

INSPECTION REPORT

KINGS NYMPTON PRIMARY SCHOOL

Kings Nympton, Umberleigh

LEA area: Devon

Unique reference number: 113158

Headteacher: Miss R Hoare

Reporting inspector: Philip Inness
21015

Dates of inspection: 6 - 8 June 2000

Inspection number: 189903

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Kings Nympton Umberleigh Devon
Postcode:	EX37 9SP
Telephone number:	01769 580512
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Pauline O'Leary
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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

The inspection contractor was:

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

INFORMATION ABOUT THE SCHOOL

Kings Nympton Primary School is set in the heart of rural Devonshire. The school is smaller than most having fifty children aged between five and eleven years, who attend full time. There are 11 children who have special needs, which is about the national average. Two pupils have statements of special educational needs allocated to them under the terms of the DfEE Code of Practice¹, which is above average. Children come from white European families. Six per cent of pupils are entitled to free school meals which is lower than average.

The school serves an area larger than the village, with about three-quarters of children coming from surrounding villages. Attainment on entry to school at the age of four is broadly average. Economic factors are influenced by the seasonal nature of employment in the area, tourism and other traditional work, but are considered to be about the national average. There was a fluctuation in numbers of sixteen per cent during the year, but overall numbers on roll are generally maintained. Children are taught in two mixed aged classes.

The inspection covered all aspects of the school's work including all subjects as well as the provision made for children under five, even though there were none of this age at the time.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths. The small numbers of pupils in each year group make averages difficult to compare but in most subjects the school achieves standards that are broadly average. Pupils are learning well. However, learning is too slow in information technology and some aspects of writing. Pupils have very good attitudes to their work and play. Most teaching is good and none is unsatisfactory. The school provides a wide and interesting curriculum but this is insufficient for the under fives and information technology. There are adequate care arrangements but written guidance to help pupils improve their work quickly enough is not always made available. The school has made good progress in tackling key issues since its last inspection and continues to give good value for money.

What the school does well

- Is effectively led by the headteacher; with very good teamwork and good support of staff and governors.
- At the end of Key Stage 2 attainments and progress are good in reading, art, design and technology, geography, history, music, religious education and some aspects of science and physical education.
- During the inspection teaching was mostly good, often very good and none was unsatisfactory.
- Provision for pupils' social and cultural development is good; spiritual and moral development is very good.
- The school receives very good support from parents.

What could be improved

- Standards and progress in information technology.
- Policies are in need of updating.
- Marking of pupils' work, and record keeping to assist lessons and inform on pupils' progress.
- The management of curriculum, accommodation and resources for children under five and in reception.
- The use of homework, spelling and the development of handwriting.
- Arrangements for taking pupils to and from physical education activities.

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

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. It has successfully dealt with all the issues raised in the last inspection. It has already identified a number of areas for improvement and recorded these in its current development plan. A good review of information technology has been accomplished and an action plan to provide improvements has been created.

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	A	D	D	E
Mathematics	A	C	B	A
Science	A*	A	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

Due to small numbers of pupils assessed it is quite likely that marked variations will occur from year to year, therefore trends will not provide accurate information. As the number of pupils was again low in 1999, or individuals could be identified due to only one pupil within a gender group, no assessment statistics will be published in this report. However, school targets have been established as required in English and mathematics for eleven year olds which are likely to be reached at the end of the academic year 2000.

By the time they leave the school, aged eleven, achievements are above expectations in speaking, listening, reading, art, design and technology, geography, history, music, religious education and aspects of science and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils listen closely in lessons and show persistence in work.
Behaviour, in and out of classrooms	Very good for the majority. Pupils co-operate and are careful of resources and property. They play and share together well, showing consideration for others.
Personal development and relationships	Good. Pupils work together sensibly and co-operatively. They accept responsibilities and show good individual initiative.
Attendance	Slightly below average: seasonal work, tourism and holidays lead to higher than average absence.

TEACHING AND LEARNING

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

During the inspection teaching was mostly good across the school. Positive teaching has been maintained since the last inspection, where all teaching was at least satisfactory. The best teaching is shown in English, religious education, physical education, art and music. It is satisfactory in mathematics. The quality of teaching for pupils with special educational needs is good. Support staff make a valuable contribution to pupils' progress. Marking of pupils' work, rarely gives good pointers whereby pupils can make improvements. Homework is inconsistent and mostly lacking.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Enriching, linked to topics and balanced reasonably well. Deficiencies in under-fives, and information technology. Good in English, art, design and technology, music and physical education.
Provision for pupils with special educational needs	Good. Pupils supported sufficiently with adequate targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for personal, social and cultural development. It is very good for moral.
How well the school cares for its pupils	Good. Staff have an in-depth knowledge of pupils and monitor personal development and welfare. Procedures to provide written records of some aspects of pupils' academic progress are not as good as they might be.

Pupils are cared for well. The school provides a small number of club activities but good opportunities in music, art, swimming, outdoor activities and shared community projects. Insufficient time is planned for pupils to use information technology. The outdoor curriculum for early years is underdeveloped.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership since the previous inspection has been effective in making improvements recommended and required.
How well the governors fulfil their responsibilities	Governors have a clear oversight of the school and monitoring of its achievements, but many written policies are in need of review.
The school's evaluation of its performance	Overall targets for English and mathematics have been set. Monitoring of teaching by governors is good. Staff check progress of the curriculum well.
The strategic use of resources	Good use of local facilities has helped relieve the constraints of this small school. The small classroom for under fives and pupils in Key Stage 1 make provision of good learning spaces difficult to achieve. There is an underuse of information technology, but in other respects resources are used appropriately. Staffing is directed well to support pupils' progress.

The school is effectively led by the headteacher and governors. Reviews of important existing practice have been made and appropriate action plans drawn up and implemented. Day to day management of the school, its finances and office administration are efficient. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Small school, family atmosphere and help given. • Teaching is good. • The school is well led and managed. • Children enjoy school. 	<ul style="list-style-type: none"> • The amount of homework and spelling practice. • Information in reports about children's progress and targets. • An interesting range of activities outside lessons.

Inspectors agree with the positive views of parents. Information about children's progress could be better, particularly in written reports and in marking and grading of their work. The homework policy is adequate but not always adhered to. The school provides a small range of activities after school and a number of useful visits and events. Inspectors consider this range to be about average for such a small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. With the small numbers of pupils in each year group, comparison of the school's National Curriculum assessment results with other schools is not a reliable indicator of performance.
2. When pupils are seven, achievements in speaking and listening are above average, and standards in reading and writing are average. But when they are eleven, pupils' achievements in writing are average, and in speaking and listening and reading, are above average. Reading in Key Stage 2 and speaking and listening skills in both key stages have shown improvement since the last inspection.
3. In mathematics, standards at the end of both key stages are in line with national expectations. The numeracy hour has been successfully implemented, which has ensured that pupils are developing a proficiency and confidence with numbers. The emphasis on pupils finding their own strategies for calculations is having a beneficial impact on their understanding of number and, consequently, their attainment.
4. The standard of science seen during the inspection was satisfactory at both key stages. A particular strength is pupils' ability to conduct investigations and recognise the importance of fair testing.
5. Standards are below expectations across the school in information technology where pupils have too little chance to use computers enough to become really proficient.
6. Achievements in religious education are in line with the expectations of the locally agreed syllabus at the end of Key Stage 1, but are above expectations at the end of Key Stage 2.
7. In art, standards are satisfactory in Key Stage 1 but good in Key Stage 2.
8. By the age of seven, pupils' achievements in design and technology, history and geography are good. Achievements are above national expectations in art, design and technology, geography and history when pupils are eleven.
9. A rich diet of musical activities enables pupils to work above national expectations and make good progress. Pupils' achievements in gymnastics in Key Stage 1 are satisfactory. At the end of Key Stage 2, skills are good in gymnastics (working at floor level), swimming and games.
10. The school pays good attention to analysing its results in order to identify strengths and areas for development. It takes appropriate steps to make improvements. Targets for improved standards have been set in consultation with the local education authority, and these are being met. Pupils with special educational needs make at least satisfactory, and sometimes good, progress.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are very positive, showing an improvement on the good standards seen at the time of the last inspection. Play and gossip in the playground before school is friendly and relaxed and, when called in to lessons, children move briskly to get on with the day's work. In lessons they are keen and enthusiastic, ready to participate and offer answers to their teachers' questioning. Pupils respond well to the school's clear behavioural requirements, to which they are introduced from their early days in the reception class.

12. Pupil behaviour is very good which, again, represents an improvement on the good behaviour noted at the last inspection. There have been no exclusions over the preceding twelve months. Pupils are polite and helpful to visitors. In lessons, they are attentive and even the youngest know that they must wait their turn to speak. Lunch, taken at their desks for want of space, is a pleasant, sociable occasion and the requirements of the mealtime supervisors are met without demur. In the playground, children are lively but good natured. There is a complete absence of inappropriate behaviour or harassment towards any group of pupils. Pupils behave very well in response to the prevailing atmosphere in the school, which assumes that good conduct will be the norm.

13. The school's family ethos is responsible for the excellent relationships, reinforced by the very good role models presented by adults in school. Teachers treat children with respect and the children respond appropriately. Pupils are helpful and considerate towards each other. A Year 2 child - unaware that she was being watched - was seen helping a reception child who was struggling with a large bag and an armful of toys. In lessons pupils work well together, sharing resources such as art materials and computers, and they freely praise each other's good efforts. In physical education, pupils evaluate each others' performances sensibly and with consideration.

14. Personal development is good. Older pupils in Years 5 and 6 can talk intelligently and maturely about school. Because of the wide age range in each class, older pupils frequently have to manage their own learning and get on with allocated tasks in an independent way. The small size and family feel of the school obliges older pupils to take responsibility for younger children and for school events. Many take part in representative, competitive sport and many organise and run stalls at the Parent Teacher Association summer fair. All take part in the biennial Christmas drama production.

15. Attendance is satisfactory. Unauthorised absence is nil. Authorised absence at 6.7 per cent is on the high side for a primary school but the present level represents an improvement on that noted at the time of the previous inspection. Registration is carried out promptly and effectively and registers are correctly maintained. Pupils' punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

16. The school has at least maintained its overall good quality of teaching identified in the last inspection. No lessons seen in the present inspection were judged to be less than satisfactory, most were good and some literacy and music lessons were taught very well.

17. Good guidance, by teachers and classroom assistants and opportunities for learning and lesson organisation, make a positive contribution to raising pupils' achievements. Teaching is particularly good in literacy, music and art; shown in the expectation that pupils keep trying until they achieve the effect they are searching for themselves. Religious education is made interesting for pupils by a variety of strategies. For example, Key Stage 1 pupils read poetry, make musical accompaniments and draw illustrations when learning about the Creation. Pupils are keen and interested and anxious to join in.

18. Teachers' planning sets out interesting topics and pupils have a good recall of details about Ancient Greece, its buildings and society. A lesson in music was well planned, with a good variety of activities in which pupils became thoroughly absorbed, creating an atmosphere in which pupils wanted to learn and improve their performance. Challenging demands are made in physical education, and good use is made of pupils to demonstrate good quality performances. Teaching of reception children is satisfactory. The teacher and support staff work effectively as a team. Children are encouraged to take responsibility and to develop independence. Taught activities are well balanced between practical and written or drawn and are usually relevant to the children's experience.

19. Teaching in the mixed aged classes requires complex planning and this is mostly well done. However, although teaching of mathematics and numeracy has many strengths, some areas need development.

Teaching could be developed further by:

- Ensuring that expectations are always high enough;
- Not allowing pupils, especially the more able, to “coast” in some activities;
- Encouraging pupils to take greater care with the presentation of work.

20. Teachers’ marking of pupils’ work does not always provide enough written information to say how improvements might be made. Not enough work in notebooks and folders is dated or marked with helpful commentary about pupils’ achievements and progress. Although a good feature is the teacher spending time verbally discussing targets, this is not always appropriate with thirty pupils in a class. Improvement in pupils’ learning might be better if objectives were more permanently stated on selected pieces of work to prompt a response and act as a memory jog. Sometimes the pace of lessons drops when pupils work in groups with only one or two in each group working hard enough. Teaching of information technology could be improved by planning to incorporate computers into everyday lessons more. Currently homework is not promoted consistently and some use of spelling and handwriting across the curriculum needs improvement.

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

21. The quality and range of learning opportunities provided by the school are good overall, and an appropriate statutory curriculum is in place. Policies and detailed plans have been developed for all subjects, although some now need reviewing in the light of recent developments. A rolling programme has been developed for each key stage which gives curriculum planning some structure. This caters for the range of attainment and ability in each of the mixed age classes, although some short term planning does not always ensure that all pupils are challenged fully.

22. The early years curriculum is satisfactory. However, most intentions are related to National Curriculum subjects, and do not show how such work links to a number of the nationally recommended areas of learning for children who are under five, in guiding teachers’ planning sufficiently. There are insufficient regular outdoor activities to enable children to develop their physical skills.

23. The breadth, balance and relevance of the curriculum in Key Stages 1 and 2 is good and includes all subjects of the National Curriculum and the agreed syllabus for religious education. Information technology is underdeveloped, although the school has already identified this weakness and it is now a key developmental area. Thorough planning is in place, although the programme is yet to be implemented. The school has competently implemented the National Literacy and Numeracy Strategies which are having a positive impact on learning in mathematics, and particularly so in English.

24. The curriculum is broadened by a satisfactory number of extracurricular activities, which is a pleasing situation, bearing in mind the heavy workload placed on teachers in very small primary schools. A number of visitors are planned to enhance provision, including an author and musicians, and visits are made in the locality and to a synagogue in Exeter.

25. Provision for pupils with special educational needs is good. Individual targets are reviewed and updated allowing good progress according to individual capabilities of each pupil.

26. There are some constraints on the curriculum that result in pupils not having access at the appropriate level. Older, higher attaining pupils in mixed age classes are sometimes presented with work that is insufficiently challenging to enable them to acquire skills at a higher level. Pupils’ access to physical education is limited slightly by the shortage of climbing apparatus, and learning in information technology suffers through lack of opportunity to practise skills.

27. The school promotes personal, social and health education well. The programme includes drugs awareness and sex education, which has been sanctioned by governors' policy. Much of the work is covered in the science programme, and good use is made of the school nurse and doctor.

28. The contribution of the community to pupils' learning is good. A number of visitors help to enrich the curriculum, and many visits are made to local places of interest, such as museums, farms, churches and a garden centre. From time to time, parents or grandparents share their experiences on a particular topic, such as their recollections of what happened in the village during the last war. Good use has been made of ex-pupils in celebrating 70 years of the school's history. The village hall committee has benefitted the curriculum by allowing pupils to use the hall for gymnastics and dance.

29. Relationships with partner institutions are good. The pre-school building is now on site, providing excellent opportunities for liaison, which are taken. The local academic council provides opportunities for teachers to meet together to share ideas, and the sporting tournaments and friendly matches enable pupils to visit other schools and develop their social and sporting skills. The school feeds two secondary institutions, and effective liaison takes place with both, including visits from teachers of those schools, and visits to the new school by pupils.

30. The provision that the school makes for the spiritual, moral, social and cultural development of its pupils was described as good in the last inspection. This high standard has been developed further, and is now very good in spiritual, social and moral development.

31. Provision for pupils' spiritual development is very good. In assemblies, pupils have opportunities to reflect on their lives and different situations they may find themselves in, and pupils have an effective participatory role, answering questions and offering opinions. There are some good examples of opportunities for spiritual development through the curriculum. For example, pupils are enthralled when they make observational drawings of flowers and wonder how they could grow to be so beautiful and complicated. In music, pupils discuss their feelings on hearing various excerpts from classical music pieces, and are provoked into using thoughtful and reflective language. In religious education, pupils thoughtfully consider what it is like to be discriminated against.

32. The provision for pupils' moral development is very good. In fact, it is so effective that pupils' behaviour is very good in and around the school, and any procedures for unacceptable behaviour are rarely evident. Teachers show good control and management in class, and a mutual respect is built up which fosters good attitudes and behaviour.

33. Provision for pupils' social development is very good. Nearly all lessons include an element where pupils need to work together and co-operate on a task. This they do admirably, sometimes in ability groups, and sometimes in age groups. Pupils take turns on helping with classroom tasks, and older pupils find it natural to help younger ones in and around the school. In class, the number of opportunities for pupils to show initiative and take responsibility for aspects of their own learning, are limited. The school's extracurricular activities, especially those in music and sport, provide opportunities for pupils to meet together socially, sometimes with pupils from other schools, and appreciate the importance of teamwork.

34. Cultural development is promoted well, and has improved since the last inspection. Pupils gain an understanding of their own culture through literature, geography, history, religious education and science. Their studies take them around the locality to museums, churches and farms. There has been a significant improvement in the provision for pupils to appreciate the diversity and richness of other cultures. Much of this is linked in cross-curricular themes. For example, when studying a topic on India, there is work in geography, religious education, music and physical education. A teacher who visited India has provided many interesting artefacts, and exciting plans are imminent for links with a village in India.

Other non-western experiences are gained in music and art with African chants and drawings.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has good procedures for ensuring pupils' health and safety, well being and for child protection, as was found at the last inspection. The headteacher is the designated person for child protection purposes. She has been appropriately trained. All other staff, including support staff are aware of the matter and know what action to take in cases of concern. There are good links with the education welfare officer and with other statutory agencies. All necessary procedures for monitoring health and safety are in place and there are good arrangements for pupils' medical needs.

36. However, when pupils walk to the parish hall for physical education lessons, arrangements are unsatisfactory. Although pupils are well used to the routine and behave sensibly on the walk, this issue must be regarded as a health and safety hazard.

37. The school works well with parents to ensure satisfactory levels of attendance and children enjoy attending because of the happy atmosphere in school. Attendance is slightly lower than usual for a rural primary school. The headteacher is aware of this and is examining the matter together with the education welfare officer. It is possible that a higher than average incidence of term time holidays is responsible.

38. The very high standards of behaviour, observed during the inspection and remarked upon by parents, are promoted by expectation and ethos rather than a set of rules. Indeed, there are no school rules. Pupils are taught the required behavioural standards from their earliest days in school. Tolerance and consideration for others are emphasised. As a consequence, pupils treat each other with respect and consideration. The headteacher's willingness to allow pupils to play indoors at breaktime contributes to the high behavioural standards by providing constructive outlets for children's energies. Although, as confirmed by pupils, physical bullying is rare, unpleasantnesses are addressed as they occur. Where bullying does become a real issue, parents are involved at an early stage. Good behaviour, work and effort are rewarded by mentions at weekly 'sharing' assemblies.

39. The family atmosphere and supportive ethos of the school ensure that pupils' personal development is monitored and promoted well. There are no records, the process occurs naturally as a by-product of the close daily interactions between adults and children. Pupils spend several years in each class and, consequently, staff know each child, their family background and personal circumstances well. As one parent put it at the pre-inspection meeting, 'the curriculum is shaped round individual children'. Because of the small size of the school, each pupil is presented with a wide range of opportunities for personal development, whether it is in taking part in the Christmas drama production or competitive sport. The governing body has set a target that the school will have six opportunities per year to take part in competitive sport with other schools.

40. The school makes appropriate use of national assessments in order to set targets for improvement and make curricular changes. Teachers know pupils well and individual achievements and progress are committed to memory. However, there are very few written annotations made either on pupils' work or lesson planning. This denies the opportunity for pupils and parents to have a ready grasp as to how good progress is and what might be done to make further improvements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents are very strongly supportive of the school, and particularly impressed with its ability to promote confidence and self-esteem in pupils. They appreciate its caring atmosphere and the behavioural standards it promotes. All respondents to the Ofsted questionnaire found the staff approachable and the information about pupil progress and school events good. The degree of support mirrors that of parents responding to the Ofsted

questionnaire at the time of the previous inspection. Inspection findings largely support those positive views.

42. The school provides parents with good information about the school, pupils' work and school activities. Children are visited at home by the Class 1 (reception and Key Stage 1) teacher before their formal schooling begins. Weekly newsletters are issued, written in an easy to read style. Parents are kept informed about pupil progress. Parents have two formal opportunities to meet teachers and discuss progress. In the autumn term, individual meetings are held to discuss individual pupil targets, and progress against these targets is examined at meetings in the summer term. Pupils' written annual reports are satisfactory and comply with statutory requirements. They are, however, descriptive rather than evaluative and give parents little information as to how the child's attainment and progress measure up to National Curriculum expectations

43. Parental links contribute well to pupils' learning both at school and at home. Each class holds half termly meetings at which the ground to be covered in the ensuing half term is explained. Parents find these meetings, which are brief - only fifteen minutes - and held at 9.00 a.m. particularly useful. In addition to the statutory assessment tests at the end of Key Stages 1 and 2, pupils sit optional tests in Years 3, 4 and 5. Parents are invited into school and talked through the testing process. Parents have been invited to curriculum meetings at which the workings of literacy and numeracy hours have been explained. Parents of pupils with special educational needs are fully involved in reviews of their children's progress. Parents were consulted over the terms of the home/school agreement. Homework, is an area where parents are less than content. Thirty-two per cent expressed concern in the pre-inspection questionnaire. However, the prospectus makes the school's position on homework quite clear, namely that little formal homework, beyond taking home a reading book, is used. In some instances homework policy is inconsistently applied.

44. There is a good level of parental involvement in school. A parent runs the sports club and contributes directly to the school's remarkable number of successes in competitive sport. Parents assist in practical ways, such as painting classrooms and digging over the grounds, thus improving pupils' learning environment. There is an active Parent Teacher Association whose fundraising, amongst other things, pays for transport to the nearest swimming pool.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Since the last inspection, the school has successfully raised pupils' achievements in art, design and technology, geography and history, music, religious education and physical education by the time they are eleven. It has acted upon all key issues identified. The school has been less successful in maintaining achievements in information technology. This is because the subject is not fully integrated into lesson planning for pupils to use computers enough. However, very good plans have been drawn up to remedy any deficiency and this is planned to take effect from the next academic year.

46. There are sufficient teachers and effective classroom assistants with appropriate experience to meet the requirements of the National Curriculum. Very good use is made of two part time teachers who use their expertise in music, art and religious education. This has a positive impact on learning, and it is no coincidence that in these subjects, pupils' attainment at the age of eleven is above national expectations. The school has implemented the national strategy for literacy well and has introduced the new numeracy curriculum for all pupils satisfactorily. The school complies with all statutory requirements.

47. The accommodation has been improved since the last inspection, with an increased teaching area in one classroom. However, the height of the hatchway, which now acts as a doorway between the Key Stage 2 class and its annex is too low and constitutes a risk to health and safety. Other improvements include a bog garden instead of a pond, and increased hard playground. The buildings are adequate to deliver the curriculum except for physical education and some under five provision, but the school has made effective

arrangements to overcome this lack with the use of the village hall, and occasional visits to a sports hall. Swimming takes place in a local pool as well as in the school's own pool in the summer term. The library and resources room make good use of additional small spaces.

48. There is a good level of resources to support learning. Resources are well stored and easily accessible for teachers and pupils. Good use is made of personal artefacts which are loaned to the school for history and religious education. Effective use is made of visits to local places of interest and visitors are invited in to the school to enhance the curriculum.

49. Together, the headteacher and governors provide purposeful leadership. Their response to current trends and demands is efficient and effective. All teachers play a major part in leading a key subject area and monitoring curriculum development. The governors take a full interest in the school and have set realistic targets for school improvement. They make regular visits in order to be better informed of the progress being made within the curriculum and its teaching. Provision for special educational needs is thorough and parents and governors are kept regularly in touch with how well children are progressing.

50. The demanding job of teaching and leading a small school is managed very well by the headteacher. Many of the requirements for monitoring teaching and the implementation of national initiatives and curriculum are addressed through excellent staff relationships, regular verbal appraisal and assessment of planning and pupils' achievements. Whilst this is usually sufficient for the purpose of checking action plans and moving smoothly forward towards new goals, a number of policies are out of date. Pupils' records of achievement would be more useful if some marking of notebooks was made regularly, and written notes of National Curriculum levels, dates and progress were occasionally attached to the samples.

51. Financial management is of a good quality. Governor committees are well informed through sharing school improvement planning and its monitoring with staff. Governors keep a close but unobtrusive eye on the work of the school. A watchful brief is kept on the progress of the budget. Office administration is careful and supportive; grants are pursued and spent well and best value principles are applied in the use of resources. Considering the thorough quality of teaching and raised academic standards, including pupils' behaviour, since the last inspection, the school continues to give good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- **Improve** standards in information technology in the interim period until the new school action plan for the subject is fully in place by:-
 - Making sure short term plans are sufficient to increase learning opportunities;
 - Providing enough detail in teachers' daily lesson plans to enable pupils of differing capabilities to gain skills and independence in the use of computers.

Paragraphs: 5, 20, 23, 45, 65, 71, 74, 84, 86.

- **Develop** the curriculum and resources for children under five and pupils in reception by:-
 - Providing enough dedicated time, space and equipment for this age group;
 - Developing the outdoor curriculum to meet the requirements of the early learning goals.

Paragraphs: 22, 26, 53, 57.

- **Broaden** assessment opportunities to provide sufficient information about pupils' progress by:-
 - Applying a good marking policy;
 - Retaining suitable annotated records of pupils' achievement.

Paragraphs: 20, 40, 42, 50, 66, 67, 70, 75.

- **Increase** the application of skills in spelling and handwriting to improve presentation of written English in other subjects by:-
 - Encouraging pupils to use a joined written style before Year 6;
 - Insisting on accurate spelling and vocabulary across the curriculum as well as in redrafted work in English.

Paragraphs: 19, 20, 64, 66, 70, 82.

In addition to the above key issues the following less important issues should be considered for inclusion in the governors' action plan:-

- Addressing aspects of health and safety concerning:
 - Arrangements for taking pupils to and from physical education activities;
 - Raising the height of the hatchway which acts as a doorway between the Key Stage 2 class and its annex room.

Paragraphs: 36, 46, 93.

- Improving the use of homework.

Paragraphs: 20, 43, 66.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	39	44	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50
Number of full-time pupils eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	11
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	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.7

Unauthorised absence

	%
School data	0
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 and Key Stage 2

As there were less than 10 pupils in Year 2 and Year 6 in 1999, results of National Curriculum assessments are not recorded here.

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	50
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	23
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	58

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	118980
Total expenditure	118965
Expenditure per pupil	2644
Balance brought forward from previous year	10297
Balance carried forward to next year	10312

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	53
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	65	32	3	0	0
Behaviour in the school is good.	63	34	0	0	3
My child gets the right amount of work to do at home.	37	31	29	3	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	57	43	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	69	31	0	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	51	49	0	0	0
The school provides an interesting range of activities outside lessons.	30	39	18	3	9

Other issues raised by parents

Information about children's progress could be better, particularly in written reports. The school homework policy is not always adhered to. Parents think that the school provides too small a range of activities after school and that the new literacy hour reduces the quality of work previously achieved in English.

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

53. Children under five are taught alongside six and seven year olds in Key Stage 1. At the time of the inspection there were no children younger than five, but judging from achievements of pupils in reception, under fives receive a solid foundation in most areas of learning as outlined in the Qualifications and Curriculum Authority document 'Desirable Outcomes'. Children make good progress from entry in literacy and satisfactory progress in numeracy. However, even though improvements are being made, there are constraints to the indoor accommodation and restrictions in the outdoor curriculum. Both of these reduce the opportunity for children to learn enough knowledge and understanding of the world and to increase physical and personal development with regular activities which are specific to the youngest age group.

54. A good feature is a separate, privately run pre-school facility on-site where links with the school are very well established. From entry to school the progress made in most of the children's personal and social development is good. Planning shows that under fives and pupils in Year 1 frequently work together enjoying the work. Those in reception concentrate hard. They respond very well to instructions, are very keen to help, are developing a good awareness of knowing right from wrong, and how to help each other. They get themselves ready for physical education, playtime and home sensibly.

55. Skills of talking and listening are progressing well. Children talk with confidence about what they know, and how they can tackle problems such as making a collage of birds and their nests. They are provided with a good range of reading experiences often sharing literacy with older pupils. They listen to stories attentively and show a satisfactory level of understanding. Achievements in reading and writing are satisfactory. Most children can write or copy words legibly to go with spirited pictures of giants they have drawn.

56. Children develop a satisfactory understanding of number. They are provided with a broad range of activities and experiences. Children count well and can add small quantities using numbers up to ten accurately. Children enjoy practical mathematical activities. They recognise and name colours.

57. Children make satisfactory progress in developing knowledge and understanding of the world around them when provided with taught occasions alongside others. The outdoor curriculum is not designed to cover the whole year sufficiently. Activities which would allow children to experience different conditions and to work and play on suitable outdoor equipment, is not readily available. Good use is made of nearby facilities for gymnastics and dance where children successfully join in with other Key Stage 1 pupils. Cooking and practical activities are provided. However, classroom space is restricted and there are too few areas where activities and stimulus are made available just for the youngest. Although they have some use of the village hall, playground and field for physical education activities, there is less opportunity to develop good co-ordination in planned free play. For instance, children playing in the sand tray are not challenged to try a specific problem along with the experience of free play.

58. A broadly satisfactory range of opportunities is provided for children to develop their creativity and imagination. Their ability to express ideas and feelings is developing well, for instance through stories, art and music. They draw and paint with the confidence expected of their age.

59. Teaching and support staff work effectively as a team. Relationships between staff and children are very good. Children are encouraged to take responsibility and to develop independence. Taught activities are well balanced between practical and written or drawn and are usually relevant to the children's experience. Good provision is made for those

starting school including home visits. These links with the pre-school unit are well established and productive.

ENGLISH

60. Good guidance, by teachers and classroom assistants, opportunities for learning and lesson organisation make a positive contribution to raising pupils' achievements. The school has continued to build on the positive findings of the last inspection.

61. When pupils reach eleven, achievements in speaking and listening, and reading, are above average. They are average in writing. Because the numbers of pupils in any one age group are too few, comparisons against national averages and like schools are unreliable. The school has chosen to report results of national assessments only to individual parents, and to set targets for improvement.

62. The school has yet to update its language policy to include the recent requirements suggested in the National Literacy Strategy, but even so, teaching of this important aspect is good and often very good. Lessons are enthusiastically presented and taught at a smart pace so that pupils remain interested and ready to contribute ideas especially in discussions. Good opportunities for pairs of six and seven year olds to work together and improve confidence and expertise in spellings, are made. Pupils in Year 2 show that they have skills in speaking and listening that are above average. They enjoyed reading aloud a dialogue between a giant and a boy with expression and fluency. Older pupils in Years 5 and 6 are stimulated by appropriate use of resources such as posters and illustrations. They securely grasp the impact of vocabulary of advertisements used to encourage the evacuation of children from cities in wartime Britain. Pupils argue for and against, with conviction and understanding.

63. Some parents perceive that recent methods used to teach literacy have inhibited the good standards in English over previous years. The school has noted these concerns and opportunities for reading and writing at other times and across the wider curriculum are made well. Indeed, the regular occasions for reading have a significant impact on raising enthusiasm for books. By the end of Year 6 achievements are good. Most pupils read fluently, with expression and show an infectious enthusiasm for reading, expressing preferences, and are able to say which authors they like and would choose again. Across the school, all pupils, including children in reception and those with special educational needs, build an understanding of the function of non-fiction books. By the time they are eleven they have good skills to use glossaries, index and contents, and can locate information in texts and library, with relative ease. The school keeps useful portfolios of pieces of written work covering a wide range of writing for different purposes. For example, pupils undertake letters of thanks to an aged person coming to school to talk about their childhood, accounts of an educational visit to study a stream in geography, or instructions on how to make and improve a sundial. The school has identified the need to provide sufficient time for pupils to write creatively. Staff continually review planning to improve any identified weaknesses or lapses in pupils' writing.

64. Pupils use notebooks to make their first written drafts, which are often understandably untidy. Writing is presented well within bound books pupils have made, to celebrate achievements in a term's project on geography, history or science. Pupils across the school demonstrate a reasonable quality of handwriting. By the time they are eleven most handwriting is well formed, legible and joined. However, it is rare to see pupils writing as fluently before this age even though printing is usually of a neat quality and ready to develop into joined script. Such practise slows the production of extended writing as untidiness creeps in where pupils tire of the chore of printing so spoiling a promising piece of work.

65. Opportunities to use computers regularly to enhance text are insufficient. The school has worked hard to write a good action plan for improvement. However, there is an urgent

need to adjust planning so that the frequency of use of information and communication technology is increased for all pupils.

66. Some parents are keen to see regular homework and spelling practice especially for pupils reaching the end of their time in school. Currently homework is not promoted consistently and some use of spelling across the curriculum needs improvement. Home/school reading records usually consist of a list of books read but without commentary by parents or school or reviews made by pupils. This denies parents and pupils a good idea of the real progress in reading expertise that is being made except for annual reports and verbal reinforcement by staff.

67. Little work in notebooks and folders is dated or marked with helpful commentary about pupils' achievements and progress. Teachers' marking of pupils' work does not always provide enough written information to say how improvements might be made. Although encouraging, where the teacher spends time verbally discussing targets for improvement, pupils' learning might be better if objectives were more permanently stated on selected pieces of work to prompt a response and act as a memory jog. Other assessments to adjust planning and lessons are committed to the memory of the teacher. Although pupils' progress is discussed in depth at staff meetings, the informality of such recording of the strengths or areas for improvement, is harder to achieve, especially when staff are absent.

MATHEMATICS

68. With such a small cohort, comparison of this school's National Curriculum assessments with other schools is not a reliable indicator of school performance. Inspection findings show that at the end of both key stages, pupils' attainment is in line with national expectations, and standards have been maintained since the last inspection. The numeracy hour has been successfully implemented, with some variations to meet the needs of Kings Nympton Primary School and its pupils. This has ensured that pupils are developing a proficiency and confidence with numbers. For example, by the end of Key Stage 1, most pupils can read, write and order numbers to 1000; whilst by the end of Key Stage 2 pupils are proficient at finding solutions to mental problems. This includes work on negative numbers, fractions, decimals and percentages. The emphasis on pupils finding their own strategies for calculations is having a beneficial impact on their understanding of number and consequently their attainment. Throughout the school, pupils are encouraged to use the correct mathematical terminology, and by the end of Key Stage 2, they are confident and accurate when using such language as parallel, perpendicular, symmetry and rotation.

69. Teaching in mathematics has many strengths and some areas which need development. Overall, teaching in Key Stage 1 is satisfactory and in Key Stage 2 it is good. The good aspects of teaching, seen in both key stages, are:

- Lesson planning, including different work for different groups of pupils;
- Good relationships between all pupils and adults in the class, creating a purposeful working atmosphere;
- Good classroom organisation, with smooth transition between whole class and group work;
- Good use of praise and encouragement;
- Good questioning techniques ensuring that many pupils are involved and have to think;
- High expectations of sensible behaviour, self-discipline and co-operation

70. Teaching could be developed further by:-

- Ensuring that expectations are always high enough, and that the given activities do not allow pupils, especially the more able, to "coast", but demand their concentration and effort;
- Encouraging pupils to take greater care with the presentation of their written work. Even with informal jottings, neatness in setting out number work is an aid to greater accuracy, as is care when drawing and measuring two-dimensional shapes;
- Reviewing the policy on marking pupils' work. Much of the work is assessed by discussion with the pupil. The results of this are kept in the heads of pupils and teachers.

This system has flaws, and is not the most efficient or effective way of helping pupils to understand how well they have done or how they can improve;

- Reviewing the policy on pupils dating their work. Undated work makes tracking progress more difficult;
- Setting individual or group targets, in writing, which can be referred to by pupils, teachers and parents, and updated as necessary.

71. Numeracy skills are being taught well in mathematics lessons. They are consolidated in other subjects such as science, with data analysis and interpretation, and design and technology with measurement. This is having a positive impact on pupils' skills in number. However, the use of information technology to give practice in a variety of number skills, or to present data in graphic form, is underemphasised.

72. The subject is managed effectively, including the implementation of the National Numeracy Strategy. Test results are analysed to identify areas of strength and weakness. There are sufficient resources to deliver the curriculum, and these are well stored, making them easily accessible to teachers and pupils.

SCIENCE

73. Inspection findings show that at the end of both key stages, pupils' attainment including those with special needs is average with good strengths in experimental and investigative science. The strong features noted in the last inspection have been maintained. For example, Key Stage 2 pupils investigate the best conditions for growing seeds, and they are fully aware of how to make their tests fair. Opportunities for first hand experience ensure that pupils have an enthusiastic approach to science. For example, when learning the parts of a flower, all pupils in Key Stage 1 were able to handle flowers and look at them closely. Good links are made with art, and pupils make very good observational drawings. In Key Stage 2, pupils have searched for minibeasts in different parts of the school and accurately recorded their observations.

74. Teaching and planning is mostly thorough. Good attention is paid to investigative science, but recording of results does not always clearly show findings: for example when axes are not labelled on graphs, and there is limited use of information technology to display results. There is evidence of pupils producing work at different levels according to their ability. However, evidence of very similar work being produced by a wide range of abilities indicates that higher attaining pupils are not being encouraged to do enough independent research.

75. Some systems are in place for monitoring pupils' achievements over time: for example national assessment results, and these have been used to set end of key stage targets. However, regular assessment of individual progress is not recorded in writing and is therefore not effective in transmitting strengths and weaknesses in work to pupils and parents.

ART

76. By the time pupils reach eleven they have had a broad experience of an extensive range of techniques and different media. Imaginative teaching has raised the quality of pupils' work to above, and often well above, average since the last inspection. The finished work across the full age and ability range is of a high quality. Still life paintings and drawings constitute a regular feature throughout the school. Good use is made of sketchbooks so that pupils can test out media, textures and applications.

77. Many of the ideas for lessons complement other topics being covered in the school. Vibrant three-dimensional wire insects extend science and geometry, whilst tapestry pictures based on the moonlit beach by Leon Spillaert or masks of the Salmon People of Canada, make good links with geography, social history and cultural diversity. Six and seven year

olds carefully draw and colour fruit for a science topic. They make expressive and lively chalk pictures of cherry blossom.

78. Pupils in the junior class gain much from the teacher and learning is usually very good. There are high expectations, and pupils are required and helped to keep on trying until they themselves achieve the quality of finish and colour they are searching for. Occasionally, the youngest are over-taxed in their attempts to carry out some techniques but mostly the work of this age group stands alongside others equally. Very good examples include vivid wax-resistant paintings of pirates which are displayed in the entrance to the school. Planning amply covers the full range of requirements for the subject including knowledge of other artists, clay, three-dimensional modelling, textiles and needlework.

DESIGN AND TECHNOLOGY

79. Planning, making and finishing skills learned in art reinforce the above average achievements reached when pupils are seven and eleven. Learning is good and achievements are higher than at the last inspection in design and technology.

80. Good organisation and effective teaching covers the requirements for the subject fully. Pupils become familiar with the importance of design and evaluating results. They get plenty of practice at taking things apart to investigate components. Reception children use construction kits and make other models from paper and card. Six and seven year olds enjoy discovering important parts of instructions and information which tells what is in a seed packet, growing the plant and its subsequent care before designing a similar packet for themselves.

81. By the age of eleven pupils have gained good skills in the use of a wide variety of materials and tools. For example, they make good quality felt bookmarks, which closely resemble their original drawn ideas. They are pleased with what they have achieved and gain a clear understanding of the need to evaluate how successful a product is and what can be done to make improvements.

GEOGRAPHY AND HISTORY

82. Although written work and presentation of some topics are only average, by the age of eleven, most pupils' general knowledge in both subjects is above average. Achievements are higher than at the time of the last inspection. The majority has a clear understanding of the order of some important events in history. Teachers' planning sets out interesting topics and pupils have a good recall of details about Ancient Greece, its buildings and society. They express pleasure of the time they dressed up as Victorian children during an educational visit and occasions when studying a local stream on a field trip. Teaching successfully develops a good understanding of deducing facts from different artefacts as well as contemporary information from diaries, illustrations and interviews.

83. Pupils have developed a good understanding of the shape and position of major geographical features, continents, rivers and major world vegetation. They know about mapping, keys and scale and can remember a good number of European and British cities and countries. They possess an awareness and appreciation of how economies and society may be affected by landscape and climate. They have a good knowledge of their own locality, its farming and towns. The higher achievers had a good grasp of the cause and effect made by the bombing of Plymouth.

INFORMATION TECHNOLOGY

84. At the time of the last inspection pupils' achievements and breadth of curriculum were satisfactory. Although changes to policy coupled with new computers and resources have been made, improvements have not had sufficient time to take full effect. National expectations of what pupils should be able to do by the time they are eleven are demanding

and inspection shows that achievements of pupils have declined and are below national requirements.

85. Teachers' planning does not integrate computers into everyday lessons enough. But some relevant use of computer resources is made, as seen in an English lesson, where Year 6 pupils wrote text about child evacuees at the time of World War II directly onto the screen unaided. Pupils worked well together helping to overcome collectively any simple difficulties. Older pupils are beginning to gain expertise in interrogating information using the Internet, or are challenged to load a photograph of the school onto a piece of text they have written and these represent good features and teaching. Even so, the present level of regular time each pupil has on computers, in order to become thoroughly independent users across a wide range of expertise, is too low.

86. The school is fully aware of deficiencies and has drawn up a very detailed action plan for improvement. Arrangements for the next academic year to initiate a realistic programme of lessons for pupils in Years 1 and 3 have been made. Planning for subsequent year groups is due to follow so that learning can be solidly built on from one age group to another. Meanwhile, whilst a minority of pupils are reasonably confident in the application of computers and related programs, until the new policy is fully established, learning for all groups could be improved by increasing the use of existing resources.

MUSIC

87. The only music seen in Key Stage 1 was singing in assembly, and this was of a satisfactory standard. Most pupils sing confidently, many in tune, and all in time. There are examples of pupils' compositions using graphic notation, but there is insufficient evidence to make judgements on other aspects of music in this key stage.

88. By the end of Key Stage 2, attainment is above national expectations. Pupils sing a range of songs well, including songs in two parts, showing interest and enthusiasm. They are able to make music together by adding instrumental accompaniment. They eagerly rehearse, discuss how to make improvements, and take a pride in their performance. Pupils have learned how to control the sounds of their voices and instruments, co-operate very sensibly, and have well developed ensemble skills. They have a good knowledge of the instruments of the orchestra, and can recognise them on recordings. For example, they could pick out the percussion and brass in Holst's Planet Suite. Pupils listen well and can describe their feelings about different music. For example, one pupil described Mars from the Planet Suite as "black and white", but described White Winds by Andreas Vollenweider as "colourful".

89. There was little teaching seen, but what was observed in Key Stage 2 was very good. The lesson was well planned, with a good variety of activities in which pupils became thoroughly absorbed. The purpose of the lesson was clearly stated in planning, and this was explained to pupils. Relationships between teacher and pupils were very good, creating an atmosphere in which pupils wanted to learn and improve their performance.

90. The National Curriculum is well covered through the school's scheme of work, although this is to be reviewed with the new documentation being published. All pupils learn to play the recorder, and many have opportunities to perform in class, in assemblies and at concerts. Key Stage 2 pupils are performing at the local infant schools' concert, with singing and instrumental accompaniment. There is a weekly music club, the content of which varies according to pupils' wishes. At the moment it is a listening club, but in the past has included, guitar, hand chimes and composition. The curriculum is enriched by visiting musicians such as a rhythm workshop, a folk singer and the Devon Youth Music Group. There is good provision for multicultural awareness with listening to African chants, singing a Hindi hymn, and dancing to Indian music. There are sufficient instruments for pupils to play, supplemented by personal ethnic instruments which are brought in.

PHYSICAL EDUCATION

91. There were few opportunities to observe pupils taking part in physical activities, so it is only possible to make judgements in some areas. In Key Stage 1, pupils' attainment in gymnastics is in line with national expectations. Pupils work hard to improve their jumps, landings and balances using the floor, mats and benches. Their energetic approach leads to improvement and progress being made. In Key Stage 2, pupils' attainment in gymnastics is good on the floor level at which they can work. This is an improvement since the last inspection. Pupils display very good attitudes and behaviour, and work with enthusiasm to produce very good quality sequences, including rolls and balances, showing good control of their movements. In swimming, the information supplied indicates that attainment is high, with all pupils being able to swim 25 metres before they leave the school. Observing pupils' ball and racquet skills in the playground, together with the good results of inter-school games competitions, indicate that games skills are good. No dance or athletics was observed.

92. Teaching of physical education is good. Appropriate attention is given to warm up and the reason for doing it. Pupils are well managed, and good attention is paid to the quality of movements. Challenging demands are made, and good use is made of pupils to demonstrate. Sometimes the pace of the lesson drops when pupils work in groups, with only one or two in each group working. Safety need not be compromised with all pupils working at the same time, seeking areas to work where there is room for them. More opportunities could be given to pupils to transport equipment safely instead of this being undertaken by the teacher and non-participants. Greater attention needs to be given to safety issues such as long hair being tied back and the wearing of bracelets and earrings for gymnastics.

93. The school makes good use of the facilities it has available, including its own outdoor pool, field and playground, the village hall, and local swimming pool and sports hall. It is unfortunate that the village hall does not enable pupils to use high level equipment for climbing and gymnastic skills. Bearing in mind the difficulty in accessing some of the facilities, the school is justifiably proud of the standards achieved. Currently arrangements for taking pupils to and from physical education activities off site are less than satisfactory.

94. Teaching is good overall. Some organisation of activities whereby pupils can use resources without queuing is a weakness, but there are good opportunities made to get pupils to reflect on their performances and suggest improvements.

RELIGIOUS EDUCATION

95. At the end of Key Stage 1, standards are in line with those expected by the locally agreed syllabus for religious education. Key Stage 1 pupils have a sound knowledge of many Bible stories, and can re-tell them, showing interest and enthusiasm. For example, they can talk about the story of the Creation, enhancing their portrayal of the story with music and art work. At the end of Key Stage 2, attainment is above that expected for eleven year olds. Pupils have a good knowledge of signs, symbols and festivals of Christianity, Judaism and Islam. For example, they know that Jews worship in a synagogue, and that the Ark contains the Torah, the Five Books of Moses. They know that Islam is the religion of Moslems, and that their holy book is the Qur'an.

96. Teaching in both key stages is good. The subject is made interesting for pupils by a variety of strategies. For example, Key Stage 1 pupils read poetry, make musical accompaniments and draw illustrations. When learning about the Creation, pupils were keen and interested and anxious to join in. Drama is used for role play to make pupils think what it would be like to be in a certain situation. For example, Key Stage 2 pupils were encouraged to feel what it was like to be discriminated against because of the colour of their eyes. They took part in this exercise with interest and enthusiasm, and then were able to use this knowledge and understanding to relate the situation to people such as Martin Luther King, who were discriminated against because of the colour of their skin. Pupils show a good deal of interest, but there is a danger that with a lesson of one hour duration, that interest begins to wane.

97. The leadership of the subject, shared by two teachers, is a central factor in its improvement since the last inspection. They have attended courses and bought new artefacts to enhance the delivery of religious education. These are supplemented by a range of personal possessions which add authenticity to teaching. Effective links are made with other subjects. For example, apart from the drama, music and art already mentioned, with the history topic covering the war years, in religious education pupils consider war, peace and tolerance. Visits are made to the local church and chapel, and to a synagogue in Exeter.