

INSPECTION REPORT

Blackpool CofE Primary School

Liverton, Newton Abbot

LEA area: Devon

Unique reference number: 113389

Headteacher: Mr Paul Jones

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 10-14 April 2000

Inspection number: 189906

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Liverton Newton Abbot Devon
Postcode:	TQ12 6JB
Telephone number:	01626-821316
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Ayres
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Baxter	Registered inspector	Music Special educational needs	Summary of the report. The school's results and achievements. How well are pupils taught? How well is the school led and managed?
John Baker	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?
Valerie Howells	Team inspector	Under-fives Science Geography	
Stephanie Matthews	Team inspector	English as an additional language English Art	How good are the curricular and other opportunities offered to pupils?
Geraldine Dinan	Team inspector	Equal opportunities Design and technology History	
Christopher Taylor	Team inspector	Mathematics Information technology Physical education	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England Controlled Primary School is average in size and caters for boys and girls aged 4 to 11 years. It is located in the village of Liverton approximately four miles from Newton Abbot. There are 305 pupils on roll, of whom 148 are boys and 157 are girls. Taken together, the children's attainment on entry to school is above that found nationally and reflects their relatively advantaged background. At the time of the inspection, 27 pupils have special educational needs; a figure which is well below the national average. Two pupils come from homes where English is an additional language and this is low compared to most schools. There are 11 pupils who are registered as eligible for free school meals (3.6 per cent of the pupils on roll) and this is well below the national average. The school has grown considerably in recent years and this has led to the wide range of attainment shown by the pupils attending the school.

HOW GOOD THE SCHOOL IS

Blackpool Primary is now a good school. It is rapidly establishing an effective commitment to high standards of pupils' academic achievement and it is successfully developing and extending the pupils' very good attitudes to school, to learning and to one another. In the relatively short time that he has been at the school, the new headteacher is providing excellent leadership. By empowering staff, governors, parents and pupils and by adopting a team approach to management and educational direction, the headteacher is promoting very good teaching and learning in the school. In response to the significant underachievement of the pupils and weaknesses in many areas of provision in recent years, the school has sharpened its focus considerably and has improved the quality of education and the challenge offered to pupils. As a consequence standards are rising quickly and the school is now providing good value for money.

What the school does well

- Most pupils achieve well in relation to their prior attainment in English and physical education and make satisfactory progress over time in all other subjects. However, many pupils made good or better progress in the lessons observed, indicating rising standards and improving progress resulting from the very good teaching.
- In response to consistent guidance, the pupils show an excellent awareness of the impact of their actions on others and a clear abhorrence of bullying. Their very good attitudes, relationships, behaviour and personal development underpin their successful learning.
- The pupils attain very good standards in English, in mental work in mathematics, in their approach to investigation in science, in the presentation of their written work generally, and in physical education.
- The headteacher provides excellent leadership, and with very good support from governors, senior managers and subject co-ordinators, he is ensuring the very successful development of the school.
- There is a very good curriculum, particularly in Key Stage 2. This is supported by very effective strategies for teaching literacy skills, by very good extra-curricular activities and by very good provision for the pupils' personal, spiritual, moral, social and cultural development.
- The school enjoys a very good partnership with parents and this has a beneficial effect on the pupils' learning.

What could be improved

- Although it has been improved, there are still weaknesses in the provision for children under five; toilet arrangements for these children are unsatisfactory and the school lacks a suitably resourced and secure outdoor play area where children under five can learn from independent physical play.
- Much has been achieved in a very short period of time, however, whilst the actual care given to the pupils is generally satisfactory, several aspects of the school's procedures are not fully supported by clear up-to-date policies and staff training, particularly in first aid.
- Resources to support the teaching of geography are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Under the direction of a new headteacher and with full support from governors and staff the school has shown significant improvement in many areas. The leadership and management of the school have been considerably strengthened and there is now an excellent educational direction, which is raising standards. Teaching has been substantially improved, unsatisfactory teaching has been eliminated, and teaching is now a consistent strength across the school. As a result, standards of pupils' attainment have been improved in most subjects, particularly in English and mathematics and have slipped only in geography due to the reduced emphasis placed on this subject. In the lessons observed, pupils are achieving higher standards in relation to their prior attainment as they move through the school and standards continue to rise. Significant improvements have been made to the planned curriculum, particularly the ongoing implementation of the national literacy and numeracy strategies and the formulation of subject policies and schemes of work to support the teaching. The curriculum and provision for pupils under five have also been improved, although weaknesses in provision remain. Overall there has been very good improvement since the last inspection, albeit in a very short period of time since the appointment of the new headteacher, and the school is well placed to continue to raise standards in the future.

STANDARDS

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

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

The results obtained by 11-year-old pupils in last year's National Curriculum tests reflected the weaknesses in the quality of education then provided by the school. They did not compare well with the performance of pupils in similar schools. Taking the pupils' performance over the period 1996 to 1999 shows stronger standards with the pupils' performance being well above the national average for their age group in English and mathematics and close to the national average in science. In response to the increasing underachievement, the school has analysed test results and has significantly strengthened the provision. Inspection evidence shows that the school is on course to achieve the targets set for this year and these represent a significant improvement over the standards attained in the 1999 National curriculum tests and teachers' assessments. Most pupils are now on course to attain standards which are well above those expected for pupils of this age in English, physical education, mental work in mathematics and investigation in science. Standards are above those normally achieved by pupils of this age in mathematics, science, art, history and music and standards in all other subjects match those of other pupils of this age. Taken together, most pupils generally achieve above average standards at the end of Key Stage 1. In relation to their prior attainment, most pupils make satisfactory progress overtime as they move through the school, including children aged under five, pupils who have English as an additional language and those who have special educational needs. Many pupils are now achieving well in lessons, however, an indication of the increasing standards and improving progress in response to the strong teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and show very good attitudes to their learning.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Relationships between pupils and between staff and pupil are very good. Pupils accept responsibility willingly and diligently and demonstrate very good personal development.
Attendance	Good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Very 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 quality of teaching is a significant strength of the school. It was very good overall and was satisfactory or better in all the lessons observed. It was excellent in two per cent, it was very good in 40 per cent, it was good in 46 per cent and it was good or better in almost nine out of ten of the lessons observed. Due to the school's cycle of planning, it was not possible to judge the quality of teaching in geography. The teaching is very good in English, art, music and physical education and it is good in all other subjects. The teachers' strong knowledge of subjects and their willingness and thoroughness in sharing learning objectives with the pupils underpin their successful teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall and it is very good for pupils in Key Stage 2. It is supported by very good strategies for teaching literacy and it is enriched by very good after-school clubs.
Provision for pupils with special educational needs	Good day-to-day support, but the provision is not underpinned by an up-to-date policy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Particularly strong personal, moral and social development.
How well the school cares for its pupils	Satisfactory overall; strengths in the elimination of bullying, in monitoring and promoting good behaviour and in practical support and guidance, but weaknesses in staff training for first aid and in the provision of up-to date policies and procedures.

The school is promoting a much more open and consequently more successful partnership with parents and this is contributing to the pupils' learning very effectively. Religious education and collective worship are evaluated separately within the Diocese Section 23 inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall; excellent leadership by the headteacher is empowering staff and is enabling them to contribute very effectively to the development of the school.
How well the governors fulfil their responsibilities	Good overall, the governing body are now more informed and involved. Together with the headteacher and staff they now share an excellent commitment to improvement and capacity to succeed.
The school's evaluation of its performance	Excellent. Much has been achieved in a very short time and standards are rising.
The strategic use of resources	Staffing, accommodation and learning resources are used very well to challenge and help the pupils to succeed.

The provision of staffing, accommodation and learning resources is good overall. The new library, information technology suite and music room are significant resources which are helping to raise standards. The outdoor provision for the children under five is unsatisfactory and so are their toilet facilities. The swimming pool is closed at this time so that health and safety concerns can be fully considered. Alternative arrangements are being made to enable pupils to be taught to swim. The headteacher is giving an excellent educational direction to the leadership and management of the school. Planning for improvement is maximising the best use of the funds and standards are rising significantly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, behave well and make good progress. • The teaching is good and children are expected to work hard and achieve their best. • They would feel confident about approaching the school with questions or a problem. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work the pupils are given to do at home. • The range of activities provided outside lessons. • The information given about how pupils are getting on.

The inspectors endorse the parents' positive views. Homework is being developed in accordance with the school's policy and government guidelines and is appropriate. The school is addressing weaknesses in previous annual pupils' reports and a newly developed format is designed to provide appropriate information about how pupils are progressing. The school provides a very good range of after-school and lunchtime clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Last year's National Curriculum tests and teachers' assessments for 7 year olds showed that the pupils' attainments were in line with the national average in reading but they were below the national average in writing and in mathematics, largely because of the fewer pupils attaining the higher level 3 standard. The teachers' assessments in science in 1999 showed that a well above average proportion of pupils attained the expected level 2, but the proportion of pupils who attained the higher level 3 was well below the national average. These results showed that standards had fallen compared to previous years. The comparison with the performance of pupils in similar schools was even less favourable with the results being below average in reading and science and well below average in writing and mathematics. Whilst there was little difference between the performance of boys compared to girls, the results suggest that potentially higher attaining pupils were not being challenged.
2. The National Curriculum tests and teachers' assessments at the end of Key Stage 1, over the period 1996 to 1999, when taken together, represent higher standards, and were well above average in reading, above average in writing and close to the national average in mathematics. Last year's National Curriculum tests and teachers' assessments for 11 year olds showed that the pupils' attainments were above average in English, average in mathematics and well below average in science and this represented a significant fall in standards compared to the previous year in science. Taking the pupils' performance over the period 1996 to 1999 shows stronger standards with the pupils' performance being well above the national average for their age group in English and mathematics and close to the national average in science. When compared with the performance of pupils in similar schools in 1999, the results at the end of Key Stage 2 were below average in English and mathematics and were very low in science. Again, these results are indicative of potentially higher attaining pupils not being challenged.
3. Inspection evidence shows that, taken together, the children's attainments on entry are generally above those found nationally, reflecting their relatively advantaged backgrounds. Most pupils achieve appropriately, in relation to their prior attainment, whilst under five and in Key Stage 1. The improved curriculum for children under five is enabling most children to exceed the desirable learning outcomes as specified in national guidance, in most of the recommended areas of learning, particularly in literacy and language, in their knowledge and understanding of the world and in their personal and social skills. Observations of lessons for children under five and in Key Stage 1 show, however, that many pupils are now learning well in response to strong teaching which promotes challenge and very positive attitudes to learning. Children under five are now taught an appropriate curriculum and achieve well in reading, writing and mathematics. Their knowledge and understanding of the world is developed well and most children make satisfactory progress in their creative development. They show above average skill and balance during physical education, although their physical role play skills are restricted by the lack of outdoor opportunities to learn independently. Most children are confident and possess very positive attitudes to school.

4. The school has increased the emphasis on learning through investigation and research and on mental work in mathematics, in Key Stage 1. These strategies are extending the pupils' understanding and knowledge significantly, although the pupils' skills are generally less well developed. Inspection shows that, at the end of Key Stage 1, the pupils' attainments are above the national expectation in English, mathematics and science. Their skills are strong in physical education and standards are generally in line with those expected of pupils of this age in all other subjects. Overall, the standard is significantly higher than the average standard identified at the end of this key stage during the last inspection. Most pupils make satisfactory progress overtime in Key Stage 1. The successful implementation of the National Literacy and Numeracy Strategies and the improved curriculum are enriching the pupils' learning. Observations of lessons in this key stage show that good teaching is increasing the rate at which the pupils learn and progress, and standards are rising steadily.
5. The inspection evidence shows that the pupils' attainments at the end of Key Stage 2 are above the national expectations overall. Their attainments in English and physical education are well above the standards expected of pupils of this age. Most pupils attain standards which are above those found nationally in mathematics, science, art, history and music and their attainments in all other subjects match those expected of pupils of this age. The development of the information technology suite is raising the standards achieved during specific information technology lessons, but the use of such technology across the curriculum, to support learning, is unsatisfactory and this is restricting the pupils' skills.
6. Overall, these findings represent a substantial improvement compared to the standards achieved during the last inspection, particularly in English and physical education, but standards have declined in geography due to the lack of emphasis placed on the subject. They also indicate considerably higher standards in English and science than those attained in last year's National Curriculum tests and teachers' assessments. Improvements in the quality of the teaching, especially its consistently very good quality, in the planned curriculum and in the sharing of lesson objectives constructively with the pupils at the beginnings of lessons are having a very beneficial effect on the pupils' learning. Most pupils make good progress over time through Key Stage 2, but observations of lessons in this key stage show that many pupils are now achieving very well in relation to their prior attainment and standards are rising rapidly.
7. The school now analyses and evaluates the pupils' performance in national curriculum tests and teachers' assessments thoroughly, as a result, a strong focus has been placed on raising standards. To achieve this aim the school has set challenging yet well-considered targets in English, mathematics and science for pupils to attain by the end of Key Stage 2 in the years 2000 and 2001. The new headteacher is promoting improved teaching and learning most effectively. National Literacy and Numeracy Strategies, mental work in mathematics, investigation in science and a clear progression in curriculum planning are having a very positive effect on the pupils' learning. Standards are rising across the school, but particularly in Key Stage 2, and the school is on course to achieve the targets set.
8. In response to the improved curriculum and teaching, most pupils now make good progress and achieve well in relation to their prior attainment as they move through the school. Pupils with special educational needs are fully integrated into lessons and make good progress towards the literacy, numeracy or behavioural targets set

for them in their individual educational plans. Pupils who have English as an additional language receive full and equal access to learning and also make good progress. Potentially higher attaining pupils are also challenged well and make good gains in their learning.

9. Most pupils achieve well in relation to their prior attainment in Key Stage 2. Consistently good or better teaching, a very good curriculum which ensures that teachers build on the pupils' previous learning and skillful questioning which challenges the pupils are having a very beneficial effect on the pupils' learning. In the lessons observed many pupils are now making very good gains in their knowledge and understanding and standards are rising rapidly in this key stage.
10. Numeracy skills are used and extended well in other subjects. Pupils in Key Stage 1 weigh ingredients when making cakes for favourite story characters such as "The Little Red Hen" and measure how far toy cars travel on different surfaces in science. Pupils in Key Stage 2 measure the resistance of water, use shadow clocks to measure time and create bar charts to show how substances dissolve. These experiences in science are further supported by environmental "litter counts", weather records and frequency charts in geography.
11. Standards in all aspects of literacy are good. In reception and in Year 1 and Year 2, pupils are able to talk in small and larger groups, as well as in assembly, to listen and respond to stories and instructions. They all understand how to use books and can talk about the pictures in them and some are already able to read fluently. Older pupils make sound progress in speaking and listening and these are fostered by the work in the literacy hour and in other subjects such as history and art. Standards of literacy across the curriculum are good and very good in Key Stage 2. Skills in reading and writing are good or better for the majority of pupils in all year groups. Pupils value books and respond well to the creative aspects of writing, especially to poetry and extended writing. Pupils enjoy their work in English and talk with enthusiasm about the books that they have read. They can write in a variety of ways depending on the subject they are writing about and the audience it is for. The majority of pupils can express themselves clearly and presentation skills are good. Pupils are developing well-established skills in handwriting although the use of pencil is to the detriment of the development of fluid styles in handwriting. Although many pupils are able to use word processors when appropriate, there was insufficient opportunity for them to do so during the inspection. The quality of work observed during the inspection indicates that the literacy hour has made a considerable impact in raising standards of attainment in all aspects of English.
12. The pupils' literacy skills are promoted and developed successfully across the school. Younger pupils write about Shrove Tuesday in religious education and describe the life of Florence Nightingale when studying history. Older pupils show their improving skills by presenting key facts to support a trek across the Himalayas in geography and to create zones of relevance to represent the impact of politics and power during the 1950s and 1960s in history. Throughout the school, the increasing emphasis on using appropriate technical language is deepening the pupils' understanding and is enabling them to access new areas of learning more successfully.

Pupils' attitudes, values and personal development

13. Pupils like school and are keen to attend. Their attitudes to learning are very good, promoted by the high percentage of very good teaching and interesting lessons. Pupils are very attentive, respond very well to questions, undertake tasks enthusiastically and enjoy lessons. For example, in a Year 3 and Year 4 mathematics lesson, pupils thoroughly enjoyed the lively interactive teaching and particularly the frequent opportunities to discuss problem solving with a partner.
14. Pupils are very enthusiastic about the very good range of extra-curricular activities offered by the school and many take part in these activities and this makes a positive contribution to both their academic and personal development. The pupils' enthusiasm was clearly demonstrated by the netball team who burst into the headteacher's study to share with him their excitement on winning a local tournament and beating local rivals for the first time.
15. The pupils' behaviour is very good in the classroom, in assembly and when moving around the school. Pupils are aware of the high standards of behaviour expected and respond very well to discipline, which consistently creates an orderly environment conducive to learning. Their behaviour is very good in both playgrounds with all pupils playing harmoniously together. Pupils use their initiative in organising their own games such as football, netball and "kwik-cricket". There were no signs of any aggressive behaviour or any forms of oppressive behaviour anywhere in the school. There have been no exclusions in the past year. Children under five also behave very well, enjoy each other's company and learn well co-operatively. Pupils with behavioural or emotional needs are well supported and also show consideration for the needs of others. Pupils are very friendly, courteous and polite to adults. They show respect for other people's property and, as a result, the school is litter free and there are no signs of graffiti.
16. The pupils' personal development is very good, they mature as they progress through the school and willingly take on increasing responsibility. For example, reception children tidy up after themselves, Year 4 pupils take on whole class responsibilities and Year 6 pupils undertake significant whole school responsibilities, such as house captains, sports captains and prefects. These responsibilities include supervising younger children in the playground and looking after them in the dining room.
17. Relationships between pupils are very good. They work well together in the classroom when in pairs or groups and play together harmoniously. They share in others achievements and applaud generously when others receive awards or recognition in assembly as well as clapping in the classroom when someone works out a correct answer on the board.
18. Relationships between pupils and staff are also very good and pupils are secure and confident in their relationships with other adults. Staff give a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity and by introducing humour into their teaching and the pupils respond happily.
19. Pupils have an excellent understanding of the impact of their action on others and show very good respect for the feelings, values and beliefs of others. For example,

all classes discuss and agree class rules and understand the reasons for having them. Awareness of the feelings, values and beliefs of others is developed through assemblies, religious education and personal, social and health education lessons. For example, in Year 1 and Year 2 personal, social and health education lesson, the teacher's use of warmth, praise and gentle but focused questions helped pupils to develop an awareness of and a caring attitude towards others.

20. Levels of attendance are good and contribute positively to the standards achieved. Registration is carried out efficiently and in accordance with statutory requirements.
21. Compared to the last inspection, the pupils' attitudes to school and personal development are even better and are now both very good. Very good behaviour and very good relationships have been maintained well and support the pupils' learning successfully.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is very good overall and it is a major strength in the school; teaching is very good in Key Stage 2, and for children under five, and it is good in Key Stage 1. The consistent good or better quality of teaching, underpinned by the teachers' strong knowledge of their subjects, by their thorough planning, by their good use of questioning and by the productive sharing of learning objectives with the pupils, is having a substantial effect on the pupils' learning and achievements. Teaching was satisfactory or better in all the lessons observed, almost nine out of ten lessons were good or better and over four out of ten were at least very good in quality. This very high proportion of good or better teaching represents a significant improvement since the last inspection when almost a fifth of all lessons were unsatisfactory.
23. This improvement in teaching has been accomplished due to the excellent leadership of the new headteacher, who has mobilised local authority advice and has empowered the expertise of colleagues within the school to raise expectations, improve curriculum planning and adopt more effective teaching methods. National Literacy and Numeracy Strategies are systematically and productively planned to match the work closely to the pupils' needs and teaching in these subjects are strengths which impact well on the pupils' learning across the curriculum.
24. Teaching is at least good in almost all subjects. Weaknesses were apparent, however, in the teachers' insufficient use of information technology to support learning across the curriculum. Due to the school's cycle of planning there were too few opportunities to judge the quality of teaching in geography across the school. The teaching is very good in English, art, music and physical education. Reading is taught well in all classes and writing and speaking and listening are supported successfully by the teachers' strong and consistent emphasis on using appropriate technical language. For example, pupils in Year 5 and Year 6 use, apply and understand terms such as prediction, dissolving and elasticity when experimenting in science; this work extends their vocabulary and enriches their learning.
25. The teaching is good in most other subjects including mathematics where the teachers' well-planned focus on mental work and on problem solving is increasing the pace and challenge offered to the pupils. This is extending the pupils' thinking and reasoning skills and is promoting rapid gains in their knowledge, skills and understanding generally. The teachers across the school set appropriately thought-

provoking tasks, motivate pupils well and make learning exciting and interesting. Consequently learning in subjects such as music, art, science and when using computers in the new information technology suite is very productive and in a significant proportion of the lessons observed during the inspection pupils are making very good progress. There is clear evidence of the pupils' improving knowledge in these lessons and standards are rising across the school.

26. Pupils with special educational needs are generally taught very well. All teachers undertake a clear responsibility for these pupils and receive good support from the headteacher, the co-ordinator and from the learning support assistants. The teachers know these pupils well and integrate them appropriately into class activities at a meaningful and effective level. All teachers are involved in setting clear individual educational plans and ensure that these link well with the work in class. The lack of an up-to-date special educational needs policy is a weakness, however, and temporary staff occasionally lack support in meeting pupils' needs to best effect. Pupils who have English as an additional language also receive full and equal access to the curriculum and the teachers meet their needs well.
27. The teaching of children under five has been much improved since the last inspection and it is now very good, clearly supported by significantly improved planning which is focused on the recommended areas of learning. The teachers of these young children promote the children's ownership of their learning successfully, set a wide range of activities and organise support from class assistants and parents most effectively. For example, gardening, gymnastics, role-play and craftwork are enriched by the adults' questioning and prompting. Resources are generally well organised, but the room available in the schoolhouse has limited space and toilet and outdoor play facilities are inadequate. These restrict the children's opportunities to develop greater independence. There is a greater emphasis on providing meaningful experiences for these children, however, and the school is seeking to improve facilities. Consequently learning is improving significantly for these children in response to the well-planned teaching.
28. Teaching in Key Stage 1 is good. Good quality displays and well-organised and accessible resources enrich the pupils' learning in these classrooms and shared practical areas. Newly hatched chicks in an incubator and construction toys promote learning well through practical observation and activity. The teachers use questioning successfully to involve all pupils, to challenge and extend learning and to revise and consolidate new learning. For example, most lessons end with a clear consideration of what has been learned and this focuses the pupils' thinking and aids learning. This was seen to good effect in English in Years 1 and 2 where writing inspired by the poem "The Magic Box" was of a good standard. Lessons are generally well planned, with clear learning objectives and this was a strong and consistent feature of most English lessons. Occasionally, however, objectives in mathematics lessons lacked clarity and pupils became restless and learning was less productive. Teachers work hard and to good effect in this key stage to reinforce positive attitudes to learning and to promote very good relationships and this consistent support is having a significant effect on the pupils' achievements.
29. The teaching in Key Stage 2 is very good overall and is having a very beneficial effect on the pupils' achievements. All pupils of differing prior attainments are equally challenged by the purposefully structured tasks, the consistent sharing of learning objectives with the pupils, the clear revision of previous work and the focused questioning. For example, when discussing prediction in science lessons in this key

stage.

30. The teachers make very good use of overhead projectors and white boards to review key facts and to illustrate the learning objectives to be achieved. These strategies raise the pupils' expectations of what they can achieve and this aids learning considerably. For example, when studying the "Silver Sword" in English lessons in Years 5 and 6. Most teachers use homework appropriately to support the pupils' work in literacy and numeracy, but the range and quality of work varies across the school.
31. The strong emphasis on precise learning objectives enables most teachers to assess the pupils' learning well on a day-to day basis. Teachers are using these more and more to adapt future planning effectively to match the pupils' needs and this is ensuring that the pupils' build on previous work and develop skills, knowledge and understanding more systematically. Gaps in the pupils' knowledge are being filled quickly and standards are rising as a result. The new headteacher is promoting a spirit of involvement and ownership in learning across the school and teachers are increasingly and successfully encouraging pupils to evaluate their work and to share their observations with others, and this begins from an early age. For example, children under five evaluate each other's movements productively in gymnastics. This motivates pupils, encourages them to think about what they are trying to achieve and improves the quality of their work. All teachers and adults working in the school value the pupils' and their responses, consequently the pupils respond positively, work hard and try their best. There is a strong and most successful focus on raising standards across the school and the very good teaching is the driving force.

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

32. The curriculum provided by the school is good overall, it has breadth and balance and contains the full range of subjects at Key Stages 1 and 2. Provision for children under five is sound and the provision for pupils with special educational needs is good. The quality and range of learning opportunities is good overall and very good at Key stage 2. Since the last inspection the curriculum has been considerably enriched.
33. Within the last year National Literacy and Numeracy Strategies have been introduced. The provision for the teaching of literacy skills is very effective and the arrangements made for the teaching of numeracy skills are good. Participation in physical education is particularly encouraged and the school is committed to high standards in this area. The school has a newly equipped information technology and library area. This is improving the pupils' research skills, but the use of information technology is not fully developed to support learning in all subjects at present.
34. Personal and social education is well provided for in specific lessons and within the curriculum as a whole. Social, moral and health issues are discussed and the policies and programmes are in place to ensure an appropriate provision of health, sex and drugs education. For example, during the inspection, pupils were able to discuss why chocolate might be considered good or bad for children's health.

35. Curriculum planning is very good and the school effectively bases its planning on the Qualifications and Curriculum Authority's schemes of work. The timetable provides for appropriate sixty minute lessons in literacy and numeracy and the coverage of subjects is well balanced and the curriculum is organised successfully in a way that reflects the ethos of the school - to ensure that all pupils reach their full potential. The school does not group the pupils in classes based on their prior attainment, but in English and mathematics pupils work in groups with others of similar potential attainment. This policy is ensuring that all pupils make good progress in the mixed aged classes. However, in a few lessons where all pupils were attempting the same task and using the same resources, potentially higher attaining pupils were not always being offered sufficient challenge or lower attaining pupils sufficient support. All pupils have equal access to the curriculum and those with special educational needs are well supported, usually in the classroom. The few pupils who have English as an additional language also have their needs met fully. The school now has a draft equal opportunities policy and has made considerable progress in addressing issues related to ensuring equality of opportunity.
36. There are good links with the local secondary school to ensure that pupils progress easily into Key Stage 3 work. For example, Year 6 pupils work well on literacy related activities with South Dartmoor College. During the inspection pupils were involved in a dance competition there with pupils from other "feeder" primary schools and they were described as "the stars of the show". Children under five are taught in the reception classes and join in with the rest of the school for playtimes, lunches in the hall and whole school assemblies. Careful planning and preparation allows pupils who arrive in the middle of the year to settle in very quickly.
37. The programme of extra-curricular activities provided by the school is very good. It includes a very good range of sporting activities, music, art, drama, information technology and chess. Many pupils join in after school and lunch-time activities on a regular basis. Individuals learn to play a variety of musical instruments and many are involved in the choir and in the orchestra. During the inspection a significant number of pupils were involved in a chess contest with pupils from another local primary school.
38. Links with the local community make a sound contribution to learning. The school has a close relationship with the local church and a member of the local community plays the piano in assembly. Local people come into school to talk about the history of the area and the police liaise with the school over issues such as road safety. Pupils go on a variety of beneficial residential and other visits in the Devon area. However, at present there is no tradition of links with local industry.
39. The provision for pupils' personal, spiritual, moral, social and cultural development is very good overall. There is a strong spiritual element in many assemblies and in other areas of the curriculum including science, music and English, where pupils have the opportunity to reflect on the value of creativity and the wonders of the natural world, for example, when writing poems about Spring. Opportunities for the pupils to gain insights into values and other beliefs are many and varied in subjects such as art and music and artefacts of other cultures help to develop the pupils' spiritual awareness well. Pupils are encouraged to develop a strong moral awareness and there are clear codes of behaviour in the school. For example, pupils in a literacy class extended their understanding well by considering in detail the issue of a boy who had profited by stealing a painting as described in the book "Cheat" by

Judy Waites.

40. The provision for pupil's social development is also very good. Even quite young pupils take real responsibilities around the school, for example, Years 1 and 2 pupils were observed reading poetry to children in the reception class. Older pupils act supportively as prefects and house captains. The opportunity to join clubs and to compete against other school is available to all pupils. The residential and other visits and charity fund-raising activities also contribute effectively to the pupils' social development and to real awareness of what it means to be a good citizen. The teaching and other staff provide very good role models for pupils in the school.
41. The pupils' cultural development is promoted well. Pupils are usefully introduced to many kinds of music and many forms of art and literature. They are made aware of their own culture and that of others. The library has a wide choice of books on all aspects of art and music and even younger pupils are aware of how they might access culture, for example by studying the pictures of Renoir, or by using the "Internet". There has recently been a new focus in making pupils aware of non-European culture and during the inspection there were exciting displays of African masks around the school which promoted this awareness well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Most of the weaknesses identified by the previous inspection have been rectified and the school's provision for the care of its pupils is now satisfactory overall. It includes excellent procedures for eliminating oppressive behaviour and very good support and guidance for pupils on their academic and personal development. Procedures for ensuring pupils welfare, health and safety are generally satisfactory, but there are shortcomings for assessing pupils' work in a few subjects.
43. Pupils are very well supported and are guided in their academic progress by the teachers' informative marking and good day-to-day assessment in lessons. Also academics targets are set twice yearly for individual pupils and their attainment levels and targets for all subjects are to be included in future annual reports. These aspects, together with celebration of good work through awards such as, "Achievers of the Week" presented in assembly, make a positive contribution to helping and encouraging pupils to improve.
44. Good provision is made for pupils with special educational needs and they are well supported in the classroom, including being very well supported by outside specialists. All pupils with such needs, whether academic, behavioural or emotional, have clear individual educational plans which target their needs well.
45. Provision for pupils' welfare, health and safety is satisfactory overall, and aspects such as healthy living and personal hygiene are appropriately included in the science and design and technology curriculum, with good support from the school nurse. Personal and road safety are addressed well in assembly, circle time and in talks by the police.
46. However, although arrangements are in place to ensure a safe working environment and to provide appropriate care in the event of accidents, there are shortcomings in these arrangements. The testing of portable electrical equipment is not up to date and there are insufficient qualified "first aiders" on the staff. The school is aware of these shortcomings and is seeking to remedy this as soon as possible. Also existing

policies such as health and safety and special educational needs are out of date and do not support practice sufficiently across the school.

47. The procedures for assessing and monitoring pupils' academic development are satisfactory overall. They are good in the core subjects of English, mathematics and science and in a few other subjects, such as music and physical education. Assessment of pupils' work in other subjects is less well developed and the school is addressing this issue purposefully. There is a good, newly drafted school policy for assessment, outlining a comprehensive but manageable range of assessment procedures for the whole curriculum, which when fully adopted by the whole school will address the criticism made in the previous report regarding the inconsistency of application across the wider curriculum. In each class base a very useful compilation of pupils' work in portfolios is used by teachers for judging levels of pupils' attainment across year groups. These judgements are used to provide information to help planning and the modification of future learning activities for classes, groups or individual pupils as teachers deem necessary.
48. The school uses effective assessment procedures to comply with the Code of Practice when identifying pupils with special educational needs. Individual educational plans for these pupils have appropriately detailed targets and they are reviewed on a regular basis. The school involves parents as fully as possible in these reviews and maintains close links with the appropriate outside agencies.
49. The school works hard to ensure that all pupils are supported in their endeavours, by keeping parents and carers informed about their progress in school. Parents and carers are given regular opportunities to attend termly meetings with class teachers to discuss the progress of their children. The good home/school reading logs also provide opportunities for parents to maintain an overview of day to day developments. This liaison process has been considerably enhanced since the arrival of the new headteacher, who has promoted a more open approach to partnership and a positive involvement of parents in their child's education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. This aspect was identified as a key issue for development by the previous inspection and it has been considerably improved. There is a very good partnership with parents now and this is a strength in supporting pupils' successful learning. In their comments at the meeting with the registered inspector and in their responses to the questionnaire most parents expressed much satisfaction with most aspects of the school, except the provision of homework and extra curricular activities. They are particularly satisfied with the fact that their children like school, the progress their children are making, standards of behaviour, the quality of teaching, the school's approachability, the expectation that their children should work hard to achieve their best and that the school helps their children to become mature and responsible. The inspection team fully endorses these positive views. However the team does not fully support the views of a significant minority of parents who are not happy with homework provision. The team considers provision to be satisfactory overall but use of homework is inconsistent. Parents' views on homework have been sought by the school and taken into account in preparing a new homework policy, which has just been finalised, but is not yet being implemented. Also the inspection team does not support a minority of parents' views on the provision of extra curricular activities which it considers to be very good and now offers a wide range of activities in addition to sport.

51. Parents are well informed about the school through the prospectus, the governors' annual report and frequent newsletters. They are also well informed about the curriculum through meetings, which this year covered both literacy and numeracy. Numeracy for Key Stage 1 pupils has been a particular focus with four morning meetings being held to give all parents an opportunity to attend.
52. Parents are well informed about their children's progress through termly consultation evenings. At two of these, targets, both social and academic, are discussed and agreed with the parents and pupils who also attend. Previous annual reports have failed to give adequate information on their children's progress, but plans are firmly in place to ensure that future reports will be very informative and will include targets in all subjects and attainment related to National Curriculum levels. Parents are also welcome to raise any concerns as they arise. Parents of pupils with special educational needs are well informed about their children's progress and fully involved in reviews.
53. Parents make a very good contribution to pupils' learning at school. Parental help in the classroom is very good across the school and especially so in Key Stage 1 classes. A number of parents are being trained in information technology skills to enable them to provide support in this area. Parents also help in many other ways, including making 100 toy elephants for use in numeracy lessons, running extra-curricular activities and raising substantial funds for the school through the Parent and Teachers' Association.
54. The school's links with parents are very effective and include a beneficial exchange of ideas through questionnaires and open meetings. The outcome of these exchanges is beginning to have a very positive impact on pupils' learning, particularly at home. An excellent "pupil planner" has been introduced at Key Stage 2 and a similar planner is being sought for Key Stage 1 to improve the information provided about the pupils' progress and to promote the partnership with parents. A good home-school agreement is now in place and a good homework policy has been developed. Parents are playing an active part in the development of the school and their views are being taken into account when compiling the school improvement plan. This is supporting the school's efforts to raise standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The quality of the leadership and management of the school is now very good. This represents a considerable improvement in this key aspect since the last inspection when significant weaknesses were identified. The driving force in this transformation has been the new headteacher. Under his excellent and most astute leadership, the quality of education provided by the school is improving day-by-day and most of the issues for improvement specified by the last inspection have been rectified in a very short period of time. Such has been the impact of his excellent educational direction; aspects such as the quality of teaching and the planned curriculum have been changed from weaknesses into significant strengths. A positive emphasis on teamwork and shared responsibility, a strong commitment to equal opportunity for all pupils, the active involvement of all members of the school community and the rigorous raising of expectations of what pupils can and should achieve underpin his extremely successful management style. The headteacher leads by example, and with the full support of governors, senior managers and subject co-ordinators, has ensured a highly effective commitment to improvement and an excellent capacity to

succeed.

56. Previous weaknesses have been evaluated and rectified. The pupils' very good attitudes and relationships have been nurtured and utilised to raise expectations of achievement. The development of the school has been carefully planned, particularly how it is regularly monitored and reviewed. All these strategies have strengthened the leadership and management substantially in a very short space of time. Much has already been achieved in terms of raising pupils' attainment across many subjects of the curriculum, especially in literacy and numeracy, and the procedures now in place are undoubtedly feeding this momentum of improvement.
57. The school's improvement plan indicates its commitment to raising standards. It builds well on the emergency plans introduced by the local authority to address serious weaknesses in teaching, curriculum and management. It identifies as a priority the continuing development of the curriculum and provision through the formulation of new policies and the consistent implementation of existing ones. It emphasises the importance of assessment and recording to set targets to raise standards, and of the empowerment of staff and their professional development in support of these aims. These areas are now carefully costed and a formal system of monitoring and evaluating the effectiveness of action on pupils' achievements has been introduced. Good financial planning and control support this excellent method of planning and promoting the effectiveness of the school, and these also represent additional and significant improvements since the last inspection.
58. The governing body is kept fully informed by the new headteacher and is now purposefully involved; consequently they are able to fulfill their duties more effectively. Governors meet regularly and the minutes show that meetings are well attended and are conducted efficiently. Its committees also meet regularly and discussions with the chairs of committees indicate that governors now have a very good understanding of the strengths and weaknesses of the school. They have a clear focus and judge the effectiveness of provision in terms of its impact on pupils' achievement. Governors have set specific targets for improvement, they know that the full impact of their actions have yet to take effect, but they share high expectations with staff that targets must be achieved. Specific grants for pupils with special educational needs, for literacy and numeracy and additional grants for staff development and to improve resources are all used well. Appropriate priorities are agreed, and with the introduction of new technology, the school is well placed to consider and achieve best value by promoting high achievement by the pupils. Compared to the last inspection, governors now have a much improved and effective role in shaping the direction of the school and meet their statutory requirements.
59. The headteacher's excellent corporate style of management involves senior managers and subject co-ordinators in monitoring and nurturing successful teaching and learning across the school. This is having a very positive effect on standards. Unsatisfactory teaching has been eliminated and almost nine out of ten lessons are good or better. The curriculum has been significantly improved and the pupils' learning is supported well by plans which build systematically on pupils' skills, knowledge and understanding. Subject co-ordinators monitor their subjects effectively, support colleagues purposefully and are beginning to promote the use of assessment in subjects such as music and physical education to target the pupils' acquisition of skills. A key element of the headteacher's new direction is to provide equal opportunity for all pupils.

60. The school has reviewed its admissions policy to encompass equality of access. This has also impacted on the curriculum. Boys and girls now enjoy equality of opportunity in the curriculum as reflected in the wider community. There is a good draft policy outlining the school's inclusive ethos, which includes detailed information of how the policy will inform provision across all subjects. When fully in place, the policy aims to enrich the learning opportunities of all pupils regardless of gender or background.
61. Parents receive an annual report for their child. The present format has insufficient space for incisive information regarding what individual pupils have achieved. The layout of the proposed report to be issued this academic year is much improved and aims to give parents a fuller picture of their child as an individual.
62. The school is well staffed and teaching and support and administrative staff work well together to meet the pupils' needs. All staff now have appropriate job descriptions and are supported well through induction and appraisal procedures and by the sharing of expertise with colleagues. The accommodation is good overall and it is well maintained. The new library, information technology suite and music room are particularly beneficial facilities which are already having a positive effect on the pupils' learning. The spacious shared work areas are now used more productively to provide stimulating learning bases where pupils widen their experiences through practical research and investigation. The school has developed a satisfactory curriculum for children under five and has improved the resources and facilities provided for these young children. However, the toilet facilities provided in the school house for these children are inadequate and the school lacks a sufficiently equipped and secure outdoor area where children under five can learn through independent robust physical play; this is restricting their development.
63. Resources are satisfactory for most subjects except geography, where the quantity and range of resources are inadequate for the two key stages. Resources to support the National Literacy Strategy and for physical education are very good and resources for mathematics and music are generally good. With strong parental support, library and information technology resources are being systematically improved and are usefully promoting the pupils' research skills. The school lacks appropriate large toys or wheeled equipment to support physical play for children under five but there are plans to rectify this situation in the near future. Decision-making is very good and resources are used very effectively to raise pupils' achievement. Bearing in mind the educational standards achieved by the pupils and the much-improved quality of education provided, in relation to the funds available, the school now provides good value for money. This represents a considerable improvement from the unsatisfactory value identified at the time of the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to continue the successful development of the school and to bring all aspects of pupils' achievement and the quality of provision to a high standard, the governors, headteacher and staff should:

- 1 *Review and continue to improve the provision for children under five by:
 - providing an appropriately secure and resourced outdoor area where the children can learn from independent physical play; (paras. 3,27,62,63,74)
 - improving the toilet facilities provided for these children. (paras. 27,62,78)
- 2 *Continue to develop and implement up-to-date policies and agreed strategies so that the improved practice in health and safety, particularly first-aid training for staff, pupils' welfare, equal opportunities and special educational needs, evident across the school, is secured and followed consistently in the future. (paras. 26,42,46,47,52,57,60,61)
- 3 Raise the emphasis placed on the teaching of geography across the school and ensure that the subject is adequately resourced. (paras. 6,63,113,114,116)

In the context of the school's many strengths, the following points for improvement should also be considered for inclusion in the action plan:

- 4 *Improve the contribution of information technology to the pupils' learning across the breadth of subjects. (paras. 5,11,24,63,85,93,114,122,127)
- 5 *Continue the development of effective procedures for assessing and recording pupils' attainment and progress, mainly in subjects other than English, mathematics, science, music and physical education and ensure that they are used purposefully to inform future teaching and learning. (paras. 47,52,98,101,115)

*aspects already identified for development by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	40%	46%	12%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	305
Number of full-time pupils eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	22	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	19
	Girls	20	19	20
	Total	37	35	39
Percentage of pupils at NC level 2 or above	School	90	85	95
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	20	21	21
	Total	38	39	40
Percentage of pupils at NC level 2 or above	School	93	95	98
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	19	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	12
	Girls	18	15	14
	Total	30	29	26
Percentage of pupils at NC level 4 or above	School	79	76	68
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	18	16	18
	Total	32	31	34
Percentage of pupils at NC level 4 or above	School	84	82	89
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	304
Any other minority ethnic group	

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)	12.3
Number of pupils per qualified teacher	24.7
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	64

Financial information

Financial year	1999/2000
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	£
Total income	461,949
Total expenditure	462,258
Expenditure per pupil	1,526
Balance brought forward from previous year	-5,900
Balance carried forward to next year	-6,209

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	305
Number of questionnaires returned	137

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	48	2	0	0
My child is making good progress in school.	41	53	2	1	3
Behaviour in the school is good.	39	59	1	0	1
My child gets the right amount of work to do at home.	18	43	26	10	4
The teaching is good.	38	54	6	0	2
I am kept well informed about how my child is getting on.	39	44	12	4	1
I would feel comfortable about approaching the school with questions or a problem.	53	44	3	0	0
The school expects my child to work hard and achieve his or her best.	48	49	1	0	2
The school works closely with parents.	39	50	9	1	1
The school is well led and managed.	40	46	7	2	5
The school is helping my child become mature and responsible.	38	56	4	1	1
The school provides an interesting range of activities outside lessons.	22	49	17	4	7

Other issues raised by parents

Most parents who attended the meeting with the registered inspector felt that the school had improved significantly over the past two terms and was a good school.

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

65. On entry to school, children's attainment is above that found nationally, particularly in personal and social development, knowledge and understanding of the world and aspects of literacy and language and numeracy. Overtime most children make satisfactory progress towards the achievement of the early learning goals in all six areas of learning – language and literacy, mathematics, personal and social development, knowledge and understanding of the world, and creative and physical development. However, during the inspection in response to very good teaching and the improved curriculum introduced since the beginning of the academic year, children were observed to be making good progress in lessons, particularly in personal and social development and their approaches to learning. There were 17 children under five years of age at the time of the inspection.
66. In both classes, the one for children under five and in the reception class, considerable emphasis is placed on the development of language, literacy and communication skills, which are taught well. As a result, children's achievement in all other areas of learning is good, and is above that expected by children nationally.
67. Reading skills are developed very well through the introduction of the National Literacy Strategy in a meaningful and appropriate way for young children. Children are taught phonological awareness well and are introduced to a basic vocabulary and key characters in stories. They enjoy learning through rhyme and know many nursery rhymes by heart, and are beginning to transfer this knowledge to their work in both reading and spelling. Children listen attentively to stories and handle books carefully; a significant number of children under five have reading skills above those expected nationally. Overall, children at the foundation stage are increasingly achieving well in reading, with standards above those expected nationally. Recently introduced home/school diaries enable children to extend their learning at home.
68. In lessons children are now making very good progress in developing skills in speaking and listening, achieving standards above those expected for their age. They participate in class discussions during lessons, circle time and before playtimes when they have their refreshments. They show an interest in what others have to say and respond appropriately. All express their wishes and ideas clearly whether to choose an activity, explain their learning or to talk about their likes and dislikes. When working in groups their conversation is about their work and ideas, especially during role-play in the "Garden Centre".
69. Pupils' achievement in writing is overall good. All children learn to handle pens, pencils and crayons correctly to colour and make marks on paper. From entry to school writing is encouraged and children learn to form and copy sentences. Teachers give appropriate attention to letter formation and by the end of the foundation year children form letters correctly, write their own names and form sentences and are beginning to write for different purposes. Spelling is well developed; children use their phonic knowledge to write unknown words.
70. Mathematics is taught very well. Achievement over time is good and exceeds that expected by children of this age. The youngest children use mathematical

language, such as circle, triangle, rectangle, most least, size and quantity. They create patterns and are familiar with number activities and counting games. The school has introduced the National Numeracy Strategy appropriately for young children, who are beginning to use their developing mathematical understanding to solve simple problems using a walk-on number line. Through these practical activities, they understand and record numbers and begin to show an awareness of number operations, such as addition and subtraction. Children count to ten, twenty and beyond. Good use is made of mathematics language when talking about their work with their teachers. They explain clearly and logically what they have been doing and how they arrived at solutions to problems. The children are introduced to the use of money when playing in the "Garden Centre" and this is suitably developed as they move through the two classes.

71. The children's knowledge and understanding of the world is well developed. Teaching in this area of learning is good and the children achievements are as expected by children of their age. They have regular access to computers that even the youngest pupils use independently and confidently to consolidate their learning in mathematics and literacy. Suitable attention is given to the development of scientific skills. The younger children have created a flower garden by planting out the small plants grown from seed in the classroom and in this way are observing how plants grow. Children in the reception class name the parts of a plant. The older children understand changes resulting from heating and cooling and have observed how the length of a shadow changes throughout the day. Their knowledge and understanding of science is well developed from the broad curriculum provide for their learning. They develop technical skills by learning to build models using construction toys. These are of modest size owing to the limited space available in the classroom for the pupils under five years. Older children's learning is consolidated when they make models from recycled materials.
72. Children make satisfactory progress and attain the expected standards in their creative development. They use scissors well to cut accurately and have good opportunities to work with a variety of materials to enhance their creative abilities. Teaching is effective and children are appropriately involved in making choices about these activities, which include artwork involving colouring, cutting, sticking and pasting different materials to make patterns, pictures and models. Pupils pursue these activities with interest. They enjoy singing and remember the words to their favourite songs.
73. The teachers give satisfactory attention to the fostering of physical development, in particular fine motor skills. Insufficient opportunities are provide for children to develop their gross motor skills using large wheeled toys. There is a lack of a secure outdoor area for the development of gross motor skills and this is a weakness in the provision for their physical development. The school has identified this shortfall in provision and has indicated it as an area for future development. In the meantime, the school aims to provide compensatory activities using hoops, and skipping ropes. Children participate in dance and gymnastics and their skills in controlling movement are good.
74. On starting school, children settle quickly into their new environment and work and play harmoniously together. Parents are invited to stay with their child for the first twenty minutes of each day to play with them or listen to reading. This is a new initiative and provides successful home school relationship in which children quickly adapt to their new school and continues to provide good support for children in their

learning. Parental involvement in curricular work is well established and is supportive to teachers and children. Children make good progress in their personal and social development. They appreciate and understand their own values and the needs of others. They have good awareness of the difference between right and wrong and show care and consideration for each other and the environment in both work and play. Assemblies provide good opportunities for pupils to develop spiritually.

75. Children with special educational needs progress well. They are identified through the baseline assessment procedures on entry to the school and their needs are targeted in clear individual educational plans and are well supported in their learning.
76. Overall, the quality of teaching is very good. Teachers' skills in managing behaviour are very good and this helps to ensure that the children settle quickly and quietly and work with sustained concentration that is very good for their age. Teachers, support staff and parents work closely together to provide good support for children of differing prior attainment. Work is carefully planned and assessed. There is a good balance maintained between direct teaching and practical activities. Since the introduction of a broad and relevant curriculum for children under five at the beginning of this academic year the medium and long-term plans indicate a progression in learning and sound attention to the needs of children identified through assessment. Classroom groups in literacy and numeracy are based on information obtained from the baseline assessment used on entry, but are flexible enough to allow for the children's different rates of progress. Relationships are warm and friendly, with children receiving frequent praise and encouragement and these have a beneficial effect on the children's learning.
77. The accommodation is used effectively, particularly in the room used for the youngest children, where the room is only of barely adequate size for the number of children. It is long and narrow making movement for children and adults difficult during times of group activities. Toileting and hand washing facilities are inadequate for these children.
78. Since the last inspection, the school has developed a suitable curriculum to promote children's learning and to meet the early learning goals for children under five. Staffing has changed and a new and effective head of early years has been appointed and two classes introduced, one for early year's children and one for children of reception age. Good practice is shared between both teachers who plan together to provide a broad, interesting and relevant curriculum for children as they progress towards Key Stage 1. The school has effectively implemented the local authority's baseline assessment procedures for assessing children on entry and this is enabling the teachers to match work closely to children's needs which is promoting good learning.

ENGLISH

79. Inspection shows that pupils' attainments in English at age seven are above the national expectations and at eleven they are well above that expected nationally. Standards in English overall at age seven in the National Curriculum tests and teachers' assessments in 1999 were a little above those expected nationally but below those found in similar schools. Attainment of pupils at age seven in the National Curriculum tests and teachers' assessments in 1999 in writing was in line with the national average with 85 per cent reaching the expected level 2 or above.

Reading was above that expected of pupils of their age, with 90 per cent of pupils reaching the expected level 2 or above. Inspection showed that for the majority of pupils standards are good at the end of Key Stage 1 and the new focus on literacy is having a considerable impact on pupils' learning and an increased proportion of pupils are on course to attain well above average standards.

80. At age eleven the number of pupils reaching the expected level 4 or above in the 1999 National Curriculum tests and teachers' assessments was 79 per cent, with 29 per cent of the pupils achieving the higher level 5 standard. These showed that attainment was above the national average. Standards observed during the inspection indicate that at age eleven pupils' attainment in reading and writing are at least in line with that expected nationally for pupils of a similar age in similar schools and that standards are well above the national average. The school has improved on the standards noted in the last inspection.
81. While maintaining a focus on technical accuracy pupils are now encouraged to be creative and imaginative and this has improved the quality of their written work. They are now encouraged to discuss issues and contribute ideas and there has been a major improvement in speaking and listening skills. Oral work is now a strong feature of work in literacy and in other subject areas and this has contributed to both the confidence and creativity of pupils.
82. Attainment in speaking and listening is very good. In the reception classes pupils are provided with a secure basis for work in the National Curriculum. In all year groups speaking and listening skills are developed through discussion activities and pupils are able to speak confidently to adults and in whole school assembly. Older pupils can generate ideas in brain-storming sessions, for example, when pupils in Years 3 and 4 were considering a painting by Breughel. Drama is developed in a variety of ways including short plays in assembly. Individuals also participate with confidence in discussions. The work planned for in the literacy hour fosters the development of skills in speaking and listening well, for example, when older pupils read poetry to children in reception classes
83. Standards in reading are good for the majority of pupils and there are many really able readers in all year groups. Most pupils enjoy books and take pleasure in reading. The majority of younger pupils can use a variety of strategies to support their reading including the use of phonics and picture clues. The school does not use one specific reading scheme, instead pupils are encouraged to use a variety of books appropriate to their prior attainment. This careful monitoring by the teachers ensures that pupils make progress, as they read to adults frequently and have targeted reading activities within the literacy hour. Few pupils belong to public libraries and their library skills are under-developed. These skills are now being developed by using the new school library. However, several pupils are not clear about the use of a classification system and are unsure about how to find information in a library. The majority of pupils have very good reading standards and they are encouraged to make extra progress because of the challenging activities provided in lessons and the range of books available in class libraries. Older pupils have been introduced to a wide range of literature through the recently purchased anthologies, which include examples of traditional and modern writing. They read extracts from Shakespeare and all pupils study a range of verse including "haiku" poems. Several pupils with special educational needs have difficulty with reading, but they are well monitored and supported and are making good progress.

84. Standards in writing are good overall, with creative work and extended writing often being very good. Written work is usually well presented, with most pupils being able to use joined up writing well as this is introduced early and practised frequently. All pupils, including those with special educational needs, can write sentences and simple stories by the end of the first key stage. Written work is often of high quality, for example, in the work inspired by the poem "The Magic Box" in Years 1 and 2. Older pupils are also good at producing writing for different purposes and audiences including book reviews, letters and diaries. Classroom displays and discussions with children show that pupils are encouraged to concentrate on grammar, spelling and punctuation. For example, pupils in Year 2 are able to explain the use of the speech marks and exclamation marks. The range of written work is good with evidence of really creative and imaginative work and of writing for a variety of purposes and audiences. The stories and extracts read in the literacy hour often have considerable potential for creative work and pupils take full advantage of this, for example, in writing alternative escape plans for the characters in "The Silver Sword". Word processing is used to help pupils improve and extend their written work although insufficient use of this was observed during the inspection.
85. Learning is well monitored by teachers and assessments of pupils' work are used to inform planning for groups within the class. There is a good match between the teaching strategies in use and the needs of the pupils in the mixed age classes and this helps pupils to progress well. Potentially higher attaining pupils are given the effective support that enables them to make secure progress. They are identified in each class and classes are grouped according to prior attainment for tasks within the literacy hour. Pupils enjoy their work in English and behaviour in lessons is very good. They are happy to talk about the books they study and by Year 5 they can recognise and enjoy works from a variety of genres and authors. Most pupils approach tasks in with confidence and enthusiasm. The majority of younger pupils understand the terms author and illustrator and they appreciate the work that goes into writing and producing books. Most can distinguish between fiction and non-fiction and enjoy reading both types of book. Older pupils understand how to use reference books and they are aware of the potential of computer software for accessing information, although they had insufficient opportunity to do so during the inspection. Pupils all enjoy talking about their favourite authors, particularly the work of Michael Morpurgo, who they had the opportunity to meet. Individuals were able to explain why they found the books of C.S. Lewis more difficult and why they particularly enjoyed the "Harry Potter" series. The majority of pupils are confident in the use of the dictionary and the thesaurus. The opportunity to read and enjoy a variety of books has a major impact on their learning in English. The subject also makes a very good contribution to spiritual, moral, social and cultural development of pupils because of the quality and range of learning opportunities it provides.
86. The quality of teaching observed was very good overall. A particular strength of the teaching of literacy is the way texts and stories are used to foster skill in creative and extended writing. In one lesson observed pupils' learning was greatly enhanced by studying a scene in an adventure story as if they were film directors, focusing on the strategies used to promote pace and suspense. Class teachers have a good understanding of all aspects of the teaching of the English and they are confident in teaching reading, grammar, spelling and punctuation. Planning for the literacy hour is very effective. Teachers have high expectations of the work of their pupils and always provide work that challenges and interests them. Because of the rigorous approach, the good pace of work in literacy and the quality of support staff, pupils with learning difficulties make good progress. Planning is very good and the literacy

programme has been implemented very effectively. Pupils with special educational needs are identified well and individual educational plans and learning support ensure that pupils have full and equal access to the curriculum and learn well. Work is marked frequently, comments are helpful as well as encouraging. New assessment procedures are being effectively introduced and teachers now have a uniformity of approach and procedure and this is enabling pupils to build progressively on previous learning.

87. The subject is very well managed, particularly with regard to ensuring effective use of time and resources. The National Literacy Strategy is being implemented very well because the co-ordinator and headteacher are effectively monitoring the teaching of all aspects of English. Resources for teaching are satisfactory and there are good resources for work in the literacy hour. There is a good range of books for free reading in class libraries, including some that are suitable for the most and least able pupils. In Key Stage 2 the use over head projectors in literacy lessons is very effective. Rigour in monitoring and planning have contributed to the high standards observed during the inspection and the planning, resourcing and management of the literacy hour is very effective. The subject has made a noticeable improvement since the last inspection both in teaching and in resources.

MATHEMATICS

88. The pupils' attainment has improved since the last inspection, and the school has worked hard to reverse a decline in standards that has taken place over the past few years. The pupils' attainment at the end of both key stages is now above national expectations with some very good attainment being noted, particularly in the areas of mental mathematics. Prompted and encouraged by their teachers, pupils are particularly well able to explain their mathematical understanding, select appropriate strategies to solve problems, and demonstrate their mental processes by explaining a technique on the board. In Years 5 and 6, pupils were able to devise the operations used in number sequences, and predict unknown numbers. In Year 2, they were able to work confidently with numbers up to one hundred, calculating addition and subtraction mentally. Although mathematical attainment upon entry is above average overall, in some areas, for example in understanding number, it is only average. In one reception class, some pupils were having difficulty counting with numbers up to ten. Despite this, pupils' learning is generally effective, with some good progress being made in lessons. No significant difference between the attainment of boys and girls was noted. Pupils with special educational needs and with those with English as an additional language are supported well and learn effectively.
89. The pupils' attitudes to learning are very good. They behave very well, sustain concentration on tasks and listen carefully to their teachers. Pupils enjoy mathematics right across the school. They take pride in the quality of their work, and presentation is generally good. No bad behaviour was seen in mathematics lessons during the inspection, and pupils were on task for much of the time. On a few occasions, however, they were expected to sustain an activity for too long. Their concentration lapsed leading to an increase in noise level in the classroom.
90. The quality of teaching is good overall, with a significant proportion of very good teaching being seen. The teachers plan their lessons well for the range of pupils with differing prior attainments, and manage the activities and resources well. They explain their lesson objectives to the pupils, and link learning effectively to previous lessons. Teachers know their pupils well, and have high expectations of them. In one

class in key stage 1, a grid of numbers up to 100 had been turned into a “frog's pond”, and the children were enjoying counting and doing sums by making the frog jump across the lily pads. By doing this, the pupils were challenged, learned well and could add sums such as $35+42$ in their heads. In Key Stage 2, games were used effectively to enable children to work out number sequences using two mathematical operations. The pupils' work is assessed effectively to ensure that standards are improving, and teachers are beginning to set targets for pupils to achieve. Where quality work is seen, they use praise effectively, and demonstrate the work to the rest of the class, so that the children know what to aim for. Work is appropriately marked, comments are added and praise or support is given. The introduction of the National Numeracy Strategy has impacted very positively on the quality of teaching. Learning support assistants and parents are used effectively to support learning. They are briefed well beforehand and know how to work to best assist the pupils.

91. The school complies fully with all national requirements in regard to the subject. Testing is used with each year to ensure that learning is on target, and teachers' assessments match well with test scores. Teachers' assessments suggest that standards in Key Stage 2 in this year's National Curriculum tests will be significantly improved. The quality of teaching has improved significantly since the last inspection and over the past two terms, with all the teaching seen being good or very good. Teachers have taken great efforts to update their skills and this has benefited the pupils' learning. Pupils are now positively encouraged to devise their own strategies to solving mathematical problems and this has considerably improved their understanding of the subject. This has also helped to generate a significant improvement in their attitudes to learning and progress has improved.

92. The co-ordinator ensures that the subject is well managed and has achieved a great deal in a short time. The policy is in the process of being updated, a scheme of work is being prepared based on the National Numeracy Strategy and the curriculum is much improved since the last inspection. Resources across the school are generally good, and steps are in place to purchase more where shortages have been identified. The co-ordinator monitors both teachers' planning and work in classes effectively in order to gain a view of how the subject is developing right across the school. The school has been well supported by the local authority's advisers and the teachers are now confident in teaching using the National Numeracy Strategy. They display the pupils' work well to promote further learning. The school has a good collection of calculators, and these were being used effectively in Key Stage 2. Some classes use information technology effectively to promote mathematical learning, but in others, opportunities to use computers in their mathematics lessons are missed. As yet, recorded assessments are not being used fully to aid teachers with their planning. However, most teachers establish good links with previous work at the beginning of lessons and this ensures good day-to-day progression in the pupils' learning.

SCIENCE

93. The National Curriculum tests and the teachers' assessments for 1997 to 1999 showed a fall in standards, with the 1999 results at the end of Key Stage 2 being well below average. However, inspection evidence indicates that standards are rising significantly and are now good. After the continued fall over the period since the last inspection significant improvements to the taught curriculum now mean that an above average standard has been re-established. Pupils are now on course to achieve standards which should compare more favourably with those found in similar schools.
94. Since September the school has reorganised the teaching of science and now provides a wide and relevant curriculum for all its pupils through a new scheme of work and improved procedures for assessment. Experiences in all attainment targets now form the basis of the work and the school has strengthened the work in scientific enquiry to enhance learning for all pupils. This is enabling them to attain above average levels. Classes have been rearranged throughout the school and teachers plan their work together to ensure that all pupils in each year group do the same work. Previously, the way the school organised classes meant that a significant number of pupils did not experience the full science curriculum. Additionally, the school has allocated more time to the teaching of science so that the subject receives the appropriate allocation of time. These developments represent improvements since the last inspection and are having a very beneficial effect on the pupils' learning and standards are rising rapidly.
95. All pupils learn through practical experiences and are beginning to understand the principles of the study of science, such as the need to collect data through investigation. From an early age pupils are encouraged to communicate their ideas clearly using a variety of formats including charts, tables, graphs and written accounts. Pupils in Year 2 selected their own apparatus to test the strength of eggshells and drew informative pictures to record their results. Good use is made of discussions at the end of lessons for the pupils to review what they have been doing and to confirm their learning. By the end of Key Stage 1 pupils have a sound knowledge of plants and animals as living things and can describe how to make an electric circuit. They are beginning to understand the concept of fair testing and when guided by their teachers use this to carry out investigations. Throughout the school science investigation is enhanced by the opportunities pupils have to observe the growth of living things. Pupils in Year 1 have observed the development of frogs from tadpoles, and chicks hatching from eggs, whilst in almost all classes pupils are growing plants from seeds and measuring their growth. All have a good understanding of how to care for living creatures. The pupils' attainment in Key Stage 1 is above average. By the end of Key Stage 2, pupils use appropriate scientific language to plan, discuss and record their work. They make predictions based on previous learning, collect information, discuss their work, collaborate well in groups and interpret the results of their investigations accurately. Work in pupils' books is very well presented indicating the development of logical thought when observing or investigating scientific phenomena. However, insufficient use is made of information technology to record work in science, and this is restricting their data handling skills. The pupils' attainment at the end of this key stage is above average.
96. Progress throughout the school is now good. The new curriculum is enriching and broadening the teaching and the experiences presented to pupils enabling pupils of differing prior attainment to participate and progress in their learning. Pupils with

special educational needs progress well in lessons and as they move through the school.

97. The quality of teaching is good. Teachers of similar mixed age classes plan their work together and benefit from the sharing of knowledge and expertise in science. Plans indicate clear learning objectives, well linked to previous learning. There is effective communication between teachers and pupils at the start of lessons to inform pupils of the lesson focus and at the end to discuss what they have been doing. This extends the pupils' ideas and enables the teachers to find out what they know and to confirm the pupils' learning. During lessons teachers observe children at work to assess understanding and assist them to improve. Teachers have high expectations and provide suitably challenging activities to engage pupils of differing prior attainments in active learning situations. This is having a very beneficial effect on the pupils' investigative skills which are developing rapidly. Currently, each teacher has an individual system for assessing and recording the pupils' achievements, but the school plans to introduce a whole school programme for pupils' assessment next term. The intention is to more reliably inform the teachers' planning. Monitoring of the revised curriculum is at an early stage. Resources for teaching science are adequate and of suitable quality.
98. The co-ordinator provides very effective leadership and management of the subject, and this is helping the school to develop the teaching of science and raise standards for all pupils. The new schemes of work have successfully enhanced learning opportunities by ensuring that all pupils have full experiences of all strands of the subject and, in particular, develop skills and knowledge through scientific enquiry. The introduction of shared year group planning has increased the teachers' confidence. Planned improvements, such as the evaluation of the present scheme of work, identification of where there is a need for in-service training and the introduction of a whole school assessment are raising the status of the subject in the school and are lifting standards.

ART

99. The quality of work observed in classrooms and displayed around the school show a good level achievement in many aspects of art including collage, drawing, painting and the use of colour. The standard of work in collage and portraiture is particularly good as is the quality of work involving creative use of clay to produce replicas of Tudor tiles. Younger pupils have produced interesting displays involving a variety of different approaches to pictures of their mothers. Others have been engaged in producing portraits and even self-portraits. Older pupils have the opportunity to develop good techniques in painting, drawing, and colour wash techniques. All pupils, including those with special educational needs, make good progress in the acquisition of skills in practical tasks and knowledge of the work of famous artists. There is ample evidence that the standards noted during the previous inspection have generally been maintained and developed well.
100. Pupils' work is displayed in classrooms and area of the school that are used by all pupils. Both key stages have colourful displays of artwork. Pupils have completed observational drawing, still life paintings and very effective collages related to their work in other subjects. For example, there are vivid pieces related to books and stories studied in literacy and topics covered in history. However, pupils are not using sketch books to directly support their developmental work in art and this is a weakness. Three-dimensional creative work is again closely related to other subjects

in the curriculum, for example, pupils have produced replica African masks. The reception classes provide an enjoyable and exciting introduction to work in art and this good start in the subject is reflected in the willingness of pupils to attempt quite challenging activities as they progress through the school, for example, the work on naive art in Years 5 and 6.

101. Lessons observed during the inspection showed that teaching is very good. Teachers have a very good knowledge and understanding of the subject and they are able to promote a high quality of learning in the subject. There is good focus on the work of famous artists and on the development of an awareness of colour and shape, for example in lessons based on the work of Mondrian and Rousseau. In the most effective lesson observed pupils were encouraged to focus productively on the shadows in a picture in a detailed study of a work by Renoir. They also had the opportunity to observe the effect of a straw hat worn by one of the members of the class. This gave them real understanding of the effect of light and shade. However there was less evidence elsewhere of the teaching of skills in drawing and painting and no evidence of the use of sketch books in Key Stage 2. This has limited the development of the pupils' skills.
102. Art is adequately resourced and basic materials and equipment are readily accessible. There is a range of art books and postcards but not enough posters and large prints are available. There was some effective use of art related computer software during the inspection. The curriculum is rich and varied. Art makes a good contribution to the pupils' spiritual, moral, social and cultural development and to the development of skills in literacy because pupils both write and talk imaginatively about the pictures and artists that they study.
103. The management of the subject is good. The co-ordinator is new to the school but is knowledgeable and enthusiastic and works closely with other members of staff. Pupils work is very well mounted and displayed; this encourages pupils to value creative work and to understand that they can all produce work of real merit.

DESIGN AND TECHNOLOGY

104. Evidence of pupils' work was seen in lessons, in photographs and portfolios of completed work of all ages and in models on display in classrooms and around the school shows that all pupils make satisfactory progress in their learning and this is an improvement on the standards reported in the previous inspection. Girls and boys achieve equally well and pupils with special educational needs make purposeful contributions to discussions and practical activities. This raises their confidence and self esteem.
105. In Key Stage 1, most pupils attain satisfactory standards for their age. In Years 1 and 2 pupils designed and made a range of model vehicles suitable for 'Ted' a character from a story. Encouraged by their teacher pupils investigated which kinds of free turning or fixed wheels and axles would be most effective. They used a range of card, dowel rods and re-cycled materials to construct their vehicles and chose an appropriate range of finishes to decorate them. The completed products are of good quality and meet the pupils' own design specifications and shows that learning has been effective.
106. In Key Stage 2 in response to teachers' good teaching, pupils reach satisfactory standards and make steady gains in their learning. Pupils in Years 3 and 4 began

their technology project by critically evaluating a collection of wallets and money containers for their fitness for purpose as well as their style and decorative qualities. They designed and made their own individual products on the basis of those analyses. Prompted by their teachers they tested their designs for strength, capacity and security and evaluated their visual appeal. Boys as well as girls learned to identify different kinds of fabrics, and how to test for durability. They learned to make templates and patterns from their own designs, estimate amounts needed and cut fabrics accurately. The pupils used a range of suitable hand stitches and threads to make up their products and chose decorative finishes, using appliqué designs, beads and other ornamentation. They made careful choices regarding fastenings and closures.

107. Pupils showed respect for each other's contributions to discussions prior to written evaluation sessions. They offered sensible suggestions for improvements and modifications to their products in the light of experience. Pupils take obvious pride and enjoyment in their technology learning, they are enthusiastic, take turns and share resources readily. They co-operate well on collaborative projects. The pupils' attitudes are good overall.
108. Teaching in design and technology is good. Teachers plan well co-operatively to ensure equality of opportunity for pupils across the year groups. Planning is securely linked to national curriculum requirements and incorporates the Qualifications and Curriculum Authority's guidelines. At present some opportunities are lost for older pupils to work with more resistant materials and use more rigorous techniques and tools. Food as a material is well used by teachers in their planning throughout the school. A good example of this was seen when pupils in Years 5 and 6 undertook a survey of bread eating habits then made their own bread from an analysis of consumer preferences. Teachers ensured that this project helped pupils make meaningful links with other cultures, they recognised the religious significance of bread to some people, explored the scientific issues involved in using yeast as a raising agent and studied the importance of air in food stuffs. Teachers have good day-to-day knowledge of pupils' progress in technology but this relates to what has been taught rather than to what individual pupils know and can do. More purposeful teacher assessment procedures in technology are currently being revised by the co-ordinator.
109. The subject co-ordinator, manages the subject well and has a clear vision for its future development. The school has benefited from recent improvements in emphasis on developing the pupils own problem solving and investigative capabilities. Teachers have encouraged this by offering a more practical 'hands on' approach to relevant learning activities, based firmly on the pupils' own realistic experiences of home, leisure and school contexts. This is having a positive effect on pupils' learning.
110. Resources are satisfactory and are sufficient in quantity. The resources support all areas of the national curriculum requirements for the subject with the exception of more resistant materials for older pupils to use and explore in Key Stage 2. Tools are stored centrally for safety and security. Consumable items are clearly labelled and appropriately accessible to pupils as needed in classrooms as well as the communal store. Appropriate use is made of commercial kits, school supplies, recycled and collected scrap materials.

GEOGRAPHY

111. Due to the school's cycle of planning, few lessons were observed during the inspection. Judgements are additionally based on evidence gathered by talking to pupils, teachers and the co-ordinator, by looking at pupils' work and by examining teachers' planning.
112. Overall, pupils' achievement is broadly in line with that expected by children of their age in both key stages and indicates a deterioration in achievement since the last inspection when pupils standards were judged to above average for their age. This is partly due to a lack of emphasis on the geographical content of lessons. Teachers have drawn up informative long and medium term plans, but occasionally these are not interpreted effectively into lesson plans to engage the pupils in the development of geographical skills and knowledge. The school had difficulty in fully resourcing the teaching of geography, although this aspect is a priority in the school action plan for 2001-2. The lack of resources has a negative effect on the delivery of the curriculum and this restricts the pupils' progressive acquisition of skills.
113. The pupils' work in mapping and the use and interpretation of maps develops well as they progress through the school from drawing plans of the classroom to the use of maps for communicating data such as land use and rainfall. The pupils' work on weather forecasting and the interpretation of their findings has enabled them to write about the effects of weather on human life. However, some weaknesses were observed where pupils' work in human geography lacked sufficient detail and focus for them to gain a full understanding of human geography, in particular the effect of pollution on their environment. The pupils' knowledge and understanding of geographical language is underdeveloped to describe the physical features presented in photographs. Work in books is generally well presented. Pupils use a wide variety recording methods that include graphs, maps and diagrams, but insufficient use is made of pupils' extended writing to present reasoned arguments to support their work and demonstrate knowledge. Information technology is used to in some instances for graphical representations of data, but overall insufficient use is made of this technology to support learning.
114. An insufficient number of lessons were observed from which to judge the quality of teaching. Examination of the pupils' work indicates that progress in learning is satisfactory over time and that an appropriate amount of work is undertaken by pupils. Generally most pupils, including those with special educational needs and pupils who have English as an additional language make satisfactory progress as they move through the school. The medium-term planning is good and covers the curriculum well. Teachers have their own individual assessment procedures which assist them to plan for individuals on a short term basis; the school lacks a whole school system of assessment and recording of pupils' work in this subject to inform teachers of standards children achieve and to inform future planning. The teachers' marking of pupils' work is encouraging and constructive, offering suggestions for how pupils might improve their work. The pupils in Year 3 and Year 6 are provided with good opportunities to undertake fieldwork at two different residential centres where they study a contrasting region and develop their mapping skills through orienteering and trailing.

115. The co-ordination of the subject is satisfactory. New schemes of work have been drawn up to match the school's recent class re-organisation. The co-ordinator gains a sound overall view of pupils' attainment and teachers' work by looking at children's work and teachers' planning and uses these effectively to inform developmental planning. She provides beneficial help and support to colleagues but, as yet, does not monitor the quality of teaching or standards throughout the school. Resources are unsatisfactory and are in need of updating and replenishment.

HISTORY

116. The previous report stated that pupils' attainment was above average in both key stages. These standards have been maintained and given that curriculum time has been reorganised because of national initiatives in other subjects, this represents satisfactory progress. Boys and girls achieve equally well and pupils with special educational needs and with English as an additional language make satisfactory progress and contribute well to class discussions and research.
117. In Key Stage 1 pupils respond well to their teachers and gradually build up knowledge of the sequence of events through time lines which are well displayed in classrooms and link well with numeracy. Pupils in Years 1 and 2 prompted by their teachers brought in photographs of themselves showing their own development over time and sequenced them to gain an understanding of their own identity and how previous times can influence the present. The teachers use questioning effectively to help the pupils build on this short-term time span enabling them to make longer links between children in Victorian times and themselves. The pupils studied the pastimes and playthings of a hundred years ago with those of the present and made comparisons. This raised their awareness of British history and gave insights into how and why times change.
118. In Key Stage 2 pupils extend their understanding well. The pupils are taught to use and recognise the importance of using a variety of primary and secondary sources of evidence. They research events of the past in order to better appreciate present day issues. For example, pupils in Years 5 and 6 used questionnaires, CD-ROMs, books, magazines and other resources to individually research aspects of life in Britain since 1948 and made comparisons with their own lifestyles. Pupils are taught to develop independent study skills. They retrieve information, select relevant passages and extract meaning, for example, a group of Year 6 pupils deduced that people are generally healthier today than in 1948 through collecting statistics about health and mortality, technological advances in medicines, domestic heating and healthy eating. They shared their findings with other groups and learned, through careful listening to each other's feedback, the benefits or otherwise of life today compared with 1948. Pupils generously share their findings with each other and take pride in their corporate achievements. They are taught to write for a variety of purposes, take notes, make tallies and lists, write reports and undertake more extended writing projects, making appropriate use of skills learned in English lessons. Pupils also share concerns about issues of the day, for example, they considered aspects of pollution and ill health which they attributed to lack of physical exercise and technological advances in transport systems. In response to the teachers' good questioning they make sensible ethical and moral judgements about human activity and progress and consider their impact on the environment and populations, making meaningful links with geography and religious education.

119. Teaching is consistently good, teachers update their own knowledge and plan co-operatively across units to ensure similarity of approach to bring about improvements in the pupils' understanding. The teachers develop pupils' own skills as historians by teaching study skills consistently and ensure that pupils take some responsibility for their own learning. Teachers celebrate pupils' good work by carefully mounting and labelling written work for displays in classrooms and around the school. This promotes good attitudes and raises pupils' interest. Teachers also use opportunities to link pupils work in art with history, for example, pupils in Years 3 and 4 painted portraits of wealthy people in the style of 16th century miniaturists during Tudor week to learn more about customs and costumes. Teachers have satisfactory day-to-day understanding of individual pupils progress but this relates more closely to what has been taught, rather than what pupils know and can do.
120. The subject co-ordinator is committed, enthusiastic and shares expertise effectively with colleagues, advising on purposeful planning approaches to pupils' learning throughout the school. The policy gives sound advice to teachers about the skills, knowledge and understanding pupils need to make good progress. Planning is carefully linked to the requirements of the national curriculum and incorporates other useful recognised guidelines.
121. There are sufficient books, posters and other printed resources to support pupils' learning. The school recognises a need to provide more good quality artefacts to promote a better understanding of their own and other cultures. Information and communication technology is under-used. It is in the early stages of being used for pupils to research topics. Some pupils have made a start using software such as an encyclopaedia, but presently computer time in class is under developed.

INFORMATION TECHNOLOGY

122. Standards achieved in information and communication technology (ICT) at the end of both key stages are in line with the national expectation. The school has recently invested in a new suite which has made a significant impact on pupils' learning, but at the time of the inspection it had only been operational for five weeks. It was too soon to have improved standards significantly although the pupils take great pleasure in using the new facilities and good progress in learning had been made in the time available. By the end of Key Stage 1, pupils use art packages to create pictures, place objects, re-size them and change colour. They scroll through a picture and save their work to the hard disk. By the end of Key Stage 2, pupils use a desktop publishing program to design a poster by mixing text and graphics. They search for information in a database package using one or more search criteria and find information from different folders on the computer.
123. Pupils' attitudes to the use of ICT are very good. They behave well, sustain interest and help each other. When the pupils worked in large groups in the ICT suite, some attention was lost and the class became rather noisy, but good behaviour was maintained despite this. Pupils in Key Stage 2 also have access to calculators and spelling checkers in their classrooms. These were seen in use and pupils use them effectively to assist learning.
124. The teaching is mainly good. The school has a specialist teacher who teaches the subject in timetabled lessons either alongside the class teacher, or on her own. When she is not available, classes can book the ICT suite for use in other subjects. However, not all class teachers take the opportunity to use the computers in their

own classrooms as a part of other lessons and they are not used to best effect to support learning across the curriculum. Where this does happen, it makes a positive contribution to the learning in the lesson and contributes to some very effective display work.

125. Since April 1999, the school has made development of ICT a priority. This is evident in the appointment of the co-ordinator and the installation of a new ICT suite, both of which have had a very positive effect. These also represent significant improvements since the previous inspection. However, since their introduction, pupils have been making good progress in learning and it can be anticipated that standards will rapidly improve. Teachers have also made efforts to update their skills, but these innovations are too recent to have had an immediate impact on standards. Alongside learning to use the new computers, teachers have been striving to produce suitable teaching activities for the pupils to incorporate the new technology effectively.
126. The subject is well co-ordinated, with a policy in place, and a scheme of work based on the Qualifications and Curriculum Authority's scheme having been drafted. The school has a range of other ICT facilities including floor robots, cassette recorders, a video camera, calculators and spell checkers that are used where needed. During the course of the inspection, some teachers failed to take opportunities to use the computer in their classroom during the course of other subjects, for example, by using a word processor for writing during the literacy lessons. When large classes use the ICT suite, there are not yet enough computers to permit effective access. There was little evidence seen of the use of computers specifically to support pupils with special educational needs although these pupils have the same access to learning in ICT as other pupils.

MUSIC

127. In response to very good teaching and significantly improved provision overall, standards are rising rapidly throughout the school. Most pupils in Key Stage 1 attain standards which are in line with those generally found for pupils of this age and in Key Stage 2 most pupils attain standards which are above those normally reached by pupils of their age. The standards attained in Key Stage 1 match those identified at the time of the last inspection, but, in Key Stage 2, standards are now above the average standards found during the last inspection.
128. The excellent educational direction given by the talented music specialist ably assisted by an enthusiastic new co-ordinator is having a significant effect on the quality of teaching and learning in the subject, especially in Key Stage 2. Most pupils across the school are now making good progress overall, particularly in their knowledge and understanding. In most lessons, in response to very good teaching, most pupils, including those with special educational needs, are achieving very well in relation to their prior attainment. Standards in listening and appraising and in interpreting and performing music are improving dramatically.
129. Most pupils sing with enthusiasm and enjoyment during collective worship and in assemblies such as the celebration of Palm Sunday. They demonstrate the skills usually attained by pupils of this age. Increasingly, however, in response to the very effective tuition given in separate music lessons or following the good example of the choir, many more pupils sing with improved harmony and reach a higher standard. Most of the pupils in the choir and the significant number of pupils who receive specialist instrumental tuition show skills which are above those generally found for

pupils of this age. An additional and impressive number of pupils take part in dance activities, representing the school in local musical festivals. These pupils also demonstrate good skills and understanding. Pupils' learning is usually good, and is increasingly very good, in these activities and music is now making a greater contribution to the pupils' learning across the curriculum than at the time of the last inspection.

130. In lessons, pupils in Years 1 and 2 learn well and recognise the differences between high and low sounds. They use a range of percussion instruments effectively to record the change of pitch when performing. Pupils in Years 3 and 4 learn to follow a tune successfully and with support from the teacher can sing in a round showing appropriate tempo. Pupils in Years 5 and 6 are making rapid strides in their learning in response to the enthusiastic challenge and expectation of high achievement shown by the specialist teacher. Most consider the vibration of instruments and appraise the tempo and pitch of musical pieces perceptively. The pupils sing with good harmony and accompany their singing effectively using untuned and tuned percussion instruments skilfully. Learning is very effective and more and more pupils are beginning to develop skills, which match their good level of understanding.
131. The very good quality of the teaching and the well-planned curriculum are key factors promoting the pupils' improved learning. The teachers share learning objectives carefully with the pupils and establish very good links with previous work, consequently the pupils feel involved, their interest and confidence is raised and learning is very effective. In a lesson in Year 3 and 4, for example, the pupils sang a two part round most effectively, improved their performance and showed obvious enjoyment accompanied heartily by the teacher's accomplished singing and playing on the guitar. Pupils in Years 1 and 2 showed similarly positive attitudes and matched their playing of percussion instruments well to the words in a story by A.A. Milne. In summary the very good teaching is having a very positive effect on the pupils' attitudes to learning and consequently learning is very successful.
132. In a very short time the co-ordinator and specialist teacher have reviewed and updated the curriculum most effectively. They have established a good level of resources and, aided by senior managers, have created a very good music room. There is a strong and successful promotion of music across the curriculum, which is enriching the pupils' learning and spiritual and cultural development. The impact of this improved provision in music, on pupils' learning across the school, is at an exciting stage and standards are rising as a consequence.

PHYSICAL EDUCATION

133. Most pupils achieve good standards in Key Stage 1, and the majority of pupils in Key Stage 2 demonstrate skills which are well above those expected of pupils of this age. Lessons were seen in both gymnastics and games, but there was no opportunity to observe swimming. In Year 2, pupils have good control of their bodies in gymnastics lessons and showed good balance and agility. Pupils in Year 6 can throw and catch balls well in a range of different circumstances, bowl accurately in cricket and show very good skills in gymnastics. Pupils were making good or very good progress in the lessons seen and over time. No significant differences in learning were noted for pupils with special educational needs or with English as an additional language.
134. The pupils' attitudes to learning across the school varied from good to excellent and were very good overall. Pupils enjoy their lessons, they concentrate well, try hard and strive to give of their best. In one Year 6 games lesson, the girls worked very hard at tag rugby, trying to learn how to catch and throw the ball whilst running, a skill that

they had not been able to develop in netball, whilst many of the boys had already mastered this skill. When they are asked to work together, they co-operated very well and tried to help and support each other. Boys and girls worked together well where group work was required. They were able to move large apparatus from the store, set it up safely and quickly and put it away at the end of lessons.

135. The quality of teaching seen ranged from good to excellent and was very good overall. Teachers plan their lesson well, set clear objectives for their children. They relate lessons to previous learning and have very good relationships with their pupils. This high quality teaching encourages the children to give of their best and is a key factor in the high degree of skill shown by the pupils. Teachers provide clubs out of lesson time to further develop the pupils' enjoyment of games. The curriculum is broad and balanced, covering a good range of games, gymnastics, swimming and dance.
136. The quality of learning has improved since the last inspection. Pupils' standards of attainment are now above those normally reached by children in Key Stage 1, and are well above those normally found in Key Stage 2. The quality of teaching has improved greatly, with the majority being very good, and this has led to an improvement in pupils' attitudes to learning. Equal opportunities were appropriately observed in all lessons.
137. The subject is effectively co-ordinated and is very well resourced. The co-ordinator knows where more equipment is needed and has plans to purchase it as soon as funding permits. A appropriate curriculum policy is in place, and planning is monitored well, although the co-ordinator has had few opportunities to monitor teaching other than in his own year group. The school has good facilities, with two playgrounds, a large hall and a very good playing field. The school also has a learner swimming pool but at the time of the inspection this was out of use due to health and safety concerns. In view of this, there are plans to use a nearby pool for swimming lessons in the summer. In addition to the class lessons, a number of effective clubs are provided for children to develop their sporting skills. Some of these are run by the teachers, others are run by parent volunteers or outside coaches. In one club, 12 pupils from Year 5, including three girls, were developing their skills well at cricket. In another, ten pupils were playing short tennis successfully with an outside coach.