

# INSPECTION REPORT

## **KENN C of E PRIMARY SCHOOL**

Kennford, Exeter

LEA area: Devon

Unique reference number: 113397

Headteacher: Mr J Mackay-Marks

Reporting inspector: Mr H Galley  
21313

Dates of inspection: 31<sup>st</sup> January – 4<sup>th</sup> February 2000

Inspection number: 190415

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Kennford Exeter Devon
Postcode:	EX6 7TX
Telephone number:	01392 832347
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. Ian Mortar
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr H Galley Registered inspector	Under fives; Science; Information technology; Design and technology; Geography; History; Physical education; Religious education.	Attainment and progress; Assessment; Teaching.
Mrs H Barter Lay inspector		Attitudes, values, personal development and attendance; Spiritual, moral, social and cultural development; Support and guidance; Staffing, accommodation and resources.
Mrs C Richardson Team inspector	Special educational needs, Equal opportunities, English as an additional language, English, Mathematics, Art, Music.	Curriculum; Leadership and management; Efficiency.

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Kenn Primary is a small, semi-rural Church of England Voluntary Controlled school, situated in the village of Kennford on the outskirts of Exeter. The school has just over 100 pupils some of whom travel by school transport or by car and come from several outlying villages comprised of mainly private housing; a minority live in rented accommodation. All pupils have English as their first language. Their attainment on entry is generally above average, although there is a wide spread of ability on intake. The proportion of pupils on the special educational needs register is average, and the number of pupils who have formal statements under the terms of the DfEE Code of Practice<sup>1</sup> is well above average. The percentage of pupils entitled to free school meals (9.5 per cent) is below average. Pupil mobility is generally below average, although this factor did impact on the school's results in the end of Key Stage 2 results in 1999, when one third of the cohort joined the school during the key stage. The school has close links with the local community and church.

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

Kenn Primary is a very good school. Standards at the end of Key Stage 2 are well above the national average in English, mathematics and science. Standards are very high in information technology. Pupils achieve very high standards because of the consistently high standards of teaching throughout the school. The work they do is especially demanding and exciting in Key Stage 2. The headteacher gives a very clear lead and is at the forefront of all the school's good work. The school provides very good value for money.

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

- Standards are well above average in English, mathematics and science; and are very high in information technology.
- The quality of teaching is good throughout the school. All teaching is at least satisfactory, and more than a third is very good or excellent.
- The headteacher provides a very clear educational direction for the school; ably supported by a very effective governing body.
- Provision for pupils with special educational needs and for more able and gifted pupils is very good throughout the school.
- Behaviour is very good; pupils have very positive attitudes to learning and their personal development is excellent.
- The school has very good links with parents and the local community.

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

- Provision for the physical development of children under the age of five.

*This area for improvement will form the basis of the governors' action plan.*

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Kenn Primary was inspected in November 1996 and judged to be a good school. The school has worked effectively to sustain the good provision described in the 1996 report, and has successfully addressed all the key issues raised in the first inspection. The quality of teaching has improved; satisfactory or better teaching has increased from 92 per cent to 100 per cent, and teaching that is very good or excellent has increased from 20 per cent to 36 per cent. Provision for more able and gifted pupils has vastly improved, and the percentage achieving above average attainment at the end of both key stages is now above the national average. The governing body has become even more effective by carefully targeting finances to the priorities outlined in the school's development plan. Overall, the school has made very good progress since the last inspection.

## STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	A	B	C	C
Mathematics	A*	C	D	E
Science	A	D	B	B

**Key**

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

Kenn Primary has very small cohorts. There are only 12 pupils in Year 6. As the table above illustrates, this leads to wide variations, with no clear year-on-year pattern. 1999 results were affected by the intake of several pupils from other schools, one third of the cohort, during the key stage. For those pupils educated throughout the key stage at Kenn, scores were above the national average in English, well above average in science, and average in mathematics. Standards observed during the inspection were well above the national average in English, mathematics and science. The school has been particularly successful in developing pupils' independent learning, and Year 6 pupils produce a range of high quality and often innovative project work, covering several subjects. Standards are high in information technology and design and technology, and at least at the expected level in all other subjects. Since the last inspection, results have improved in line with national and local education authority trends. The school has set challenging targets for each year group based on information about each cohort and is on line to more than meet these targets.

Results of 1999 National Curriculum tests show that by the end of Key Stage 1, pupils have reached standards well above the national average in writing, and above the national average in reading, speaking and listening, mathematics and science. All the pupils in the cohort achieved at least the expected level.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In every class, attitudes to learning are at least very good and sometimes excellent.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school.
Personal development and relationships	Excellent; older pupils are given responsibility and encouraged to show initiative. Older pupils have a wonderful rapport with their younger peers.
Attendance	Above average.

## TEACHING AND LEARNING

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

For children under the age of five, teaching is good. Effective use is made of a wide range of interesting and challenging activities, and children make a secure and happy start to their education. There is, however, inadequate provision made for children's physical development. Teaching in Key Stage 1 is good; all lessons are well organised and planned to meet the needs of all pupils. Lessons in Key Stage 2 have a real buzz of excitement as pupils are inspired by teaching of the highest quality. Throughout the school, good provision is made for the development of literacy and numeracy skills, which have a high priority in all classes. The teaching of reading is especially good throughout the school. In Key Stage 2, the teaching of information technology and design and technology is excellent. The school makes very good provision for all pupils, including those with special educational needs and those who are more able or gifted. Highly skilled and committed learning support assistants make a positive contribution to the quality of teaching throughout the school. All lessons observed were at least satisfactory, with more than one third judged to be very good or excellent.



## OTHER ASPECTS OF THE SCHOOL

The quality and range of the curriculum	The school provides a very broad range of interesting and often exciting opportunities for learning for all pupils, enriched by a wide range of extracurricular activities. Homework makes a positive contribution to pupils' progress.
Provision for pupils with special educational needs	Very good; pupils have detailed individual education plans that are regularly reviewed; pupils with statements of special educational need are superbly supported by outstanding teaching and non teaching staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development is excellent; pupils are given plenty of opportunities to take responsibility and show initiative. Spiritual and cultural development are good; social and moral development are very good.
How well the school cares for its pupils	Great care is taken of pupils throughout their time at the school; the monitoring of pupils' academic progress is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational lead and is at the forefront of all the school's good work. Subject managers are effective in monitoring and supporting work in their given areas.
How well the appropriate authority fulfils its responsibilities	The school has an able and committed governing body, who monitor the work of the school effectively.
The school's evaluation of its performance	The school has developed an open and reflective style that looks critically at its performance and is always seeking ways to improve further.
The strategic use of resources	Resources are deployed effectively, although opportunities for the physical development of children under five are inadequate. Staff are well qualified, and non teaching staff are especially well trained. The accommodation is satisfactory and used effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The quality of teaching and non teaching staff.</li><li>• The close rapport between staff and parents.</li><li>• The effective way children are introduced to school, and the superb manner in which they are prepared for the next stage of education.</li><li>• The high quality of relationships at all levels.</li><li>• The good leadership of the headteacher.</li><li>• The very good provision for special educational needs.</li></ul>	<ul style="list-style-type: none"><li>• The range of extracurricular activities.</li><li>• The quality of information about children's progress in annual reports.</li></ul>

Only a small minority of parents expressed views under the "What parents would like to see improved" heading. The inspection team totally disagreed with the view that the range of extracurricular activities could be improved. Given the small size of the staff the school provides a wonderful range of stimulating and enjoyable activities, covering many sporting, musical and academic pursuits. These activities take place during the lunch hour, so some parents may be unaware of their impact. The inspection team agreed with those parents who expressed reservations about the detail included in pupils' annual reports. These include much useful information about the content of the curriculum that has been covered, but limited information about pupils' progress and little information about areas that pupils might need to focus on in order to improve.

### PART B: COMMENTARY

#### HOW HIGH ARE STANDARDS?

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

1. Attainment on entry to the school is slightly above average. Children under the age of five make good progress across the areas of learning recommended for this age group. They are very well prepared for the National Curriculum's programmes of study. Progress in early literacy and numeracy skills is good, and children benefit from a determined emphasis on the acquisition of basic skills in reading, writing and number. Children's progress in personal and social development is very good, underpinned by excellent relationships at all levels. Children make good progress in the other areas of learning, apart from physical development. Here, the lack of space and resources restricts children's access to the full range of physical skills and their overall progress in this aspect of the areas of learning is satisfactory.

2. Results of 1999 National Curriculum tests show that by the end of Key Stage 1, pupils have reached standards well above the national average in writing, and above the national average in reading, speaking and listening, mathematics and science. In writing, mathematics and science all pupils in the cohort achieved at least the expected level. Standards in reading were broadly in line with those achieved in other similar schools, although standards in writing, mathematics and science were very high in comparison with

other similar schools. There are no significant gender issues in Key Stage 1, although over the previous four years, boys did slightly worse than expected in writing. With regard to pupils reaching the higher level (Level 3 at the end of Key Stage 1), standards were above average in reading, well below average in writing, below average in mathematics, but above average in science. A contributory factor to the lack of pupils attaining at the higher level in writing was the lack of opportunities for sustained writing during the introduction of the National Literacy Strategy.

3. 1999 test results show that, at the end of Key Stage 2, standards were around the national average in English, below average in mathematics, but above average in science. 1999 results were affected by the intake of several pupils, amounting to one third of the cohort, from other schools during the key stage. With regard to those pupils educated at Kenn throughout the key stage, scores were above the national average in English, average in mathematics and well above average in science. In comparison with other similar schools, standards were average in English, above average in science, but well below average in mathematics. Over the four years from 1996 to 1999, standards in English, mathematics and science were above the national average.

4. Inspection evidence indicates that the school has improved its performance in the three formally assessed core subjects. Standards are now well above average in speaking, listening and reading, above average in writing, and well above average in mathematics and science. A marked difference between the 1999 scores and the present end of key stage cohorts is the vastly improved number of pupils achieving the higher levels in all three subjects. These improved scores reflect considerable differences in the attainment on entry of each cohort, with the present Year 2 and Year 6 groups including an above average number of more able pupils, especially when compared to 1999 cohorts. The improvements in writing reflect the school's determination to improve standards in this area, and a greater emphasis on extended writing opportunities, with priority given to drafting and rewriting work. In mathematics, the school attributes the improved standards to the introduction of the National Numeracy Strategy, as well as the effective development of numeracy skills in other subjects such as information technology and science. In science, the teachers' evident enjoyment of this subject has impacted on the enthusiasm and commitment of all pupils, and the resultant cracking pace of work throughout the key stage has contributed to improved standards.

5. The small year groups at the school (usually between 10 and 15 pupils) have resulted in quite wide year-on-year differences in attainment, as the table in the summary clearly illustrates. Over the last four years, however, it is clear that the school has improved its standards in line with the national trend. Given that standards were already above average at the start of this period, the improvements achieved reflect the good quality of teaching at the school. The school has set challenging yet realistic targets based on the attainment on entry of each year group and is presently well placed to more than achieve its targets.

6. Throughout the school, pupils with special educational needs make very good progress towards the targets in their individual education plans. Teachers make very good use of a range of assessment data to support pupils in all subjects. More able pupils make very good progress in the core subjects. The school has successfully focused on their particular needs, and teachers' plans make explicit reference to learning objectives. This represents an improvement since the last inspection when the needs of more able pupils were not consistently met across the school.

7. In other subjects, standards are at least at the expected level and often above this. In information technology: for example standards are well above the expected level at the end of Key Stage 2.

8. The school has been especially successful in developing pupils' literacy and numeracy skills across the curriculum. In writing, pupils are given many opportunities to undertake extended writing as part of work in geography and history, and, by Year 6, many pupils complete impressive and very lengthy individual projects. Information technology is used effectively to support pupils' literacy and numeracy skills. Pupils become very adept at keyboard skills and produce a wide range of writing, as well as producing graphs on the weather as part of their work in geography.

9. In all other subjects, pupils make at least good progress, apart from physical education, where progress is satisfactory. However, in this subject pupils do make good progress in dance. Progress is good in art and music, and very good in information technology, design and technology, geography and history. Over all subjects, progress is better in Key Stage 2, in response to the very good teaching for older pupils. In religious education, pupils make good progress and meet the requirements laid out in the locally agreed syllabus. Work in other subjects was commended in the first inspection report, and the school has worked effectively to maintain the high standards previously described.

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

10. This aspect is a strength of school life and makes a very significant contribution to the quality of pupils' learning and to the progress that they make. Since the last inspection, the school has successfully continued to encourage pupils' very good attitudes to their work, very high standards of behaviour and the development of independence and responsibility. Pupils demonstrate self-discipline, work well together and have excellent relationships with each other and with their teachers. The school consistently promotes positive attitudes to work and good behaviour and this makes a strong contribution to pupils' personal development. Pupils respond very well in all these areas.

11. Parents are very pleased with what the school provides for their children in this aspect of the school's work and support the school's efforts to achieve very good standards in both attitudes and behaviour. All parents report that behaviour in the school is very good and that the school helps pupils to become mature and responsible people. They feel that pupils are caring, friendly and enthusiastic. Pupils show maturity and sensitivity to others, particularly younger pupils. Parents are especially proud of the independence and self-reliance that the school fosters and comment on how well pupils transfer to their next school because of their confidence and maturity. They report that their children are keen to come to school and be punctual, although they note that not all parents are good at getting their children to school on time in the mornings.

12. Pupils are very happy to come to school and have good attendance. Since the last inspection, attendance levels have risen in line with national trends and there is very little unauthorised absence. Most pupils arrive in good time for school and are ready and keen to learn. There are some pupils who are frequently late, however, even though the school often reminds parents about the importance of punctuality.

13. The development of children's personal and social skills is a strength of the provision for children under five. Teaching concentrates on promoting good attitudes to school and reinforces consistent expectations of behaviour. Children are very well settled

into the routines of school and are well behaved. They are happy to come into class and are keen to take part in the wide variety of activities prepared for them. Most of them know how to wait their turn and listen to others when they speak. They are developing in confidence and are learning to relate positively to others: for example when passing a 'smile' or a handshake round a circle at morning registration. Although they are occasionally distracted by the work being done by older pupils in the class, children mostly maintain good concentration and try hard to complete their work.

14. Pupils in Key Stages 1 and 2 have very good attitudes and are enthusiastic about their work and school life. They are cheerful and concentrate on their tasks, maintain interest and work at a good pace. They show pleasure and pride in their work and persevere until it is complete. They show intense concentration: for example when taking part in historical research about evacuees in World War II. Pupils enjoy interesting activities which encourage them to be fully involved in lessons. They talk willingly to visitors about their work and are proud of the things that they have achieved. These positive attitudes have a clearly beneficial impact on the progress that they make. All pupils, including those with special educational needs, work well together in groups and pairs. They are keen to learn and to extend their knowledge through questions or by listening to teachers. Pupils respond particularly well to the high expectations placed on them by teachers. In a dance lesson, for example, pupils were expected to be fully involved in the movement. Their response was keen and they concentrated very hard on improving their skills.

15. Throughout the school, pupils' behaviour is very good. Pupils show high levels of self-discipline, which are fostered through the school's consistent approach to behaviour and its emphasis on positive praise for each pupil. Pupils know what is expected of them and understand the difference between right and wrong. They are polite and friendly and make visitors feel very welcome by greeting them with a smile and talking readily to them in the playground and at lunchtime. In assemblies and at playtimes, pupils behave very well and are courteous and sensible towards others. Their play is lively and sometimes boisterous, but no incidents of bullying or unpleasant behaviour were observed during the inspection and pupils were seen to be friendly and sociable with each other. Older pupils enjoy the opportunity to play football on the field and are sensible about changing their clothes when coming back into school.

16. All pupils make very good progress in their personal development and relationships. In both key stages, most pupils use equipment independently to support their learning and treat resources with respect. In lessons where they are required to work on their own: for example during topic work, they try hard to get on with their activities and not to disturb others. Pupils are clearly accustomed to working collaboratively together: for example when writing stories from Ancient Benin. They work together well and respect others' opinions and abilities. Older pupils have a very well developed capacity for independent work. They are well organised with homework activities and research work and are developing a mature and sensible approach to organising themselves and their work. They are beginning to make assessments of their own work and identifying how they can improve and are developing good levels of self-awareness. All pupils are encouraged to take responsibility. The youngest children and pupils act as helpers in the classroom and take registers to the office. Older pupils carry out many duties around the school, are confident and act responsibly and sensibly. They help younger pupils and children around the school, at lunchtime and in the playground and show a very caring attitude when doing so. Pupils represent the school in sport and musical activities, take part in residential visits, charity fundraising and give gifts to others less fortunate than themselves at harvest time, demonstrating their increasing awareness of the needs of others in the community. The consistent promotion of positive attitudes towards others results in excellent relationships

throughout the school. Pupils and staff all work together in a harmonious and caring atmosphere and this has a very positive impact on the quality of pupils' learning and the life of the school.

17. Pupils have excellent enthusiasm for school life and take part willingly in extracurricular, fundraising, sport and musical activities which are provided. They have very few dislikes and say that they enjoy the opportunities to look after others, to carry out jobs around the school and the feeling of responsibility that they have as they get older. They express pride in the stickers and team points that are awarded to them for improvement and achievement. Older pupils say that they feel very well prepared and are looking forward to moving on to secondary school.

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

18. Teaching of children under the age of five and for pupils in Key Stage 1 is good. In Key Stage 2, teaching is very good. During the inspection, 36 lessons were observed; none were unsatisfactory, and only three were satisfactory. The rest were either good or better, with an impressive 36 per cent being judged to be very good or excellent.

19. Despite the differences between the key stages, there are a number of common features to teaching throughout the school. All lessons are well planned. Teachers use a common planning form and this ensures that lessons have a clear structure that learning objectives are laid out very precisely and provision is made for pupils of differing ability. The management of pupils is very good in every class. Teachers have established a very positive rapport with pupils and there is friendly and purposeful atmosphere in every lesson. Teachers use detailed schemes of work to help them with their medium term plans and these ensure that the curriculum is presented in such a way that skills are developed carefully, based on what went before. Teachers keep detailed records of pupils' achievements and use these when deciding what pupils learn next. All teachers have a good knowledge of the National Curriculum programmes of study. In all classes, excellent use is made of an exceptionally talented team of learning support assistants. Teachers spend a great deal of time writing out clear instructions to their assistants relating to every lesson, but this time is well spent as non teaching staff have a considerable impact on the progress pupils make.

20. For those under five, teachers have succeeded in ensuring that these children settle quickly and happily into the routines of school life. The very good progress that pupils make in their personal and social development underpins much of the positive progress they make across the curriculum, and reflects the very good working environment that teachers have created. Teachers place a considerable emphasis on the acquisition of early literacy and numeracy skills, and children are very well prepared for the National Curriculum in these areas. The teaching of physical skills is satisfactory overall, but the school has inadequate resources in order for the full range of skills to be covered.

21. Teaching in Key Stage 1 is good. The good start that children have made in developing their reading and writing skills is continued, and challenging class discussions help develop good speaking and listening skills. Teachers keep detailed records of each child's progress and lesson plans show that work is set carefully to build on what pupils have recently covered. Teachers' explanations are very clear and the emphasis upon using subject related vocabulary helps pupils develop their knowledge and understanding. In science, for example, pupils are encouraged to use correct names for the parts of the skeleton; and in geography, pupils use maps, atlases and globes to correctly identify continents and countries across the world. Resources are used effectively, especially in

well prepared group work, and there is a good balance between individual, group and class activities.

22. Teaching in Key Stage 2 is very good, with a significant minority of excellent teaching. In addition to all the positive features described above, teachers have a tremendous rapport with their pupils. Teachers' obvious enjoyment of their work, and often their love of the subject being taught, is successfully transmitted to pupils, who respond with boundless enthusiasm. Lessons proceed at a cracking pace as pupils become totally engrossed in their work. Teachers prepare lessons exceptionally well and present tasks that are challenging and fascinating to pupils. A science lesson in Year 3/4 on air resistance, using parachutes that pupils made, generated a real buzz of excitement. Teachers' questioning of pupils is very perceptive and helps pupils to develop and refine their ideas. Discussions between teachers and pupils are of a very high quality, as in a Year 5/6 religious education lesson where pupils addressed the moral aspects of behaviour and relationships. Pupils' work is marked in a way that gives them a clear idea of their strengths and weaknesses, as well as indicating what children need to do to improve further. This has a very positive impact on the quality of learning.

23. Teachers throughout the school take good account of the targets for pupils with special educational needs in their planning. The targets in individual education plans are clear and achievable. In literacy and numeracy pupils receive additional support and this ensures that tasks are well matched to their abilities. Pupils are supported well in the classroom and there is some additional literacy support out of class. There is good liaison between teachers and learning support assistants, the special needs co-ordinator and the various support agencies. The quality of teaching from teachers and learning support assistants is very high.

24. Homework is used productively to support pupils' learning. The confidence that most parents have in the content and amount of homework is well justified. Children under the age of five soon develop the habit of daily reading sessions at home, and, as pupils progress through the school, they become accustomed to regular spellings, reading and tables. By Year 6, pupils complete extended projects at home, using a variety of media and covering a range of subjects, with many using the Internet to extend their knowledge.

25. The quality of pupils' learning is good throughout the school, and very good or even excellent in many lessons in Key Stage 2. Pupils sustain concentration well and often work at a very demanding pace. They have a clear understanding of what they are doing and are adept at explaining their work to visitors, as was illustrated when a group of Year 6 pupils talked about their recent design and technology challenge. A notable feature of pupils' work as they move through Key Stage 2 is their independence and confidence. This is particularly encouraged by teachers, and many pupils respond with genuine commitment to their work. It is not surprising that parents are proud of how well their children are prepared for the next stage of education.

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

26. The school provides a very broad range of interesting opportunities for learning for all pupils. The curriculum for the under-fives is good overall, with several strengths, but with one important weakness. Teachers' plans cover all the areas of learning recommended for this age group, with a positive emphasis on literacy and numeracy. A strength of the provision for the youngest children is the quality of their personal and social development. However, children's opportunities for physical development are limited by the lack of any

regular access to outdoor play space, and the lack of wheeled toys and climbing apparatus to help in developing skills of co-ordination, climbing, balance and movement.

27. The school provides a good curriculum that is well planned and relevant. There are particular strengths in numeracy, literacy and science. Links between subjects are very effective and well planned. Teachers share expertise well and very good provision is made for the mixed age groups in classes. The curriculum meets statutory requirements in full and includes all subjects of the National Curriculum and religious education. The two year rolling programme for the delivery of the curriculum is well thought out and ensures that all aspects of the National Curriculum programmes of study are covered over time.

28. Pupils of all ages and capabilities benefit from a curriculum that meets their social, intellectual, physical and personal needs. The content and organisation of the curriculum ensures equal opportunities for learning about sex education, health and drugs awareness in science, or distinct personal, social and health education lessons. Issues that arise are dealt with sensitively by staff at a suitable time. The school has given high priority to literacy and numeracy. The introduction of the National Literacy Strategy has been very effective and a good start has been made to the implementation of the numeracy strategy.

29. Provision for special educational needs is very good. Pupils receive specific help in lessons and are well supported by individual programmes to ensure that they participate in all school activities. Class teachers, learning support assistants and the special needs co-ordinator are involved in the preparation and review of individual education plans. These are used and implemented very conscientiously. Careful attention to meeting the needs of all pupils ensures that there are additional challenging activities for higher attaining pupils.

30. There is a very good range of extracurricular activities. There are currently lunchtime and after school clubs for recorder, computer, guitar, football and netball, and other sporting activities in the summer term. Pupils have many stimulating educational visits during the year. Pupils in Year 5 and 6 have a week's residential visit in the summer term and two days at the Plymouth Sailing School. These visits give valuable additional opportunities for social, personal and physical development in other environments and are a good preparation for older pupils, thinking ahead to the next stage of education. Pupils take home reading books regularly to support learning and the dialogue maintained between home and school in reading diaries shows that this practice is valued.

31. There is very good communication with local primary and secondary schools and joint planning provides valuable opportunities for pupils to work on design and technology, music and sporting projects alongside pupils from other schools. Opportunities for careful induction into the school and for transfer to secondary school are provided through good links with the schools and playgroups. This helps to ensure that pupils move with confidence to the next stage of their education.

32. The school's curriculum is enriched greatly by extensive links with the community. There is a very good range of visits to local places of interest and the school uses the environment well to enhance learning. Visitors, for example the willow sculptor, come to share their experience and expertise with children and the pupils' involvement in the development of the garden areas and willow garden is an exciting and rewarding initiative. Contact with local groups: for example the youth club, playgroup and the church; give additional strength to the community ethos of the school.



33. Overall, the provision made for pupils' personal development is very good. The positive atmosphere that exists in the school, the well-planned acts of collective worship which promote themes of caring and friendship, and the opportunities for reflection and wonder in lessons, effectively support pupils' spiritual development. For example, the youngest children in Key Stage 1 are encouraged to take time to calm down after play and to show care for others in 'circle time'. A history lesson in Key Stage 2 on the plight of evacuees was very effective in developing older pupils' empathy for others. Pupils are actively taught the difference between right and wrong and have many opportunities to show a high degree of respect for the differences between people and for their values and beliefs. Pupils are very sure about the school's code of conduct and what is expected of them. The very strong relationships and very good example set by all who work in the school enhance pupils' moral development.

34. Provision for pupils' social development is a strong feature of the school. Pupils are provided with many opportunities to take responsibility and show initiative within the life of the school. They are encouraged to develop maturity and independence as they move through the school and to consider the effect of their actions on others in assemblies, lessons and circle time. Through self assessment pupils are encouraged to develop an awareness of how they can improve in work, attitudes and behaviour. Parents report that older pupils are very caring in their response to the needs of younger pupils: for example when taking part in paired reading. Inspection evidence supports parents' views. Pupils are given many opportunities to appreciate and to contribute to the local community through: for example, local visits; taking part in the Millennium willow sculpture project with community groups; joining together with other schools for sport and music events; and taking part in charity fundraising activities.

35. The provision for pupils' cultural development is good. In art, music and literature pupils learn about their own and other cultures: for example when studying the differences between life in modern and ancient Benin. Pupils make visits to the Ethnological Museum to learn about life in other countries. The school provides a good range of visits and visitors to enrich pupils' learning. Artists, authors and musicians are regular visitors to the school. Pupils make visits to the local church, theatre; and sea as part of a residential visit.

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

36. The school makes very good provision for the health, safety and welfare of its pupils within a caring and supportive learning environment. This has a very positive impact on the quality of pupils' learning and their experiences at school. All staff have excellent relationships with pupils and care for their needs very well. The quality of educational and personal support and guidance that is provided is very good and there is very good monitoring of pupils' academic performance and personal development to ensure that they are receiving the correct levels of support. Since the last inspection, the monitoring of pupils' academic progress has improved and the overall care and support provided for pupils has been very well maintained. Parents have considerable appreciation for the safe, caring atmosphere provided for their children. They report that teachers are very professional, open and approachable and are sensitive to concerns about their child's progress or the need for additional support in the classroom. All parents who replied to the questionnaire report that their children are making good progress in school.

37. The school has very good arrangements for ensuring that it provides a safe place for pupils and adults to work in. There are clear procedures and policies which address safety and security in all areas of school life. Regular checks of the premises and equipment and assessments of potential risks are carried out by the headteacher and members of the governing body. The procedures for dealing with first aid, accident

reporting and pupils who are unwell are very good. Staff who look after pupils' individual needs are appropriately trained and offer caring and sympathetic support. The quality of supervision at playtimes is good and any pupils who are hurt or unwell are well cared for.

38. There are very good procedures in place for dealing with any concerns relating to child protection and pupil welfare. The school maintains positive links with outside support agencies on which it can call to address concerns about individual pupils. It promotes the health and welfare of pupils through programmes of personal safety and health education and makes use of regular visits from the police and school nurse. Through its policy of positive praise and the work it does to promote pupils' self-awareness and esteem, the school helps pupils to mature, act responsibly and make choices about their lives. It has very good procedures for monitoring and supporting pupils' personal development from the time children start school to when they move on to secondary school. All staff in the school know children very well and ensure that they develop and mature in a caring and supportive environment. There are good arrangements in place for monitoring and promoting pupils' attendance although the school has not been entirely successful in addressing the problem of unpunctuality.

39. The school has very effective procedures for monitoring and promoting good behaviour and for addressing any incidences of oppressive behaviour. The school's behaviour policy emphasises the importance of positive attitudes and relationships and is based on an ethos of care and respect for others. All staff have high expectations of pupils' behaviour and are consistent in their approach to any lapses. In lessons, assemblies and around the school, pupils are praised for their work, their attitudes towards others and their efforts in personal improvement. The consistency with which staff treat pupils has a very positive impact on behaviour. Pupils have a clear understanding of the expected standards of behaviour and rarely stray from them. They report that the system of rewards and sanctions is clear and fair. In lessons, pupils are taught to value the opinions and contributions of others. Teachers set very good role models in their attitudes towards pupils and to each other, and pupils clearly follow this example. The use of 'circle time', in which staff have received training, is effective in promoting themes of friendship and caring for others and for addressing any isolated incidences where behaviour has been less positive: for example during playtime.

40. The school has very good arrangements for the assessment of the academic progress and personal development of its pupils. Teachers keep a good range of data on each pupil, including that from national and other standardised tests. These indicators, when taken in conjunction with the very good knowledge teachers have of each of their pupils, produce an accurate profile of attainment which is reflected in reports home to parents. However, these reports do not always contain targets in order to fully support pupils' progress.

41. Detailed assessment of the knowledge, skills and understanding which the youngest children bring with them as they enter the school provides a good baseline judgement which is used well by teachers to build confidence and learning in line with the expectations of the agreed curriculum for that age group.

42. Teachers make good use of regular assessments of attainment in planning half termly programmes of work in line with nationally agreed targets. Day to day assessments of pupils' work and understanding through, for example, questioning in class and analytical marking of pupils' work, are used well by teachers. From the information gained, staff plan what must be taught next, where key areas of the curriculum may need to be re-addressed and provide work at the appropriate level for pupils with differing abilities, including those with special educational needs or who are more able. The school has recently introduced a system of 'focus workbooks' to gain a clearer picture of progress for every pupil in each

subject of the curriculum on a termly basis. This system is new and has not yet had a full impact on any changes to support provided for individual pupils. Newly introduced weekly assessment sheets highlight work which is significantly below or above a pupil's expected attainment. These set targets for pupils to work towards. The quality of marking of pupils' work is good and helps pupils to understand what they must do next in order to improve. Pupils are developing good self-awareness and are helped to understand what they must do next to improve through teachers' overall assessment of their attainment and progress.

43. The school makes very good use of informal reward systems to recognise pupils' achievements and progress. A range of certificates, stickers and awards to recognise progress in work, attitudes and behaviour are highly valued by pupils and are taken home with pride. Pupils' achievements in all areas of life, both in and out of school, are celebrated in assemblies, in displays on walls and in photograph albums. Pupils' records of achievement containing samples of work in, mainly, English, mathematics and science clearly demonstrate the progress that pupils have made during their time in school in these subjects. However, they do not contain any other records, such as certificates for music, sport or extracurricular activities to complete a whole picture of a pupil's achievement during their time in school.

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

44. The effectiveness of links with parents is very good and is a significant strength of the school's work. The quality of relationships between parents and the school is very good and this has a very positive impact on pupils' learning and particularly, their personal and social development. Since the last inspection, the school has maintained and strengthened the partnership that it has with parents. Parents are very positive about this area of school life and regard the quality of links as excellent and 'could not reasonably be improved'. The school is held in very high regard in the community that it serves.

45. In the questionnaires and at the meeting held before the inspection, parents showed very good support for the school and all areas of its work. Parents feel that their children make good progress and that standards of behaviour are very good. They appreciate the quality of teaching and most report that they are well informed about progress that children are making. Parents report that the school deals very well with any questions or problems that they may have and they are very positive about the values the school promotes which enable their children to be mature and responsible. Parents feel that the school is very well managed and led.

46. There were very few criticisms of the school made although a small number of parents would like to see a greater range of activities outside lessons and a few criticised the school's provision for homework. A small number felt that they were not as well informed about how their child is getting on as they could be. The inspection team found that the provision for extracurricular activities is very good, particularly as teachers run clubs at lunchtime so that pupils who rely on transport after school do not miss out. The school currently provides a good range of homework for pupils in Key Stage 1 and makes very good provision for homework for pupils in Key Stage 2. Although most parents are happy with the quality of pupils' end of year reports, the inspection team agrees that some reports do not contain as much detail on a pupil's strengths and weaknesses as others and that there is some inconsistency in quality. However, it recognises that there are many opportunities, both formal and informal, for parents to meet with teachers to discuss their child's progress and that the school positively encourages regular discussion.

47. Overall, the school provides parents with very good quality information. Most pupils' reports are detailed, with a clear definition between pupils' strengths and weaknesses in each subject. Although some reports make reference to where improvements can be made,

they do not formally identify targets to which pupils must work. The school has identified the development of target setting as an area for development and has started to implement 'focus workbooks' which will provide further information for parent-teacher discussions. Teachers are always available to speak to parents at the beginning and end of the school day. Parents report that they have close contact with their child's teacher and that any suggestions they make are treated in a positive manner. Parents are kept very well informed about the school's work through regular meetings, home-school visits for new children and parents, and newsletters which contain curriculum information as well as news and diaries of events. The school's prospectus and annual report from the governing body meet requirements and provide parents with good quality, well presented information about the work and achievements of the school.

48. The school makes a very good commitment to an open and positive relationship with parents through its home-school agreement. It fully involves parents in its work from the time that parents prepare for their children to start school through to their move to secondary school. Parents are consulted on decisions affecting the running of the school, including the development of the homework policy. They are fully encouraged to help in school either in classrooms, on visits, with swimming or as part of the thriving 'Friends' Association'. There is always very good support for school events: for example the recently produced Millennium willow sculpture and the development of the school grounds. The school receives good quality support from its parent governors who work hard on behalf of the school to raise standards and the quality of learning. Most parents have very good involvement in their children's learning. Parents are very helpful when sending in resources to assist with work being undertaken in school and are keen to support the school's efforts to improve its own resources through the collection of vouchers and by fundraising. The school welcomes any support that parents can give and recognises the important impact that this has on pupils' learning and on their personal and social development.

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

49. The quality of management is a major strength of the school. The school is very well led and managed by the headteacher. Under his direction the school has moved forward significantly in key areas identified in the previous report. The headteacher is supported very well by the governors and other staff. This results in an effective and collaborative team. The headteacher is well organised and leads by example. He gives clear direction for the school's development, based on a commitment to continuing improvement, and encourages a collegiate approach to decision making. A culture which acknowledges the necessity for change and improvement has been carefully fostered within the school.

50. The governors have a good overview of the school's work in regular meetings, which are well attended, the headteacher's reports and the reports from specific committee meetings. Through a sensible committee structure they play a significant role in budget setting, policy making, oversight of the curriculum, and provision for special educational needs and higher attaining pupils. Governors clearly understand their role of being "critical friends" of the school and are frequent visitors and helpers. They have regular opportunities to observe teaching and learning. This gives them insight into standards through observing lessons and liaising with teachers. Governors maintain an overview of standards of work through careful analysis and discussion of data, such as test results and targets. They have a good awareness of the strengths of the school and areas in which further development is required. All statutory requirements are met.

51. The aims of the school, which are clear and appropriate, provide a specific guide to future development and a benchmark against which the school's success can be readily tested. The school revisits them regularly.

52. The school development plan is comprehensive and clear. It identifies targets for development and is rooted in the aim of improving education in the school. Literacy, numeracy and information and communication technology are correctly identified as current priorities. The plan has been drawn together in consultation with staff and governors and presents a realistic formula for the school's future growth. Staff development and budgetary implications are carefully considered and the governors understand and apply best value principles. Targets for improvements are clearly identified and effectively link long term planning to finance. Grants for specific purposes, for example special educational needs and staff development, are used effectively. Consequently the school gives very good value for money. The governors have set, and agreed, statutory performance targets with the headteacher and the appraisal of staff is carried out through professional discussion and review with the headteacher.

53. Despite the fact that teachers are responsible for several subjects, the subject co-ordinator's role is well established and teachers are very effective in supporting each other and influencing teaching in their subjects. They are aware of the relative strengths and weaknesses within their subjects and work hard to maintain and raise further the quality of the curriculum and standards.

54. Staff make effective use of the technology currently available in the school for lessons and for administrative purposes. The school development plan clearly identifies extended use of information and communication technology and further training for staff.

55. The school is very well staffed by a stable team of teachers, learning support and administrative staff who together have a very good impact on the school's work and the quality of pupils' learning. There is a full complement of appropriately qualified and experienced teachers, supported by a sufficient number of experienced learning support assistants some of whom have undertaken additional training for special educational needs. The school has addressed very well the previous finding that teachers' skills were not used across the school by giving teachers time to observe lessons and to enable subject co-ordinators to work alongside colleagues. The impact of this has been to raise the quality of teaching across the school, particularly in Key Stage 1. Support staff make a very good contribution to pupils' learning. Teachers provide learning support assistants, and any voluntary helpers, with very good lesson plans which clearly indicate what is to be achieved by pupils with whom staff are working.

56. Staff training is well matched to the school's needs as identified in the school development plan. All staff, including midday and administrative staff, have opportunities for training to support their roles in school. Professional development interviews, at which job descriptions are reviewed, are used to identify any changes in roles and responsibilities and where teachers may need additional training or support. The teaching staff work closely together as a team and regularly discuss the school's professional development as a whole. Arrangements for appraisal are relatively informal, however, and there is currently no locally agreed arrangement for the headteacher's appraisal by headteacher colleagues.

57. The accommodation is just adequate for the numbers of pupils it contains although there are some weaknesses in the provision of staff and administrative accommodation which is very small. The class with pupils under five does not have a dedicated outside area adjacent to the classroom. The component of their curriculum relating to physical development through experience with large toys and outdoor climbing equipment is, in consequence, underemphasised. Since the last inspection, the school has reorganised its accommodation to provide libraries for both key stages. The accommodation, including outside areas, is clean and well maintained, providing a pleasant and welcoming environment. Recent work to develop the outside grounds, including a willow sculpture, has improved the outdoor environment overall.

58. The range of materials and equipment is satisfactory and sufficient to meet the needs of the National Curriculum in all subjects. The libraries are now well stocked and used, as a result of reorganisation and the purchase of both non-fiction and fiction books for both key stages. This was a weakness identified at the last inspection which has been satisfactorily addressed. There is a good range of hardware and software for use in information and communication technology and it is used well by all pupils. Good use is made of resources in the community, including visits to places of geographical, historical and religious interest. Although resourcing in all other areas of the National Curriculum is satisfactory, there are some weaknesses in the provision for children under five who do not have sufficient access to outdoor play equipment and wheeled toys in order to promote their physical development.

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

59. Kenn Primary is a very good school with no significant weaknesses which would constitute Key Issues. However, the school recognises that provision for the physical development of children under five is unsatisfactory. There is a lack of a dedicated play space for these children, and essential resources such as wheeled toys and climbing frames do not presently exist. These shortcomings need to be addressed so provision for physical development can take its place alongside the good provision available in the other areas of learning.

Paragraphs: 1, 26, 57, 58, 67.

In addition to the above, the school should consider improving pupils' annual reports by including more information about pupils' strengths and weaknesses as well as targets for pupils to aspire to.

Paragraphs: 40, 46 and 47.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5.5	30.5	55.5	8.5	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils eligible for free school meals	9
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	17
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	4	5	5
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (88)	100 (88)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	4	5	5
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (88)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

### 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	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	10
	Girls	6	5	7
	Total	14	12	17
Percentage of pupils at NC level 4 or above	School	74 (75)	63 (67)	89 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	10
	Girls	6	5	7
	Total	14	12	17
Percentage of pupils at NC level 4 or above	School	74 (83)	63 (75)	89 (91)
	National	68 (64)	69 (58)	75 (69)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	104
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	21.3
Average class size	23.5

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

Total number of education support staff	4
Total aggregate hours worked per week	74

### ***Financial information***

Financial year	1998/9
	£
Total income	182266
Total expenditure	186543
Expenditure per pupil	1760
Balance brought forward from previous year	5849
Balance carried forward to next year	1572

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	30

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	7	0	0
My child is making good progress in school.	50	43	0	0	7
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	40	50	10	0	0
The teaching is good.	57	43	0	0	0
I am kept well informed about how my child is getting on.	33	53	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	77	20	3	0	0
The school works closely with parents.	53	47	0	0	0
The school is well led and managed.	60	40	0	0	0
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	17	55	10	10	7

## **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**

60. The school admits all children who are five in the academic year in two groups: those born between September and February begin in September, and the rest (those born between March and August) begin in January. This group joins the summer born Year 1 children in a mixed age class. At the time of the inspection, only seven children (out of a class of fifteen) were in this under fives group.

61. The school has a good induction programme that allows children to settle quickly and happily into the routines of school life. The very high level of parental confidence in this aspect of the school's provision is wholly justified. Staff conduct home visits before children start, and visits are arranged so that parents and children can visit the class before formal education begins. The school has a close link with the local playgroup, from which most children come, and reciprocal visits are made between the staff of the school and the playgroup. The school conducts baseline assessment once the children have settled in, and this shows that attainment on entry to the school is slightly above average.

62. Overall, children make good progress. By the time they are five, their standard of attainment is above average and they are well prepared for the National Curriculum programmes of study.

63. Children's progress in personal and social development is very good. It is underpinned by excellent relationships at all levels. All staff are extremely sensitive to the needs of children as they begin school life. Staff have been successful in creating a happy, purposeful atmosphere where children settle quickly into the routine demands of school life. Children learn to work together in a friendly and supportive manner. Children's ability to concentrate and sustain effort is well above average for this age group. The personal interest that staff take in each child, often making remarks about their older siblings, makes a positive contribution towards the development of self-esteem. The system whereby Year 6 pupils visit the class to undertake paired reading is very successful in fostering the family atmosphere within the school. Similarly, the youngest children much enjoy being escorted into whole school assemblies by pupils from Year 6. The wonderful rapport that older pupils have with the very youngest is a marked feature of the school and undoubtedly plays a positive part in the personal development of young and old pupils alike.

64. Children's progress in developing language and literacy skills is good. By the time they are five, children's early reading skills are already above average. They handle books carefully, and understand that print conveys meaning. They begin to recognise familiar words, especially those associated with "big book" stories read by the teacher. They enjoy learning about letters, and use what they have learned in their "jolly phonics" sessions in their own reading. All children take reading books home on a regular basis and the very high level of parental support makes a positive contribution to the good progress made in early reading skills. All children have developed sound pencil control and most use correct upper and lower case letters when writing their names. Speaking and listening skills are developed effectively in lively sessions with the class teacher.

65. Progress in relation to mathematics is good. By the time they are five, the majority of children reach levels beyond those indicated in desirable learning outcomes. They especially enjoy displaying their counting skills in the many counting rhymes they are taught, such as "elephants come out to play" and "ten in a bed". They competently compare, sort, match, sequence, order and count using a range of everyday objects and resources such as bricks. Older children know numbers to 20 and some use zero correctly.

The role play areas, involving a café and a post office are used well to give lots of practical counting activities. Information technology is used effectively to develop children's knowledge and understanding of shapes and numbers.

66. Children are given a wide range of opportunities to develop their knowledge and understanding of the world, and they make good progress in this area. They use computers with reasonable confidence, and know how to use a mouse to control the cursor. The local environment is used effectively to teach children about their own lives. Apart from studies in the school grounds, children get the chance to visit a local farm, and study mini-beasts, trees and plants on a visit to Halden Forest. They learn about their bodies and are able to name most of the main parts, including parts of the skeleton. A range of stories from different parts of the world help children to develop ideas of the wider world.

67. Children make satisfactory progress in physical development overall, but some aspects of provision are unsatisfactory. Children have access to the school playground and hall, which they use to develop co-ordination and awareness of space. They increase their skills with a range of small equipment such as balls, quoits and beanbags. The development of fine, manipulative skills is good. Children have a range of regular opportunities to use scissors, pencils and paint brushes. However, there are very limited opportunities to develop the full range of physical skills required in the recommended areas of learning for this age group. There is no access to a special, enclosed outdoor play area, and no access to a range of wheeled toys and climbing apparatus to help children develop skills in co-ordination, climbing, balance and movement, in a situation that helps them develop personally and socially.

68. Creative development is good overall. Children explore colour and texture using a variety of materials. They begin to explore how things look, feel and smell. They sing number and nursery rhymes with considerable enthusiasm. Children have appropriate access to imaginative play in the home corners, involving a post office and a café. In assemblies they are encouraged to reflect on their own feelings and think about themes such as friendship and what it means to them. They create collages, paint and print using a range of materials. At the time of the inspection, most of the children's creative work was in two-dimensional form, although teachers' records do show that there is an adequate range of three-dimensional work.

69. Teaching is undertaken as a job-share between two teachers. This works very well. The teachers meet regularly to discuss their planning and exchange detailed notes on a daily basis. It helps that the two teachers have very similar styles, and this encourages children to settle quickly into school routines. The quality of teaching is good; well over half the lessons observed were judged to be good, and the rest were satisfactory. Lessons are well organised, explanations are very clear and very good use is made of excellent learning support assistants. Non teaching staff are given very detailed guidance about their roles and make a positive contribution to the progress that children make. Teaching is especially effective in the development of children's personal and social skills. Both teachers have a sensitive rapport with the youngest children that gives them a happy and secure start to their full time education. Teachers have a thorough knowledge of how young children develop early reading skills. Big book stories are used effectively to introduce children to a limited number of new words. Teachers successfully develop children's skills through regular practice and repetition. Another consistent feature is the outstanding way in which children are encouraged and motivated. Relationships between adults and children are excellent.

70. The partnership with parents is another outstanding feature of the provision, and makes a significant contribution to the progress that children make. Parents speak very highly of the good quality induction programme and feel they are welcome to talk about

their child, to share concerns at an early stage, and to help both in the classroom and at home.

71. Provision for children under five is managed well. Overall, resources and accommodation are used effectively. Teachers and support staff work well to provide a broad and balanced curriculum that prepares children well for the programmes of study of the National Curriculum.

## **ENGLISH**

72. In 1999 national assessments in English at the end of Key Stage 1, the performance of pupils in reading was above the national average, with the proportion of pupils attaining at the higher level well above the national average. In writing pupils' attainment was very high in comparison with the national average, but no pupils achieved the higher level. At Key Stage 2, results in 1999 were close to the national average, but the number attaining at the higher level was below the national average. Taken over four years, performance in English was above the national average and in line with other similar schools. At seven, boys' performance in reading is close to the national average and below in writing, whereas girls' performance is above the national average. At eleven, boys' performance is well above the national average and that of girls above the national average over a four year period. However, it is to be noted that for the small cohorts of children judgements based on statistics are subject to fluctuations.

73. A contributory factor to the lack of pupils attaining at a higher level was the lack of opportunities for sustained writing during the introduction of the National Literacy Strategy. In Key Stage 2 there was a higher proportion of pupils with special educational needs and approximately one third of pupils entered the school between the ages of eight and ten. Results are likely to fluctuate with the varying numbers of pupils involved in such assessments from year to year and the range of abilities within each cohort.

74. Inspection findings indicate that the school has improved its performance in writing, especially at the higher levels at both key stages. Monthly monitoring of writing in the school provides an opportunity to assess progress and issues: for example spelling, punctuation and a need to use a wider vocabulary; are being addressed systematically.

75. Standards in speaking and listening are above national averages at Key Stage 1 and well above at the end of Key Stage 2. At the end of Key Stage 1 pupils listen attentively and ask and answer questions confidently. For example, in front of the whole school in assembly they put up their hands to offer suggestions for "Thank you" prayers. One suggested "Thank you for our lovely school" and then stood with the teacher to repeat this as one of the prayers for everyone to join in with respect. Pupils participate well in discussions, offering an interesting range of words beginning with certain sounds: for example "fr" and "gr". They make suggestions of ways in which a story may be changed. Year 3 and 4 pupils read poems with good intonation and expression, making up and speaking additional rhyming couplets with use of appropriate voices and accents. In Year 5 and 6 pupils explain what they have to do on the computer clearly and with understanding of their tasks. In design and technology they talk confidently about the criteria set for them by the teacher, making patterns that continue around the boxes they are making. Pupils explain how they intend to ensure that their pattern meets requirements. When taking part in drama in assembly, pupils speak clearly and naturally, demonstrating their maturity and self confidence.

76. Pupils' attainment in reading is above national averages in Key Stage 1 and well above at Key Stage 2. They make good progress in Key Stage 1, consolidating and extending their skills in Key Stage 2. At Key Stage 1 pupils enjoy reading and the youngest

pupils use pictorial clues to help them read. They develop a range of strategies for coping with unfamiliar words and have the confidence to apply these effectively. Pupils read simple passages from a wide variety of books, showing understanding as they develop accuracy in reading together with fluency and expression. Shared reading of texts increases their capacity to read with expression and variation of tone. Pupils know that print in bold requires emphasis and that exclamation marks and other punctuation marks have to be taken into consideration when reading. Most pupils at the end of Key Stage 2 make inferences and deductions about story plots. They have favourite authors and explain developing tastes and preferences. Pupils are clear about the difference between non-fiction and fiction. They know how to use a contents list and an index. Older pupils know how to use the library reference system, and the computer, to obtain information. A highlight of the day for the youngest pupils is the time they spend with pupils from Year 5 or 6. The older pupils sit with the younger ones, reading stories to them and talking about books. This fosters a love of books and reading in the younger ones and is a very good opportunity for older pupils to practise their own skills. Pupils take reading books home regularly and are pleased to share their reading with home and school.

77. Attainment in writing is above average at the end of both key stages, with several examples of writing which is well above average. The greater emphasis on writing has enabled pupils to make good progress this year. Pupils develop their vocabulary systematically as they move through the school. At the end of Key Stage 1 pupils write complete sentences, know what a conjunction is and use full stops and capital letters consistently. They plan and draft their work and this helps them to extend their vocabulary and develop a sense of style. Pupils understand how to construct a story and use a beginning, middle and end. Pupils are beginning to write in a legible joined script. Spelling is becoming increasingly accurate and is practised regularly. Pupils use a dictionary competently.

78. At the end of Key Stage 2 pupils benefit from drafting and rewriting work. There are very good examples of writing in the first and third person in English and history. Higher attaining pupils have a broad and lively vocabulary, and spelling and punctuation are becoming more consistent. There is regular handwriting practice, which is proving beneficial, and the quality of presentation is usually good. Pupils use information technology well as a tool for writing in English. They change short texts from one genre to another, using the computer accurately and completing tasks with confidence. Pupils use the computer to produce elegant play scripts, complete with stage directions. Projects are usually very carefully handwritten and of a very high standard. They show good use of research methods and interpretation of information gained.

79. Provision for pupils with special educational needs is very good throughout the school. Pupils' individual education plans show a considerable emphasis on reading and writing skills, and pupils are very well supported by outstanding learning support assistants. The very close liaison between teaching and non teaching staff has a positive impact on the progress that pupils with special educational needs make.

80. Pupils' attitudes to learning in English are good. They enjoy literacy lessons and concentrate well on their work. Pupils work well together and relationships between adults and pupils are very good. Pupils with special educational needs respond well in lessons and they make very good progress because of the quality of teaching support they receive and the clarity of targets of their individual education plans. When pupils read out their work to the class, they are received with respect, and appreciative comments are made.

81. The quality of teaching is good and reflects an improvement since the last inspection. The pace of lessons is good and good use is made of challenging questions to promote pupils' literacy skills. Teachers have a good knowledge of the subject. They plan

work that is carefully matched to pupils' needs and contains a range of challenging and interesting activities. Teachers use praise effectively to develop and stimulate thought. Marking of work is consistent and there are good examples of helpful comments that show pupils how to improve their work. Great care is taken to ensure that pupils from different age groups in mixed age classes receive appropriate work.

82. The development of pupils' literacy skills is supported well throughout the curriculum. Emphasis is placed on the development of speaking and listening skills and this is supported effectively by positive questioning by teachers. Opportunities to write at length throughout the curriculum are well planned: for example pupils extended research for topics and written reports in science. Story tellers and drama groups visit the school to extend pupils' knowledge and experience of a wider range of literature and reading is encouraged in almost every lesson.

83. There is a comprehensive policy and the literacy hour makes a positive impact on the development of pupils' literacy skills. Procedures for formal assessment are in place and the school has analysed their results to identify correctly priorities for action. Resources to support the teaching and learning of English, and the range of fiction and non fiction books in the two libraries, is satisfactory overall.

## **MATHEMATICS**

84. Results of 1999 national assessments at the end of Key Stage 1 indicated that the school's standards were above the national average, with the proportion of pupils attaining at a higher than average level close to the national average. When compared to similar schools, the school's results were close to the national average. Over the past four years, the number of pupils reaching the expected standard at the end of Key Stage 1 is above the national average. In Key Stage 2 the overall standards were below the national average and well below when compared to similar schools. Taken over four years, however, performance in mathematics is above the national average. At the age of seven, the performance of boys is close to the national average and that of girls well above. At eleven, boys perform above the national average and girls well above. Contributory factors to the apparent low standards in 1999 are the higher percentage of pupils with special educational needs in the group and the fact that approximately one third of the pupils entered the school at different times between the ages of eight and ten. Results are likely to fluctuate with the varying numbers of pupils involved in the assessments from year to year.

85. Inspection findings show that the current group of seven year old pupils attain standards that are above average and eleven year olds, where a third of the pupils are achieving at a higher level, are likely to attain at standards well above average. Improvements in attainment and progress are due to the introduction of the structured National Numeracy Strategy, which is well supported by a new published scheme, and the high quality teaching provided for each year group in the mixed age classes.

86. At the end of Key Stage 1 pupils count to a hundred in tens. They count forwards and backwards confidently and quickly add or subtract to 20 mentally. Higher attaining pupils understand that numbers placed in a tens column represent 40 or 50 and in the units column represent four and five. They insert missing numbers in problems and measure in non-standard units. Pupils understand what is meant by odd and even, and can sequence events and times during the day. They complete diagrams and record which ducks are sitting, and which are not sitting, accurately. Pupils sort, classify and organise information to construct and interpret block graphs about birthdays. Higher attaining pupils confidently draw block graphs and pie charts on the computer.

87. At the end of Key Stage 2 most pupils accurately add, subtract, multiply and divide numbers to 1000 and apply these operations to problems involving money, weight and distance. Most average and higher attaining pupils have a growing understanding of multiplication tables and their quick mental recall is becoming more accurate. Pupils have a good basic knowledge of shape and space and calculate the perimeter and area of regular and irregular shapes. They calculate angles accurately with a protractor and recognise different types of triangles competently. They work accurately with decimals, express these in fractions and compare speed in kilometres per hour with miles per hour. Pupils have a developing understanding of rotational symmetry, which is practised and enhanced in design and technology. Pupils have a secure understanding of data handling and confidently use the computer to develop their work.

88. Pupils make good progress in mental mathematics. They learn to look for and explain patterns in numbers and the relationship between two numbers: for example they observe that one set of numbers goes up and another goes down systematically and that some are the same figures reversed. Teachers introduce and reinforce mathematical language well. Pupils in Key Stage 1 learn to work independently. At the end of Key Stage 2 they decide for themselves whether they need further practice on a new topic or are able to move on to the next stage. They are taking responsibility for their own learning and pupils take on the challenge well. At Key Stage 2 pupils maintain good progress as they build effectively on previous learning. The progress of pupils with special educational needs is very good due to the well targeted and specific, quality support they receive.

89. Pupils use numeracy skills well across the curriculum: for example they estimate, calculate temperatures and measure when taking part in investigations and experiments in science. They calculate dates and timelines in history and reinforce counting and mathematical language in physical education and music lessons.

90. Pupils' response in mathematics is good. Pupils have a very good attitude to work. They concentrate well on written activities, co-operate well with each other and respond willingly to questions asked by teachers. Pupils are lively and eager to succeed when taking part in games in mental mathematics. Behaviour is very good and relationships between adults and pupils make a significant contribution to the learning that takes place. Pupils sit and listen well to instructions before they start work and present their work carefully.

91. The quality of teaching is consistently good in Key Stage 1 and very good in Key Stage 2. Teachers take full account of what pupils already know and understand and then move forward with graded activities they can work through to gain in confidence. Instructions are pitched at a level that suits pupils' understanding and the planning of lessons is careful and thoughtful. It includes work for pupils of all levels of attainment and year groups. There is always challenge in tasks and opportunities to reinforce previous learning. Teachers and learning support assistants work very well together and the individual education plans of pupils are used to ensure that progress is carefully monitored. Marking of work is consistent and there are annotations and comments to encourage pupils and advise them how to improve their work. In Key Stage 2 there is a greater urgency and pace to lessons and teachers' enthusiasm is infectious.

92. The curriculum is broad and balanced and the subject is well co-ordinated. The National Numeracy Strategy is being introduced efficiently and effectively. There are sufficient resources for the delivery of the curriculum and teachers successfully provide opportunities for continuous and progressive development of skills between year groups. There are good procedures for gathering information about pupils' attainment and learning as they progress through the school. These factors have a positive impact on the provision, and therefore on the quality of pupils' learning.



## SCIENCE

93. Results of 1999 National Curriculum assessments indicate that pupils at the end of both key stages attained above the national average. The percentage of pupils reaching the higher levels was above the national average. Standards observed during the inspection reflect the same picture in Key Stage 1, although standards seen in Key Stage 2 are now well above the national average. Pupils achieve well above average standards in all the attainment targets, with particular strengths in physical processes.

94. At Key Stage 1, pupils understand fair testing, and are able to take part in the planning of an investigation. They have a good understanding of the human body and can name the main parts of the skeleton. They can name the main parts of a plant, and correctly identify a range of living and non-living things. Pupils accurately record that some materials change when heated or cooled.

95. At Key Stage 2, pupils plan their own investigations, carry out tests, record them correctly and evaluate their performance. Pupils are very adept at assessing their own work and, over time, produce impressive self-assessment folders analysing their work across the different aspects of the subject. Pupils develop an extensive scientific vocabulary, and use terms such as condensation, evaporation, insoluble and filtration correctly and confidently. Pupils are familiar with the terminology of classification, and divide animals into correct scientific groups. They record their work with good scientific diagrams and clearly written explanations. Almost all Year 6 pupils work confidently at the expected level (Level 4) with many already working within Level 5.

96. Progress in science is good at Key Stage 1 and very good in Key Stage 2. Pupils with special educational needs are very well supported and make very good progress in all classes. Pupils in Key Stage 1 gain relevant knowledge and understanding of basic scientific concepts. In Key Stage 2, the exciting manner in which lessons are presented often inspires pupils to make an extra effort and the good pace of work contributes to the very good progress of both classes.

97. In both key stages, pupils' attitudes to work are at least very good, with some excellent attitudes in Key Stage 2. Pupils are well behaved and show an enthusiasm and commitment to their work. They are able to work independently and in groups, sustaining high levels of concentration and effort. They handle equipment with care and respect, and are prepared to share resources fairly and sensibly. The quality of group discussions in Key Stage 2 is outstanding, as pupils debate and share ideas in a very mature and productive manner. Work is presented neatly with accurate and well annotated diagrams.

98. The quality of teaching is good in Key Stage 1 and excellent in Key Stage 2. In all classes, lessons are well organised, with plans showing clear objectives for each lesson. Pupils are managed in a firm but fair manner and all lessons are presented in an interesting and stimulating way. Very effective use is made of learning support assistants, who are given specific guidance on the objectives of each lesson. In Key Stage 2, teachers' thorough subject knowledge and their obvious love of the subject rubs off on pupils. Lessons are inspiring, and there is a constant buzz of excitement as pupils carry out their tasks with terrific enthusiasm. The quality of teachers' explanations and their perceptive questioning contributes to the very good progress that pupils make.

99. The science scheme of work takes good account of the National Curriculum requirements, and covers all the attainment targets in detail. Good medium term planning is based on the scheme of work and takes close account of the mixed ages in each class. It gives a good basis for teachers to plan work to challenge pupils year on year. Teachers keep detailed records of pupils' performances in all aspects of the subject and these are

used in planning future work. The co-ordinator is experienced, extremely enthusiastic and conveys her commitment to staff, pupils and parents alike. She monitors planning, scrutinises pupils' work, observes lessons occasionally, and ensures that the curriculum is broad and balanced.

100. Resources for science are good and readily accessible to staff. Very good use is made of the local environment, including a residential school journey. The previous report commended the good work in science. The school has worked effectively not only to sustain these high standards but to raise them, and successfully convey to pupils that science is an exciting and rewarding subject.

## **ART**

101. Pupils, including those with special educational needs, make good progress at both key stages and very good progress in some lessons. There is a range of very good work displayed throughout the school. Both boys and girls make good progress as they build on the skills taught at Key Stage 1 and refine their work as they move through the school.

102. At the end of Key Stage 1 pupils develop good skills in colour mixing and use a wide range of materials very effectively to create interesting pictures and collages. Pupils make good quality observational drawings of the church in their sketch books and create very attractive mosaic panels with very effective gold and silver decoration. Pupils in reception and Year 1 produce lifelike portraits of friends. They draw self portraits from photographs, looking at these very carefully. Pupils recall the colours they used when painting portraits during the previous lesson and precisely how the colours were mixed. Using a colour study by Kandinsky as a stimulus, pupils make brightly coloured patterns. They write their own comments: for example "I like mixing colours" and "I like my picture because it's bright." Pupils learn to illustrate the story of the polar bear in the style of Eric Carle and make lively sketches of animals before they make their pictures.

103. Pupils at the end of Key Stage 2 develop their observational drawing skills further when they sketch Benin artefacts at the Ethnological museum. They work thoughtfully on copying a portrait, matching tints and shades of the colourings very carefully. They experiment with colours, test colours obtained and record how they achieved the result. Pupils clearly appreciate that this is the best way of ensuring that the colouring will be consistently accurate and recall that this method was used when painting Tudor portraits. Another group makes prints with polystyrene tiles, applying paint and roller smoothly and carefully, as demonstrated by the learning support assistant working with them. They use their sketches, made at the museum, as a basis for their vibrant designs. Pupils experiment with pastels to produce interesting shades to add to their drawings. They produce sensitive watercolours of landscapes and pupils in Year 3 and 4 paint watercolours that properly convey the impression of a sky lit up by fire and bomb flashes during the Blitz.

104. Pupils enjoy art. Concentration and focus on the observational drawing tasks in both key stages is very good and enables pupils to produce high quality work. Pupils work together, sit and listen well and respond to suggestions and critical appreciation very positively. The youngest pupils are entranced by the discussion and display of portraits of the class and delighted to be given photographs of themselves.

105. The teaching of art is very good. Lessons are planned carefully so that activities are interesting and imaginative. Art is linked very well to other subjects in the curriculum: for example the study of bones and bodies in science; and a visit to the church in religious education. There is always challenge, but tasks are suitable for all levels of attainment. In the lessons seen, the working atmosphere that was created was very productive and the levels of focus and interest created by the teacher and learning support assistant were of a

high quality. Pupils learn how to observe closely and then develop their imagination from the stimulus of, for example, artefacts in the museum or photographs. They see how they are able to use their sketchbooks to achieve better results. These factors contribute positively to pupils' achievements.

106. There is a good, well planned curriculum with a suitable range of resources and the subject is co-ordinated well. There are good photographic records of work and portfolios of pupils' work which show clearly the progress made by pupils. There are stimulating and aesthetic displays of pupils' work around the school. The St. Ives' mural is a very good example of the use of observational skills and group work. The displays enhance the environment and demonstrate to pupils that their work is valued and appreciated. Good use is made of visits to museums, the environment, workshops and visits from artists to enrich the curriculum.

## **DESIGN AND TECHNOLOGY**

107. Only one actual lesson could be observed during the inspection, so evidence is based on a scrutiny of pupils' work, and discussions with teachers and pupils.

108. At Key Stage 1, pupils make satisfactory progress. They learn design skills by discussing their ideas and using drawings to help work them out. Recorded evidence shows that all pupils design and make products using a reasonable range of materials, including card and paper. They make things to extend their work in science, such as making a jointed skeleton. Pupils discuss their designs with confidence and are able to suggest ways of improving them.

109. At Key Stage 2, pupils make very good progress and by Year 6 are producing work that is beyond that normally expected of this age group. Design and technology has strong links with other subjects. In history, for example, a project on the Tudors led to pupils designing a Tudor house and building a model based carefully on their designs. In their making, pupils use skills of measuring learnt in mathematics to very good effect. As part of science in Year 3 and 4, pupils make parachutes, and show skill in the way in which they design and make products. In science in Year 5 and 6, pupils design and make workable "rubber-band racers" and a "jack-in-the-box". Year 6 pupils recently took part in a "Design Day 2000" challenge at a local high school and showed agility of thought, as well as imagination in their one hour design challenge. Their efforts won them joint first place.

110. In the one lesson seen, in Key Stage 2, pupils showed great concentration and effort and clearly enjoy the session. In discussions, they showed a wide range of appropriate vocabulary and mature insight into what goes into an effective design.

111. The quality of teaching in the one lesson was very good, and a scrutiny of pupils' work over time suggests that teaching is indeed very good. Teachers' planning builds successfully on pupils' prior learning and develops skills well. The design, make and evaluate process is used effectively. Pupils are encouraged to evaluate their work and to modify it accordingly to achieve better products.

112. The scheme of work outlines how the full range of the subject will be covered and includes useful ideas for planning. The co-ordinators have boundless enthusiasm for the subject and have succeeded in giving it a high profile within the school. Resources are sound and are used effectively by teachers and pupils. The school has successfully maintained the good standards in design and technology outlined in the first inspection report.

## **GEOGRAPHY AND HISTORY**

113. Geography and history are taught together very successfully as part of a cross curricular approach.

114. Overall, pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. In Key Stage 1, pupils begin to use and understand maps and are able to identify several continents and countries in an atlas. They can describe the main difference between an atlas and a globe. They learn about life in their own village and appreciate the history of the local church after an enjoyable visit hosted by the vicar. They compare their own lives in a Devon village with that of families in a village in Zambia. They are able to make several relevant comparisons in lifestyle, such as the impact of electricity on the two communities. In these discussions pupils learn about homes, food, schools, dress and transport in different communities across the world.

115. At Key Stage 2, teachers are able to generate considerable enthusiasm for both geography and history. In a Year 3 and 4 lesson on the Second World War, pupils developed a genuine empathy with those children of their age who were evacuated, and they used a variety of resources to learn more about the background to the war. By Year 6, pupils use a wide range of evidence, including photographs, prepared texts, CD Roms as well as the Internet. Pupils show considerable resourcefulness in producing very high quality individual projects on topics such the River Nile or River Ganges. These topics cover a great deal of the geography and history programmes of study. Pupils use their information technology skills to construct databases analysing trends in climate in different parts of the world. Residential and day trips are well used to develop pupils' understanding of the seashore and the history of Exeter.

116. Pupils show consistently positive attitudes to learning in these subjects. Their enthusiasm is especially evident when they talk about visits they have made or work they have completed on their computers. In all classes, pupils try hard and show pleasure in the work they produce, which is invariably presented in a neat and imaginative manner.

117. Both subjects are managed well, with useful schemes of work to guide teachers in their planning. Resources are good, and in both subjects effective use is made of visits that help to bring the subjects alive. The school has worked hard to maintain the sound to good provision described in the first report and has succeeded in raising the overall standard of work in these subjects.

## **INFORMATION TECHNOLOGY**

118. During the inspection no direct teaching of information technology was observable. The following judgements are based on discussions with teachers and pupils and observations of individuals and groups at work in their routine lessons.

119. By the time pupils start the programmes of study, many are already confident users of computers. By the end of Key Stage 1, pupils successfully create, edit, save and print their own work with skill and understanding. Pupils in Year 2 use roamers to demonstrate control; and handle simple databases and represent their findings in a range of colourful and interesting graphs.

120. At Key Stage 2, pupils use information technology skills to support work in several areas of the curriculum. In writing, they produce stories using a range of fonts, letter size and colour, and enliven their work by importing pictures into text. Year 6 pupils enjoy using a scanner to produce posters and to illustrate their work, such as stories about the Pied Piper of Hamelin. In geography, they illustrate data about various features of the weather,

such as rainfall and wind direction, in a range of different forms, and discuss which is the easiest to interpret. Project work involving several subject areas is enlivened by the use of CD Roms and recently some pupils have begun to appreciate the wealth of information available on the Internet. The school has only recently gone on-line, and this is an area that the school recognises as ripe for development. All pupils have their own floppy disk, and older pupils delight in showing visitors the work they have saved. By the time they leave the school, pupils have reached standards above that normally seen by this age group.

121. Pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. The good resourcing of this subject, and the enthusiasm generated by teachers, underpin the good work seen across the school. In Key Stage 1, the skilled and informative support from non teaching assistants, who often take pupils in small groups in the computer area, makes a very positive contribution to the development of skills. The way in which information technology is used in almost every subject is another important factor in the good work seen at the top of the school.

122. A particular strength of work throughout the school is the very enthusiastic approach of pupils towards the subject. They sit engrossed at a computer, oblivious to what is going on around them, and sustain concentration for long periods. They work with considerable determination in small groups and show a great interest and commitment in all they do. They talk with confidence and flair about their achievements when asked about it.

123. Although no direct teaching of information technology was observed during the inspection, it is clear from the range and standard of work attained, and from the positive attitudes of pupils, that the quality of teaching over time is at least good. The school has a detailed scheme of work that gives useful guidance to teachers when planning their work. Teachers have a good knowledge of the subject, and their enthusiasm for information technology is infectious.

124. The school is well resourced with a good range of computers; even though some are rather old, and certainly past their prime. However, the school makes good use of these. The school has computer rooms in both key stages as well as computers in each classroom. These are well used, with a good range of software, including CD Roms.

## **MUSIC**

125. Boys and girls, including pupils with special educational needs, make good progress at both key stages. At Key Stage 1 they know a wide range of songs and rhymes and join in enthusiastically with the singing in assemblies. The youngest pupils sing and perform their action songs, concentrating well on the words and synchronising movements with enjoyment. They quickly moved into position, "to be a good audience" for the Year 2 pupils who played a tune on their recorders for them. Pupils in Year 2 read the music in their books well and play the recorder with confidence. Determination to succeed is evident from their concentration as their eyes follow the music. They know which notes are crotchets, quavers, minims and recognise rests. Pupils know that the sign for a rest means "you have a rest for a little while." One aptly compared the rest to a full stop when reading. Year 2 pupils have good awareness of the music of different countries and enjoy body percussion games.

126. Many pupils at Key Stage 2 have a clear understanding of musical notation. They have some experience of reading music, either from individual tuition or learning an instrument such as the recorder in school. They use this knowledge well for themselves and to help others. Pupils in Year 3 and 4 listen thoughtfully to voices on a tape and are able to recognise voices in different situations. They make shrewd observations about where the people could be. One used the experience of singing at the carol service in the

church when he suggested that one soloist could be in a church, “because there is an echo.” Pupils sing enthusiastically, and musically, with clear diction and good observation of changes of mood, time and length of notes. They create their own verses for a song and present these in groups to the rest of the class who give fair evaluations of the group’s performance.

127. Pupils’ response in music lessons and clubs is good. They are extremely enthusiastic. They think about tasks and listen carefully to music so that they understand what they have to do. Pupils who play instruments show a pleasing commitment and share their achievements well with everyone else in assembly. They take their responsibilities seriously. Pupils are proud to play such a visibly, important part in the life of the school.

128. The quality of music teaching is good. Staff manage pupils calmly and well, reinforcing the need to take care of instruments and handle them with care. They give praise and encouragement generously, but offer suggestions as to how performance can be improved. Staff use their own skills well and communicate their enthusiasm for music to pupils. Lessons are lively and have a sense of fun. The teaching of music in recorder and guitar clubs, and with peripatetic staff, is of a high standard and pupils make good progress.

129. The subject is well co-ordinated. There is a clear school policy in place and teachers’ planning reflects clear links with the National Curriculum programmes of study. Pupils’ musical knowledge and progress is enhanced by visiting musicians, such as a percussionist from the Bournemouth Symphony Orchestra and an African dance group, and participation in community music projects with other schools. There are sufficient instruments to meet the current curriculum, including some from other cultures. Pupils enjoy opportunities to perform in school concerts and music makes a valuable contribution to assemblies when pupils show variation and sensitivity to the songs they are singing. The orchestral accompaniment to the clear young voices brings a sense of spirituality to the occasion.

## **PHYSICAL EDUCATION**

130. All pupils, including those with special educational needs, make at least satisfactory progress in developing physical skills, and make good progress in dance at both key stages. Pupils have swimming during the summer term and most are confident in the water by the end of Key Stage 1. At the end of Key Stage 2 pupils swim at least 25 metres.

131. At Key Stage 1 pupils practise a variety of gymnastic movements on the floor and transfer them safely when using apparatus. For example, Year 1 pupils skip, hop and jump with two feet, some with good spring and control, using the space in the hall well. They think hard about different ways of travelling on feet and hands, and when the teacher asked a few pupils to demonstrate what they were doing, everyone tried hard to think of something different. When transferring their movements to the benches and mats, pupils tried hard to practise their stretches and curls. The teacher ensures that pupils are aware of the safe way of moving around the hall and handling and carrying mats and benches. Pupils know why they need a warm-up at the beginning of lessons and that listening to instructions is an essential safety rule. In dance pupils moved well to the jolly music of the warm up and found spaces for themselves well. They responded immediately to the African music and growing taller with slow, deliberate movements, miming effectively when polishing and cleaning the house. They skipped and turned, springing astride, as the mood of the music changed. When one group performed, the feet of the watching group tapped in time to the music.

132. In Key Stage 2 pupils produced deft and controlled hand movements as stiff, wooden toys, slowly turning their bodies. When the music changed they wiggled to the floor with enthusiasm and enjoyment. Pupils responded very quickly to the military music of toy soldiers. They marched around the hall, playing drums or trumpets, peeling off to right and left as the music changed. They concentrated well so that movements were synchronised or organised within their group. Pupils explain the outcome of their group's discussions coherently and confidently.

133. Pupils at both key stages respond well in physical education lessons. They enjoy activities but are sensible when moving around the hall. Pupils show sustained effort in lessons. They concentrate well, carry out instructions and persevere with tasks. They show interest in activities, and sensitivity when evaluating each other's work. Pupils' capacity to share, take turns or work together as members of a group in a spirit of co-operation make a positive contribution to pupils' social and moral development.

134. The teaching of physical education is good at both key stages. Teachers are well supported by guidelines that identify the skills to be taught and build effectively on pupils' previous skills and understanding. They plan their lessons carefully with activities that will challenge pupils. Teachers communicate their own enthusiasm to pupils and make good use of demonstrations, intervening well to challenge pupils' thinking. Praise and encouragement are used consistently and teachers make opportunities to help pupils improve their performance.

135. The curriculum is broad and balanced, effectively enhanced by extracurricular activities and residential visits. Pupils are involved in sporting competitions with other schools and there are sufficient resources for a good range of sporting activities.

## **RELIGIOUS EDUCATION**

136. Overall, the school has successfully maintained the good quality of religious education work described in the first inspection report.

137. Pupils' attainment is in line with what is expected, given the requirements of the locally agreed syllabus. Pupils in Year 6 have a good knowledge of Bible stories and of the structure of the Bible and can give an accurate summary of some of the characters and stories they have heard or read about. In discussions, they show a mature understanding of ethical issues, such as caring and sharing, and of rules; whilst having a good knowledge of the differences in customs of other religions, such as Judaism. In Key Stage 1, pupils' knowledge and understanding is enhanced by a well organised trip to the local church, where pupils learn about special objects and events that are important to Christians. Whole school assemblies are used very effectively to develop pupils' ideas about religious themes. During the inspection, pupils of all ages much enjoyed an assembly presented skilfully by the local vicar on the theme of friendship. This was made very meaningful to pupils of all ages and linked closely to the teachings of Jesus.

138. Pupils make satisfactory progress in Key Stage 1 and in Key Stage 2 progress is good. The curriculum is carefully planned to give pupils knowledge and experience of all the main world religions. They make good progress in understanding why different religious ceremonies are important to people across the world. Pupils' written work in religious education makes a positive contribution to the progress they make, and many pupils are proud to show the range of work undertaken over the course of a year and to recall the main features of what they have learned. Progress is better in Key Stage 2 because lessons are presented in a more dynamic manner and pupils' ideas are stretched by especially perceptive questioning.

139. Pupils have very positive attitudes to religious education. They enjoy discussing moral themes such as bullying and aspects of right and wrong behaviour. Pupils listen carefully to their teachers and are confident to give answers and ask questions. Behaviour is very good and in all classes there are very good relationships between teachers and pupils.

140. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Lessons are all well organised and based carefully on the school's scheme of work. Teachers have a good knowledge of the subject. Lessons involve a good mixture of teachers' explanations and group and individual work. In Key Stage 2, teachers' enthusiasm is conveyed effectively to pupils and the pace of work is often very demanding. In both key stages, pupils are successfully engaged in stimulating discussions, and religious education makes a very positive contribution to pupils' spiritual, moral, social and cultural development.

141. The school's scheme of work is very thorough and ensures that all aspects of the locally agreed syllabus are covered. It supports teachers in their planning of the subject, and ensures that pupils in mixed age classes cover the locally agreed syllabus in a sequential manner.