mathematics' assessment into the baseline tests to identify any areas of difficulty at an early stage. Also, higher and lower attaining pupils are given a good level of support as a result of careful analysis of teachers' observations from the systematic scrutiny of work.
- 59 Pupils' progress in English and mathematics is effectively monitored through a recently introduced 'progress book' system where examples of individuals' work are recorded each term. Gifted and talented pupils have been identified and a special programme is being revised but has not yet been fully implemented. Pupils with special educational needs in literacy and numeracy are well supported by the headteacher and specialist support staff working with target classes and booster groups. Low attaining boys and talented pupils at Key Stage 2 are groups gaining particularly from this support.
- 60 The procedures for monitoring and supporting pupils' personal development are good. The school celebrates more than academic attainment. It acknowledges pupils' achievements in terms of effort, attitude and behaviour through the consistent use of praise and reward systems, such as house points. Pupils who experience difficulty with a specific area of personal development are effectively encouraged to raise their achievements in these areas. Class teachers support these pupils well and help them to set their own individual targets. Targets are clear and are easily monitored for success using personalised charts.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 61 The school works very well in partnership with parents. Parents' involvement in the work of the school is very good and these links are highly effective. These findings broadly reflect those of the last inspection.
- 62 Parents are very supportive of the school and are very satisfied with what the school provides and achieves. They find the school approachable, feel welcomed and appreciated.
- 63 The school has a very good range of productive and consistent links with parents that help pupils learn. Parents' involvement in the life and work of the school is actively sought and encouraged. A good number of parents contribute directly by helping in classrooms, hearing readers or accompanying school trips. In Year 2 science lessons, parents and accompanying infants made a very good contribution to pupils' learning by supporting a comparative study on human growth, similarities and differences. Parents provide an abundance of resources to support and enrich different school topics, such as the history topic on Britain since World War II. Parents are given clear information on homework expectations. They support their children's learning at home, with reading in the early years and increasingly demanding homework tasks, as pupils get older. Parental guidance on homework tasks is sometimes helpfully provided and this improves parents' ability to support their children's learning. The very active parent-teacher association makes an excellent contribution to the life of the school and pupils' learning. It provides a good range of social activities, additional resources, practical help such as refurbishment of the swimming pool, and even helped with a summer reading school.
- 64 Parents of pupils with special educational needs are encouraged to be involved with reviews of their individual education plans. They are kept well informed about booster classes and target groups for extra help in developing literacy and numeracy skills. The school makes great efforts to work closely with parents and often consults them on policy issues, such as the recent good home school agreement, homework and behaviour policies. A small minority did not believe that the school worked closely with parents; the inspection did not find evidence to justify this concern. When parents are involved, this partnership improves their children's progress.
- 65 The quality of information provided by the school is good. There are regular good informative school and class newsletters giving general information and helpful information about what pupils will be studying. The school prospectus also gives useful information including good initial information on how to help with mathematics and reading at home. The annual report of the governors does not contain some of the new information required about test results. Curriculum meetings are held and are well attended. School and home work well in partnership, sharing information about pupils, their learning and how they feel. This starts well with good induction procedures and continues through a range of good formal and informal procedures for sharing information to support pupils. This good exchange is effective because parents find the school approachable. Parents have three formal opportunities a year to meet with teachers to discuss their children's progress. They are kept very well informed about their children's progress with two written reports each year. Both the annual report and interim report give good clear information on levels of attainment and specific targets for improvement. Descriptions of what pupils can do are not always detailed enough to ensure that all parents understand the reasons for levels of attainment. Reports for the reception class do not comply with requirements, as they do not give information on the nationally recommended areas of learning for the under fives. Most parents are satisfied with the information that they are given but a small number are dissatisfied with the information that they are given about how their children are getting on.

To the limited extent outlined, these concerns are justified.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 66 The leadership and management of the headteacher are very good. He is supported fully by an able and committed team of senior staff and effective governors. The governing body is fully aware of, and fulfils its statutory responsibilities and duties. The headteacher is accountable for the implementation of the governors' policies and strategies. Together with the senior staff of the school, they form a strong and effective leadership team.
- 67 The governors, headteacher and staff have created an ethos of continual self-improvement to raise and achieve high standards. It is well published in the school's information documents and on its display boards. It guides the school's strategic and day-to-day activities. The vision and values are stated clearly, underpin the ethos and actions of the school and can be found on classroom walls and in teachers' files. All work to fulfil the vision through clear priorities, which are linked directly to the performance of the school's pupils. Teachers' job descriptions give a sound framework of responsibility and a commitment to continuous professional development in order to improve.
- 68 The governing body has agreed a policy statement for governing Feniton Primary School. This policy is based fully on the school's vision and values and defines clearly the respective roles, responsibilities, delegated powers and accountabilities of governors and the headteacher. The governing body fulfils its strategic role successfully by identifying the overall priorities and structure of the school improvement plan, by setting challenging targets for the school and by monitoring its activities and performance.
- 69 There is a co-ordinator with delegated responsibility defined in a job description for each National Curriculum subject. Co-ordinators have produced action plans, which, even though they vary in quality, are useful documents for identifying areas for development in each subject. They also maintain a record of staff professional development and submit an annual summary statement about their subject for the governing body to consider.
- 70 The governing body is provided with detailed financial information and a wealth of analysed data on pupils' performance. It is able to use this information critically in order to set its priorities and make its decisions, as for instance when it decided to cease to teach French in order to concentrate its resources on the provision of extra classes for literacy and numeracy. Financial planning reflects the priorities and is responsive to them. Financial management and administration are sound. Good use is made of information technology to assist in the administration.
- 71 The school has a well-defined and documented procedure for monitoring the quality of teaching thoroughly. The headteacher and subject co-ordinators have a timetable for observing lessons and discussing the outcomes with individual teachers. Records of the observations and discussions are kept. Literacy and numeracy are observed more frequently than the other subjects. The outcomes are used to inform decisions about implementing the school's priorities and staff professional development. Although this procedure has had a beneficial impact and raised further the quality of most of the teaching, it has not been sufficiently effective in improving opportunities for learning in Year 3. The school is seeking to improve its monitoring by making its judgements sharper and setting more specific targets. Governors receive a summary of the monitoring programme and its outcomes.
- 72 There is a clearly stated commitment to effective staff professional development in order to improve the quality of teaching and to raise standards. All of the teachers are involved and

take part. It is seen as an important means of fulfilling the school's policies and priorities as set out in the school improvement plan. This is a three year strategic plan based on the school's vision and values and incorporates the national priorities, which are reflected in those of the school. The plan identifies key activities, responsibilities, timescales and costs for the current year. Where appropriate the test results at the end of each key stage are used as success criteria. Other success criteria are too general and relate to the completion of the activities rather than fulfilling the priorities. This is being reviewed currently as part of the next cycle of planning. Progress on the implementation of the school improvement plan is reported routinely to the governing body. The policy and procedure for the induction of new staff is very supportive and effective.

- 73 The governing body and headteacher comply with many of the best value principles. They compare the standards and costs of the school with those of others through the benchmarking data provided nationally and by the local education authority. They seek to gain value for money through effective competitive tendering when ever this is appropriate and expect to give account of their spending decisions, particularly to parents. The school meets almost all statutory requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 74 The governors, headteacher and senior staff should consider the steps following each key issue carefully and decide how to take the required action to raise standards and make further improvements:

Opportunities for learning in Year 3 where work is too often not demanding enough. (para.14, 90, 92, 103, 112)

- Raise the teacher's expectations about what eight-year-olds, who learn at different rates and are at different stages in their learning, are capable of doing;
- Improve the teacher's knowledge and understanding of the National Curriculum and the range of learning available for this year group;
- Develop the teacher's planning to ensure it shows clearly appropriate learning intentions for the class and for different groups, as well as providing guidance about organisation and management of pupils.

The effectiveness of tackling teaching that has shortcomings. (para. 25, 31, 71, 112, 123)

- Develop and refine guidelines about what to look for in observing lessons that enable senior managers and co-ordinators to identify and make more specific judgements about the quality of teaching and pupils' learning they observe;
- Support the observer and observed in determining how to use available expertise and support to improve identified weaknesses;
- Review progress at agreed intervals and make recommendations about further action.

Putting into practice plans to be more active in promoting spiritual development (para. 47, 48)

- Review agreed actions to promote spiritual development and identify what more needs to be done to ensure opportunities are systematically planned in lessons

- across subjects and throughout the school;
- Produce guidance to support pupils' spiritual development and provide appropriate resources and advice to help teaching and learning develop.

In addition to these key issues, the following less important weaknesses should be considered for inclusion in the action plan:

- Using national guidance to plan, assess, record and report in the early years (37, 65, 82)
- Pupils' attitudes and behaviour in Year 3 (17,18)
- Governors' annual report to include test results (65)
- More details about what pupils can do in annual reports (63)
- Painting and critical skills in Key Stage 2 (117)
- Self-appraisal and developing composition in music (140. 141, 142)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	31	35	23	2	2	0

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

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	185
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR / Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		12

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	9	17	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	15	15	16
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	92 (78)	92 (84)	96 (84)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	16	16	15
	Total	25	25	24
Percentage of pupils at NC level 2 or above	School	96 (85)	96 (85)	92 (85)
	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	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	12	15	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	15	12	15
	Total	27	24	27
Percentage of pupils at NC level 4 or above	School	100 (86)	89 (73)	100 (96)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	15	15	15
	Total	27	27	27
Percentage of pupils at NC level 4 or above	School	100 (86)	100 (72)	100 (95)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black ? Caribbean heritage	0
Black ? African heritage	0
Black ? other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	185
Any other minority ethnic group	0

Exclusions in the last school year

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

This table gives the number of exclusions, 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)	8
Number of pupils per qualified teacher	21.2
Average class size	22.9

Education support staff: YR ? Y6

Total number of education support staff	4
Total aggregate hours worked per week	75

FTE means full-time equivalent.

Financial information

Financial year	1998/99
Total income	300015
Total expenditure	297148
Expenditure per pupil	1607
Balance brought forward from previous year	23585
Balance carried forward to next year	26452

Results of the survey of parents and carers**Questionnaire return rate**

Number of questionnaires sent out

185

Number of questionnaires returned

98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	5	0	1
My child is making good progress in school.	43	51	5	0	1
Behaviour in the school is good.	34	57	8	0	1
My child gets the right amount of work to do at home.	24	61	10	0	4
The teaching is good.	46	52	1	0	1
I am kept well informed about how my child is getting on.	35	52	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	58	40	2	0	0
The school expects my child to work hard and achieve his or her best.	49	51	0	0	0
The school works closely with parents.	34	52	14	0	0
The school is well led and managed.	44	49	5	0	2
The school is helping my child become mature and responsible.	35	56	6	0	3
The school provides an interesting range of activities outside lessons.	17	33	32	3	15

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

- 75 The provision for 22 pupils, who were under five at the time of inspection, is very good. Children make a very good start to school through an effective induction programme and excellent links with the pre-school playgroup on the school site. As a result, they have very good attitudes to school, responding positively to everyday routines. They make good progress as they are well taught during their time in the reception class. Most are on course to reach the nationally recommended goals by the time they are five, particularly in language and literacy and mathematics.

Personal and social

76. Pupils develop their personal and social skills very effectively through a range of opportunities provided by the teacher and support assistants. They know their pupils well and successfully help them to acquire self-esteem and confidence. Pupils' efforts are praised and rewarded through stickers and teachers take time to speak to them individually as the day begins when they all say "nice to see you" when answering the register. One outcome is that pupils have good relationships with each other and the adults in the class. They have a growing awareness of right and wrong because expectations are clear and management is very good. At the start of each session, the pupils show initiative and a level of independence as they are confident within well-established and clear routines, for example hanging up coats, and sitting on the carpet after putting books and lunch boxes away. Pupils share and co-operate with each other in the wide range of activities planned for them. When working on an investigation in mathematics using "longer than/shorter than" pupils were eager to get on with the task sharing materials and aspects of the task fairly, developing skills of collaboration and negotiation. Afterwards, pupils were able to justify their choices or correct their mistakes with the rest of the group. Pupils are very appreciative of each other's feelings, as shown in a circle time activity where they had to choose a friend and also where they had to pass on a smile. They are eager and enthusiastic learners because the teacher introduces an appropriate range of learning tasks, using a variety of teaching methods, which motivate them to want to learn.

Language and Literacy

- 77 Pupils make a sound start in language and literacy. They respond well to the strong emphasis on speaking and listening and readily engage with adults in conversations about their tasks or those relating to themselves. Pupils respond well to the effective questioning which helps to reinforce and extend their learning. This was shown in work using a big book where pupils were encouraged to share the text and to answer questions about the child in the story from their own experience. Pupils enjoy books and handle them carefully and they know that print carries meaning and how books are organised. Pupils also had a good awareness of the difference between fiction and non-fiction texts because of the use of appropriate vocabulary by the teacher. After sharing a big book, pupils undertook a range of appropriate activities to further their learning, including ordering pictures to match the time of day, tracing carefully over letter sounds and matching pictures and making a letter shape and matching objects from play dough. They learn to hear letter sounds through good use of phonics, which they enjoy. They demonstrate a high level of phonic knowledge and understanding. During shared reading, pupils were enthusiastic and showed good ability to read with the teacher and to discuss correctly the sequence of events in the text. Pupils have a good grasp of initial letter sounds and also look at pictures as they develop different skills they need to work out new words. They are also able to write for a range of purposes,

including their names, copying/tracing adults writing and experimenting with their own recording. Pupils are generally confident in their attempts to write although there is limited evidence of recording in play activities. Pupils are beginning to use keywords to write simple sentences and letters are formed with increasing control and confidence as a result of this positive approach to learning and high expectations of the teacher. The environment provided is rich with language where pupils' work is valued and celebrated.

Mathematics

- 78 Basic numeracy is a focus for all pupils and routines are used to reinforce pupils' understanding. For example after registration, time is spent counting numbers having school or packed lunch allowing pupils to enjoy and participate in the counting task. Pupils also consolidated their knowledge of numbers to 10 in a "keep the kettle boiling 1 2 3 4 5" game and counting round the group. This was well managed by the teacher as she extended learning from any mistakes made. They use mathematical vocabulary with confidence as new words are explained and reinforced by the teacher. High attaining pupils work well in groups as they did when exploring balance using conkers, shells and blocks to find "heavier/lighter than". These pupils are also able to discuss their findings clearly using appropriate mathematical words. Low attaining pupils are appropriately supported in practical activities by staff and those with special educational needs make good progress. They, too, have the confidence to report on their work on comparing lengths and explained the reasons for their choices.

Knowledge and understanding of the world

- 79 Pupils are given a wide variety of rich experiences to develop their knowledge and understanding of the world. They are developing a sound understanding of the place of technology in their lives. They are beginning to understand the past and have developed time lines of their own lives making good use of photographic evidence as part of a well planned topic on "ourselves". This awareness has also been enhanced by the involvement of their families in providing toys, christening robes and a range of baby and toddler clothes. Pupils are given many opportunities to select appropriate materials and equipment when taking part in independent activities as well as those directed by the teacher. Pupils have a clear understanding of their senses, particularly through their work on touch, which was presented very appropriately. Pupils develop their skills of discrimination and make good use of appropriate descriptive language, such as when describing hidden objects in a "feely-bag".

Physical development

- 80 Pupils' physical development is very well provided for. Although the classroom is not spacious there is good access for the pupils to a playroom outer area and to an outside play area, which is used for wheeled toys and large equipment. Pupils move confidently, are aware of their own and others' space, follow simple commands and respond to a range of signals, including voice and beats on a tambourine. The sessions are very well planned and organised with individual progress monitored by the classroom assistant and assessments recorded. Pupils are developing skills in the use of large apparatus, making both a physical and mental effort to listen carefully, respond correctly and to think carefully. Pupils use a range of small equipment with increasing skill and co-ordination. Their motor skills are well developed through activities, such as cutting, sticking, drawing and painting. They learn to use scissors, brushes, pencils and other materials with increasing control.

Creative Development

- 81 Pupils are given a wide range of creative development opportunities through provision of a variety of activities, which are well planned and right for their age. The pupils make good progress in art and music with a high level of maturity in their approach to learning. Pupils select materials appropriate to tasks and sustain their concentration, taking a pride in their work. In a lesson when decorating a head they had made from clay, pupils showed perseverance in painting the features, supported by good questioning from the teacher. Pupils built effectively on constructive relationships when making a rattle for a baby, helping each other to cut tape and working together.

Teaching

- 82 The teaching of the under fives is often good and sometimes very good as the teacher has a depth of understanding of the needs of pupils of this age. Pupils gain in all aspects of their learning and development as the classroom assistants and teacher work together as a strong team. This has resulted in carefully planned and well-organised sessions although there is no explicit focus on the nationally recommended six areas of learning, apart from within the school policy document on early years. Pupils' attainment is very well monitored and assessed. The information gained is successfully used to plan the next stage in pupils' learning and is effectively shared with other staff to ease the transition to compulsory schooling. The early years' environment is stimulating and its many interesting features are used well.

ENGLISH

- 83 Standards of attainment in English are above average at the end of both key stages. There has been steady improvement in raising standards overall, particularly in writing, since the last inspection. Assessment results at Key Stage 1 from 1994 to 1999 have generally been better than the national trend, except for reading, where improvement has only taken place in the last year. At Key Stage 2, results for the same period have been better than nationally. The school has made a determined effort to improve its results and achieved creditable success. Pupils with special education needs make very good progress.
- 84 The results of the 1999 assessments and tests at the end of Key Stage 1 indicate that standards in writing are above average when compared with all schools and at the national average in reading. When compared to the results from similar schools, writing is about the same and reading below. Overall, the proportion of pupils not reaching the level expected for their age is less than that found nationally. The proportion achieving higher is similar to the national average for reading and above for writing. Pupils performed better at writing than reading.
- 85 At the end of Key Stage 2 in 1999, assessment results show that standards are well above average in comparison with all schools. These results are above average when compared to schools with similar intakes. All pupils reached the level expected for their age. The proportion reaching a higher level is above the national average.
- 86 At Key Stage 1, the performance of girls is close to the national average in reading and above in writing. Boys followed a similar pattern with their reading below the national average and their writing close to it. Overall this is better than the national picture for boys. There were no significant differences at Key Stage 2.
- 87 Inspection evidence confirms that pupils currently in Key Stage 1 are achieving similar levels of attainment as last year; however attainment, whilst remaining above average, is lower

than previously for the current Year 6. Three quarters of the current Year 6 class are boys. This particular year group has had periods of less than satisfactory provision in the past and has had to make progress at a faster rate in the current academic year.

- 88 The school has set challenging targets to continue to maintain its high standards of literacy aiming for 84% of the oldest pupils to achieve the level expected for their age in 2000. This is based on prediction and a certain amount of ambition.
- 89 Overall the quality of teaching is good. All teaching is always at least satisfactory and many lessons are well taught. The teaching in all of the lessons at Key Stage 1 was good. Similarly, the quality of pupils' learning is good overall and never less than satisfactory. It is good at Key Stage 1 and varies from satisfactory to very good at Key Stage 2; two thirds is good or very good.
- 90 All lessons start promptly at both key stages, have a sound structure based on the framework for the Literacy Hour and are planned in detail. The learning objectives are written on the classroom board so that all pupils know the main purpose of the lesson. During the direct teaching sessions, some teachers provide good examples of excellent reading aloud which the pupils are able to copy and adopt, making them more independent and improving, for example, their understanding of direct speech and characterisation. This was particularly evident in the Year 5 class when reading fables. Questions and answers are used effectively to check pupils' knowledge, to encourage their deductive thinking and to seek their opinions. Most pupils behave extremely well so that they are able to concentrate on their learning without disruption. They organise and use resources sensibly and with care. This is as a result of high expectations, well-practised routines, efficient classroom organisation and skilful management of behaviour by the teachers. Pupils are well motivated and, with just a few exceptions in Year 3, work hard and are productive. They are keen to answer questions and express their thoughts. Good use is made of the plenary sessions at the end of lessons to check pupils' learning and reinforce the main points of the lesson. All written work is marked carefully with encouraging and constructive comments. The school is piloting a system that includes setting each pupil a small improvement target for their next task. The pupils are responding well to this. Those with special educational needs make very good progress because of the careful planning; the teachers' detailed knowledge of their needs and the overall supportive learning climate.
- 91 In both key stages, pupils' attainment in speaking and listening is at least satisfactory and frequently good or very good. Pupils speak well, expressing themselves clearly and listening attentively to others. Year 6 pupils talk and listen confidently in a range of contexts, describing events, expressing opinions and exploring ideas. Their talk is adapted to the purpose, as when for example they prepared and video recorded interviews about their class visit to a science centre. They listen carefully and courteously to others and build on their ideas. Year 2 pupils talk confidently and listen carefully with an appropriate range of vocabulary. They are able to make suitable responses to others.
- 92 By the end of both key stages, the standard of reading is generally good. Whilst none of the pupils dislikes reading and the majority enjoy it, a significant number express some indifference. Pupils display a high level of phonic skills and are well practised at applying them. A high majority of pupils at the end of Key Stage 1 read at or above national expectations, which is an improvement on the previous year. The text chosen for some pupils in Year 3 is insufficiently challenging but provides much pleasure. However by the end of Key Stage 2, almost all pupils read at or above national expectations. Most pupils have good strategies to select books and all are able to recount stories accurately and make reasoned predictions. They refer to the text to support their opinions and statements.

- 93 The range of written work at Key Stage 1 is appropriate and fulfils the requirements of the National Curriculum. By the time they are aged seven, the majority of pupils make a suitable choice of vocabulary, with some examples of more unusual words. They make good attempts to spell these logically. Many pupils are beginning to develop a three-part structure to their narrative writing. Most use basic punctuation (capitals and full stops) with a high level of consistency and accuracy throughout their work. Their handwriting is presented reasonably well, with correct letter formation even if it is a little large at times. There is evidence of improvement in the presentation, spelling and length of their writing.
- 94 The range of writing opportunities observed in lessons and the work sample in Year 6 is not wide. Pupils' writing has a sound structure and is imaginative, with an increasing awareness of an audience. The choice of vocabulary is suitable rather than extensive and basic grammatical construction, punctuation and spelling are accurate. Generally, their writing is neat and correct, if over large in letter formation. The writing of higher attaining pupils conveys meaning for a range of purposes and is in a variety of forms with a good use of vocabulary. There are examples of complex sentences some, for example with conditional clauses. Pupils spell common words accurately and have a range of strategies (including using an electronic word and spell checker) for more complex ones. Although the writing of lower attaining pupils is well structured, it has limited range of vocabulary that tends to become repetitive when writing continuously. The sentence structure is simple and invariably correct but with little use of adjectives and adverbs.
- 95 The scheme of work is broad and relevant. The National Literacy Strategy is well reflected in lesson planning. Similarly, good opportunities for pupils to develop spiritual, moral social and cultural awareness are provided, not only in the choice of texts but also through encouraging positive attitudes, and by skilful questioning. For instance, fables were used to help pupils consider their behaviour or myths to think about right and wrong. Pupils are taught to cherish and value books, enjoy the illustrations and reflect on the ideas expressed although, a significant minority still say they are not interested in reading for pleasure.
- 96 All pupils are expected to take books home to read on a regular basis. Parents are encouraged to hear their child read and to record this in a home school diary. As a result of the large numbers that now help their children in Key Stage 1, standards of reading have started to rise.
- 97 Teachers ensure that language and literacy skills are developed in all subjects. Discussion is a central feature of lessons and all pupils, including those with special educational needs, take part confidently because of the encouragement, support and appropriate praise they are given. As they get older, pupils increasingly take notes and use these to produce a range of writing to support their learning. New technologies are also used effectively to develop skills of skimming and scanning in reading so that information can be found quickly.
- 98 The English co-ordinator has good subject knowledge, a thorough understanding of the National Literacy Strategy and provides good leadership, which has made an effective contribution to raising standards of literacy. There is a clear sense of direction and priorities are firmly based on the school's vision and aims. These are implemented through a sound development plan that tackles issues raised by an audit of the subject undertaken by the co-ordinator and presented to the governing body. The headteacher and co-ordinator monitor the quality of the lessons through weekly observations and discussions to improve the teaching and learning. Detailed records of this programme are maintained. The school has a wealth of data on pupils' performance that the co-ordinator analyses carefully. The school is in a good position to sustain its improvement in English.

MATHEMATICS

99. Standards of attainment in mathematics are above average at the end of both key stages. This is an improvement since the last inspection in 1996 when standards were about the same as in most schools. Overall, pupils achieve well in nearly all classes and pupils with special educational needs make very good progress.
100. Pupils start compulsory schooling with a sound foundation in mathematics, particularly in their knowledge and understanding of number. Throughout Key Stage 1, they continue to consolidate and build on their learning in appropriate steps. This is because teachers are well versed in the National Numeracy Strategy. They use the guidance effectively to plan activities that take into account the different stages and rates of pupils' learning. Mathematics' lessons are well structured to offer a variety of experiences that stimulate pupils to think mathematically. Great emphasis is put on oral and mental work. In a Year 1 lesson, the resources were well prepared and pupils quickly started a number game using cards marked from 0 to 9. The teacher encouraged them to explain their calculations in different ways and gave good support through the use of a number line and square. Pupils participate fully in lessons and by Year 2 are recording their calculations carefully using a standard presentation. Work is completed, regularly marked and pupils know what they need to do to improve. Teachers are very good at checking how pupils are getting on. They set appropriately demanding problems within real situations to encourage pupils to see the relevance of their learning. In a Year 2 lesson on handling money, the choice of articles to buy came from a zoo tourist shop to link with their project. The articles to buy, such as badges, postcards and decorated pencils, were just the ones to appeal to pupils.
101. As a result, the standards of attainment of the current seven-year-olds are generally above those found in most schools. This is a continuation of the improvement in standards that occurred last year. The results in national tests and tasks in 1999 indicated that the proportion of pupils reaching or exceeding the level expected for their age was well above the national average. While a smaller proportion than expected reached the higher level 3, the number at or above the intermediary level 2B was above the national average. The teachers reported that this was because three pupils expected to do better failed to achieve level 3 by two marks. These results overall show that the school's results are about the same as most schools but below average when compared to schools with a similar intake. Since the last inspection in 1996, these results have fluctuated from well below to above and then below. The school reports that, while some of this variation is as a result of the changing proportion of pupils with low attainment in each cohort, there were areas of teaching that required attention. As a result of considerable training and the implementation of the National Numeracy Strategy, the quality of teaching is now consistently very good in Key Stage 1 and standards are steadily improving. Teachers know the strengths and weaknesses of their pupils so well they have set realistic and achievable targets for this year's national assessment tests and tasks. The proportion to reach or exceed level 2 is 95%, level 2B is 75% and level 3 is 26%.
102. The standards of work seen in the inspection confirm that Year 2 pupils are on course to achieve these targets. They use their number skills competently to calculate and solve problems and recognise when it is appropriate to use additional resources to help them. They recall and use basic addition facts to 20 and understand how to calculate multiple factors using 2, 3, 5 and 10. However, while high and average attaining pupils know some of these multiplication facts by memory, low attaining pupils need additional help, particularly with the higher order numbers. They are increasing their use of mathematical language when describing how they arrived at solutions. They are beginning to use standard units of measure to handle money, length, weight and capacity. They recognise and draw basic two-dimensional geometric shapes and describe them by their properties. The collect data, produce simple graphs and draw conclusions from their findings.

103. Pupils make a slow start to Key Stage 2. There is general under-achievement, as the work set is not sufficiently matched to the stage and rate of pupils' learning. As a result, pupils lose interest and spend too much time talking about matters unrelated to mathematics. This is mainly because the teacher is not sufficiently secure in her knowledge and understanding of the National Curriculum. In a Year 3 lesson on giving change in money transactions, the class was shown an incorrect method of adding tens that took no account of place value. Pupils became confused when working independently. Many were restless, the noise level was allowed to rise and the learning of the few still trying to work was disrupted.
104. In Years 4, 5, and 6, the pupils are productive, challenged and enjoy coming up with their own ways of solving problems. This is because teachers effectively use the national guidance and complementary material to plan interesting and demanding programmes of activities that are based on pupils' prior learning. The quality of teaching is generally very good. Lessons are a hive of activity with pupils engaging in lively discussions with teachers to explore mathematical ideas. In a Year 5 lesson on equivalent fractions, pupils were decomposing numerators and denominators looking for common multiples. Problems were set at appropriate levels using increasingly complex numbers to match different capabilities of groups of pupils. The teacher encouraged pupils to check their answers systematically and made very good teaching points from their mistakes. By the end of the lesson, all pupils confidently described what makes fractions equivalent using the correct mathematical terms.
105. The current Year 6 are already attaining standards above those found in most schools. This is despite two thirds of the class being boys who were rather reluctant learners at the beginning of the year. They have benefited from the firm but supportive teaching in Year 6. While standards in national assessment tests and tasks are not expected to be as high as previous years, the school has set a challenging target of 84% reaching or exceeding the level expected for their age. Results in 1999 at the end of Key Stage 2 were well above the national average for both the proportion reaching level 4 and level 5. Overall, these results were well above those of all schools and above when compared to similar schools. Standards have steadily improved since the last inspection at above the national trend.
106. The inspection confirms that 11-year-olds are becoming more adept at recalling multiplication facts but are still not quick enough. However, pupils use their knowledge and understanding of number to describe how they arrive at solutions. They draw on different approaches and know how to check their answers. They enjoy exploring relationships and identifying patterns, such as in calculating the formula for area and perimeter. They know the names of common two and three-dimensional shapes, describe their properties and draw geometric shapes accurately. They understand rotational symmetry and can use co-ordinates to plot shapes. They construct and interpret graphs to represent relationships between two variables such as plotting temperature change against time.
107. The school is committed to continue improving standards in mathematics. The co-ordinator has been very effective in helping teachers, particularly at Key Stage 1, to adjust to the demands of implementing the National Numeracy Strategy. She has monitored teaching and learning in all classes and, as a result of her comments, staff have concentrated on improving oral and mental work. She has given a great deal of support to develop teaching. She has worked closely with senior managers to analyse assessment information and is clear what has to be done to help raise standards further. Nearly all staff have responded well to her encouragement and support; together they have created a climate for mathematics to flourish. As a result, numeracy skills are now also developed effectively in other subjects such as in science, art, design technology, geography, history, music and physical education.

SCIENCE

108. Standards of attainment at the end of both key stages are above the national average. Overall, pupils, including those with special educational needs, are achieving well. This is an improvement since the last inspection when standards were about the same as most schools.
109. Pupils have a good start in the reception class as they have plenty of practical experiences linked to interesting topics. The teaching is generally good. They continue to be challenged through Years 1 and 2 where they develop a sound foundation in their scientific thinking. This is as a result of a carefully planned and appropriate programme that matches the stage and rate of learning of individual pupils. In addition, teachers have good questioning skills. They know their pupils well and are able to pose questions of just the right difficulty. Consequently, pupils like science as they find it interesting and demanding. They eagerly participate in all aspects of lessons, including sharing resources, discussing developments and setting up and putting equipment away. A low attaining group of Year 1 pupils were able to work in a sustained and focussed way to develop and then transfer data on hair colour from pictures to a block graph using a computer program. Pupils develop good working practices through encouragement, support and praise from the teachers and classroom assistants. A Year 2 class was well prepared and enthusiastic when a mother and toddler visited as a follow-up to a mother and baby visit the previous week. They knew that the aim was to glean as much useful information as possible in order to compare and contrast the two sets of visitors. They asked appropriate questions competently and, later, created a diagram to present their findings.
110. By the end of Key Stage 1, the inspection found that standards of attainment are above average. This is an improvement from last year when teachers' assessment of nationally set tasks in 1999 showed standards about the same as most schools. The school reports that this is because there has been greater emphasis on experimental and investigative science and more attention to physical processes, areas where there was under-performance previously.
111. Pupils in Year 2, when carrying out simple experiments, follow instructions, observe carefully and record their findings neatly using tables and graphs. They have a good knowledge and understanding of the conditions for plants, animals and humans to thrive. They describe appropriately the properties of common materials and sort them by their differences. They have a basic understanding of energy, particularly from their study of electricity, and the sources of heat and light.
112. Through Key Stage 2, pupils' rate of progress varies from sound to very good. In Year 3, while pupils generally make a satisfactory start, their achievements are not often high enough. Low attaining pupils do not always concentrate unless given additional support and some high attaining pupils do not have hard enough work. For instance, a more able group was given a simple task on springs and forces, which was carried out efficiently but was undemanding. The low attaining pupils, when working with the headteacher, rose to the challenge of his focused questioning and high expectations and achieved well. In Years 4, 5 and 6, pupils make good progress as the intellectual demands are considerable as they follow a well-thought out programme of interesting investigations. Pupils in Year 4, using switches and wiring circuits, worked productively on solving problems of increasing difficulty. The high attaining groups was particularly well challenged having to make a series of switches then wire them to light a bulb. Pupils, who were unsuccessful in their wiring task because of equipment failure and design faults, were able to discuss the reasons thoughtfully using correct scientific language.

113. During the inspection, no science teaching could be seen in Year 5 and 6 as the classes were on a scientific field trip. Therefore, there is insufficient teaching seen across the key stage to make secure judgements about the overall quality of teaching in science. From examining the work of the oldest pupils, talking to them and looking at the teachers' plans, it is evident that standards are above average as pupils continue to work hard and achieve well. This is a continuation of improvement in national assessment results that, since the last inspection, have been rising above the trend for most schools. In 1999, all pupils reached or exceeded the level expected for their age, which was very high in comparison with all schools and well above the national average for the proportion achieving the higher level 5. These results show that, overall in science, attainment is well above the national average and above in comparison to similar schools.
114. Pupils at the end of Key Stage 2 have developed appropriate skills of prediction, comparison and fair testing which they use confidently in carrying out systematic investigations. They observe and record their findings accurately and are beginning to draw conclusions. Pupils have a sound knowledge and understanding of the workings of the human body and what makes a healthy life style. They know about micro-organisms and how they can affect human lives. They talk confidently about the dependency of different forms of life on each other. They know how materials change depending on external factors, like temperature and pressure. They understand the effects of friction on movement and how to vary the strength of electric currents. They have a good foundation in their knowledge of the solar system.
115. The subject is satisfactorily led with staff receiving appropriate training and support. A sound action plan for science has been developed and good use is made of the current scheme of work. Pupils' progress is satisfactorily monitored through the regular and systematic examination of pupils' work and the tracking of individual pupils. However, science is not yet part of the core subject assessment processes within the school; as a result, pupils are not yet set individual targets for science. Resources are good and sufficient to allow pupils to carry out a range of investigations.

ART

116. During the inspection only three lessons of art could be observed, two at Key Stage 1 and one at Key Stage 2. Judgements have been made on these observations, talking to pupils and examining their work, and discussions with teachers and looking at their plans. As a consequence, insufficient recorded evidence was available to make secure judgements about the progress, attainment and teaching of art at either key stage. Those samples of work seen and discussions with pupils indicate that currently, the attainment of most of the oldest pupils in the school is about what is expected for their age.
117. Older pupils have looked at the art of the Ancient Greeks and copied the style, whilst others have responded creatively in different media to the work of Georgia O'Keefe. In some cases the impact of the abstract patterning was high although the control of the quality of the paint was not well developed. Pupils worked with considerable thought and concentration, and were able to refer to a textbook to improve their skills and control. They were not sufficiently self-critical to make decisions how to improve on their own, but were very positive and supportive of each other's efforts. There are examples of very well executed three-dimensional work in clay of model cottages made by older Key Stage 2 pupils.
118. Teachers have successfully encouraged pupils to use art to express their creative ideas in many different ways. In Year 1, pupils were fully absorbed in their work, making a great deal of effort to perfect their skills because of the very effective introduction, well prepared resources and very suitable tasks. Pupils sustained their effort and were very productive because of the high quality of teaching and support helping them to overcome difficulties and master techniques at their level of development. After careful consideration of examples of

the work of Paul Klee, pupils demonstrated that they recognised the shapes and location of facial features and how these can be represented in collage and paint. They showed an increasing awareness of the different colours needed to represent flesh pigmentations and made convincing two-dimensional representations in clay.

119. Throughout the school, there are examples of pictorial representation produced on computers. These are more sophisticated and detailed than usual and show a considerable degree of imagination as well as control and knowledge of the software.
120. The art provision reflects the school's aims and fulfils the National Curriculum requirements. The policy statement is being revised. Art is regarded as a valuable area of learning for children and has a secure place in the school's curriculum. The scheme of work and planning processes provide a sound framework indicating that pupils are learning the right things for their age and that sufficient time is allocated. The quality of teaching in the three lessons observed varied from good to excellent.

DESIGN AND TECHNOLOGY

121. During the inspection only one lesson of design technology could be observed. Judgements have been made using this, talking to pupils and examining their work and discussions with teachers and looking at their plans. As a result, insufficient recorded evidence was available to make secure judgements about the learning, attainment and teaching of design technology overall at either key stage. However, the samples of work seen and discussions with pupils indicate that currently the attainment of the oldest pupils is about the same as in most schools.
122. Pupils in Year 1 have looked at machines in their home that need to be controlled, like washing machines, televisions, electric kettles and central heating. They have made junk models and used them in role-play to demonstrate how to use them correctly and safely. In Year 2, pupils have made animal puppets from wooden dowel and paper mache and learnt how to prepare and handle malleable and sticky materials in order to create a round shape. They know about the history of technological developments in the home and have made an interesting collection of artefacts, such as a china hot water bottle, a flat iron, toasting fork and trivet for a cooking pot.
123. A Year 3 lesson observed was unrepresentative of the quality of learning seen in the finished products produced by other Key Stage 2 classes. Here, pupils were considering how to make a moving model of an animal. They were given insufficient guidance as to what to look for when examining animal toys and models and insects. As a result, most soon became restless and noisy when set the task of moving around the room to carry out observations. The teacher had poor management skills and too low expectations, allowing the pupils to behave inappropriately and put little effort into their work.
124. However in Years 4, 5 and 6, pupils are appreciating the need to think carefully about the design process before embarking on making things. They are developing appropriate craft skills and refining these as they tackle more complex constructions. For example in Year 5, they built wheeled vehicles from construction kits and in Year 6 used their own selection of materials to make four wheeled 'buggies' and then devised ways of powering them using the release of air pressure. The oldest pupils also recognise the need to test and refine their prototype designs and models in order to produce the most efficient and effective construction possible. They used a given range of material and fixing agents to make well thought-out bridge spans capable of supporting the heaviest weight, evaluated their products

and recorded their findings in a notebook.

GEOGRAPHY AND HISTORY

125. During the Inspection no geography lessons were observed and only one history lesson. Judgements have been made by talking to pupils, examining their work, discussions with the co-ordinator, looking at teachers' planning and from displays around the school. These samples of work and discussions with pupils indicate that attainment of the oldest pupils is around that expected for their age in both geography and history.
126. In geography, pupils at the end of Key Stage 1 are able to distinguish between features of town and county and say what they dislike and why, particularly within their immediate locality. The pupils use simple mapping skills and are able to describe and record in some detail simple journeys from home to school and around the village.
127. By the end of Key Stage 2 pupils develop a satisfactory range of geographical skills including an understanding of human and environmental factors and appropriate geographic language both of which were considered less well developed at the last inspection. Pupils understand about geographical features in Britain and in other parts of the world including Greece.
128. In history, pupils at the end of Key Stage 1 are developing a sense of sequence and chronology. Pupils understand that history is about the past, understand the principle of "then" and "now" using appropriate vocabulary and they communicate their knowledge well. This was a concern in the last inspection. They understand that information about the past can be discovered by looking at photographs, books, artefacts and by asking people about their experiences. The pupils also appreciate that they have a history, which can be investigated and told.
129. By the end of Key Stage 2, pupils have studied a range of historical periods including Greeks, Romans, Victorians, World War II and Britain 1950-1980. They have a good level of understanding of the periods studied and are able to access information through a variety of sources including artefacts, reference books, photographs CD-ROMs and people within the community. They are enthusiastic about history and are keen to share ideas about particular topics, especially Britain in World War II.
130. In a Year 4 lesson, pupils effectively developed their knowledge and understanding of life in the 1940's through interviewing invited local residents about their wartime experiences. Those interviewed included a wartime London fireman, an evacuee and other local residents. They confidently asked their guests perceptive questions and showed sensitivity to the responses, some of which were of very personal events.
131. Pupils are given opportunities to link history with other areas of the curriculum; a project on Ancient Greece included mapping skills and geographical features; Year 3 pupils' literacy skills were appropriately developed in geography when writing holiday postcards. Effective use is also made of new technologies to support learning in geography and history. There is a school environment council to explore conservation issues and a high level of parent participation in the provision of historical artefacts and in allowing the use of their homes and businesses for study visits.

INFORMATION TECHNOLOGY

132. Standards in information technology are above those found in most schools for seven and 11 year-olds. This is an improvement since the last inspection, in 1996, when standards were average. These judgements are based on three taught class lessons in Years 4, 5 and

6, observations of individuals and small groups engaged in specific tasks across the school, scrutiny of pupils' recorded work and discussions with teachers and pupils.

133. Information technology is given a high profile despite some teachers still feeling less confident in their subject knowledge and only adequate equipment and resources. However, nearly all teachers plan appropriate learning activities to make use of new technologies. As a result of this initiative, led by the enthusiastic co-ordinator, there is a climate in the school that encourages and supports teachers and pupils experimenting and trying out their developing information technology skills.
134. In Key Stage 1, pupils are confident in their use of information technology. They enjoy working at the computers and take turns fairly. They concentrate, try hard and are becoming more familiar with the workings of the keyboard, handling the mouse and controlling menus and responding to instructions. In Year 1, pupils benefit from the support of voluntary helpers, particularly those pupils with special educational needs. The teacher uses appropriate programs with a range of difficulty levels to re-enforce learning in literacy and numeracy, as well as in art.
135. By seven years of age, pupils have a good knowledge and understanding of the uses of information technology in their lives. They confidently use the computer to communicate simple sentences and messages and know how to print, save and retrieve their work. They use calculators and control programmable toys to carry out their commands. They competently use digital cameras, camcorders and audio recorders to provide records of their work.
136. In Key Stage 2, information and communication technology is taken further to enhance and support the teaching and pupils' learning more systematically. Teachers prepare timetables to ensure every pupil has a regular opportunity to use information technology to support their work. Pupils are keen to take their turn and work hard to prepare material so as not to waste time. While the number of computers is adequate, there are not sufficient machines to have effective teaching sessions or open access for pupils during lessons. In a Year 4 class session, the teacher efficiently arranged the pupils in tiers, following well-established routines, around the computer station. She explained clearly how to construct and use a spreadsheet and made good use of pupils to demonstrate each step of the process. However, despite the good teaching and the effort and interest of the class, not all pupils were able to see in detail what was on the computer screen. This limited their learning and a few pupils became confused over the meaning of the term 'field'.
137. By Year 6, pupils are seeing information technology as an important tool to help with research, investigation and communication. They know how to log on to the Internet, the guidelines they must follow for their safety and security and how to use a 'search engine' to locate information. Currently, they are looking for ideas to help design and re-build the school garden. They write and use a 'mimic' program to set up a sequence of logic commands, as they did to control the lamp and foghorn of a lighthouse in a video program. They are confident in using word-processing skills to desktop publish newsletters, posters and reports for a range of purposes. They enter mathematical and scientific data on spread sheets and present the information graphically.
138. Future developments have been well thought out by the co-ordinator and shared with staff. The school is effectively preparing to take advantage of the nationally funded initiative to improve information and communication technology. Plans include the creation of a computer suite for larger groups, the leasing of modern computers and an increase in the range and use of programs to support teaching and learning more widely. The school is well placed to make further improvements in information technology.

MUSIC

139. During the inspection only two lessons of music and a recorder club could be observed. This was insufficient to make an overall judgement about the learning and attainment of pupils in music and the quality of teaching.
140. Pupils at Key Stage 1 sing well and with confidence and evident enjoyment. They responded well to the high quality example set by the teacher in a session in the hall and learnt the melody line and words quickly and accurately. Although they were not required to listen to themselves critically to improve, they sang together accurately and in tune with a pleasing tone.
141. Pupils at Key Stage 2 also sing with confidence, concentration and enjoyment. In another session in the hall, they kept in time and were in tune mostly with a good tone, except in the lower register when there was a tendency to become harsh. This also occurred when the singing became less confident during a round in three parts. However, in two parts the round was secure and most successful. They were not challenged to listen critically and identify areas for further practise themselves. The pupils learnt a new song quickly and accurately from memory even though it was long and fairly complex. They produced a pleasing tone copying the quality of the very good example provided by the teacher who sang unaccompanied and guided them with hand signs. They have a good sense of rhythm, as was demonstrated not only in the singing but also when a group of pupils accompanied the rest using untuned percussion.
142. The policy is set in the context of the school's values and aims, and fulfils the requirements of the National Curriculum for music. The scheme of work is divided into units of work that ensure a appropriate range and balance, with a suitable emphasis on the elements of music. Whilst composing is given a prominent place, children are not helped sufficiently to develop and refine their compositions. A commercial scheme has been purchased to complement the units of work and as a source of ideas and music.
143. All pupils learn to play the descant recorder for a term in Year 3. Some continue as part of an extra-curricular activity. The group was well organised and structured, in the session observed, with a good balance between performing, practicing and direct teaching. The teacher provided a good example of high quality playing to which the pupils listened attentively and endeavoured to copy. They worked hard and with considerable concentration, demonstrating a degree of musical interpretation. They read music and use this to answer questions and explain their thinking. They play well, sometimes in two parts. Additional instrumental teaching is provided for individuals wishing to learn to play the cornet, flute and violin. All meet together to form a school orchestra that rehearses weekly. There is a range of opportunities to perform throughout the year including the East Devon Proms, other festivals, concerts and seasonal activities.

PHYSICAL EDUCATION

144. During the inspection only a small number of lessons of physical education could be observed. Judgements have been made on these observations and discussions with teachers and looking at their plans. There was not enough recorded evidence available to make secure judgements about the overall progress and attainment of pupils in physical education or the quality of teaching. However, nearly all pupils aged 11 swim 25 metres confidently and are aware of the principles of water safety.
145. Teachers have successfully encouraged pupils to develop appropriate physical skills to

move with control and co-ordination alone and with others and take part in simple games, dance and competitive sports. All lessons start with a warm-up period of increasingly vigorous movement and stretching. Pupils can explain the purpose and importance of warming relating it to safety and health.

146. The learning objectives of each lesson are made very clear. Year 2 pupils were observed practising and improving ball control skills. Some demonstrated and explained these skills with confidence and pride. In a gymnastics lesson, they referred to instruction sheets for support and challenge and responded positively to their partners' constructive criticism. They worked well in pairs and formed effective sequences of movement. However, during some of the creative work, the pupils lost concentration and resorted to too much chatter. They were also slow to change their clothes.
147. Year 4 pupils tried hard to master the sideways movement needed for playing badminton. They made progress in this first instructional lesson acquiring skills incrementally. During a swimming lesson, Year 4 pupils found the tasks demanding and challenging but made a sustained and determined effort. Pupils made progress and responded positively to the clear learning objectives.
148. The quality of teaching observed ranged from satisfactory to very good. There were examples of high expectations by teachers, some expert tuition that drew on good subject knowledge and understanding, and careful detailed planning. On the whole, the lessons were managed well and pupils' behaviour was good. They enjoy physical education and participate with enthusiasm and commitment. They work well together and encourage and applaud each other's efforts.
149. As part of the school's improvement plan there has been an emphasis on healthy living, being a good team member and equality of involvement for all, evident in the work seen. Extra-curricular activities include table tennis, netball and football. The school participates in inter-school matches and tournaments and values the parental support that makes this possible. A residential outdoor activities week for Year 6 is held annually.