

INSPECTION REPORT

BUCKFASTLEIGH PRIMARY SCHOOL

Buckfastleigh

LEA area: Devon

Unique reference number: 113192

Headteacher: Mr R Freshwater

Reporting inspector: Mr R Cheetham
2592

Dates of inspection: 28th February - 3rd March 2000

Inspection number: 190536

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	Rising 5 to 11
Gender of pupils:	Mixed
School address:	Bossell Road Buckfastleigh Devon
Postcode:	TQ11 0DD
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Gaze
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R Cheetham	Registered inspector	Physical education, religious education, under fives	The school's results and achievements. What sort of a school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Ms V Phillips	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? How good are the curricular and other opportunities offered to pupils?
Mr J Collings	Team inspector	Science, information and communication technology	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
Ms A Shannon	Team inspector	English, geography, music, special educational needs	
Mr M Ward	Team inspector	Mathematics, art, history, design and technology, equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Buckfastleigh Primary School is bigger than most primary schools. The number on roll is 267 pupils aged from rising five to eleven. The roll has decreased slightly since the last inspection and school figures show that this slow decline will continue over the next few years. Almost all pupils are white and one child is of Chinese origin. There are 41 pupils under 6 years of age. Fourteen are in the under fives class, thirteen in the reception class and 14 in Year 1. There are broadly equal numbers of boys and girls in each year group and overall the school has about eight percent more boys than girls. Most pupils come from within the catchment area that includes the town and some neighbouring villages. Twenty pupils travel by bus or taxi from these outlying areas. Because of the declining roll, there are some spaces for additional pupils. The school has an extensive and well-established system of pre-school provision. It has recently made breakfast available and offers after school care.

The school serves an area that has a significant proportion of social deprivation and is supported by a community development project. Twenty six percent of pupils are entitled to free school meals. This is above the national average. Twenty six percent of pupils are on the school's special needs register and this is above average. At three percent, the proportion of pupils with a statement of special educational needs is also above average. The nature of special needs of those pupils on the register includes: dyslexia, moderate learning difficulties, speech and visual impairment and emotional and behavioural difficulties. Children's attainment on entry to the under fives' class is wide. Although a significant minority attain levels below those generally found, the overall level of attainment is average. There is little difference in boys' and girls' attainment in the areas of learning for children of this age.

HOW GOOD THE SCHOOL IS

The school addresses the needs of its catchment area through very good links with the community and comprehensive pre-school provision. The school caters well for children under five and is successfully raising standards in English, mathematics and science by the end of Key Stage 2. Standards in these subjects have declined at the end of Key Stage 1 since the last inspection. They are beginning to improve in English and mathematics, but they are still too low in science. Standards in other subjects are satisfactory except in physical education, where they are high and in information and communication technology, geography and design and technology, where they are low. Pupils' behaviour and attitudes to school are good. The quality of teaching has improved since the last inspection and most teaching is now good. Leadership and management are satisfactory and financial planning is good. The school has broadly average unit costs and is managing a reducing budget well. Overall the school provides satisfactory value for money.

What the school does well

- Under fives' provision, attainment and progress
- Pre-school provision
- The progress of pupils with special educational needs
- Good quality teaching
- The provision for spiritual, moral, social and cultural development
- Pupils' attitudes, behaviour and personal development
- Extra-curricular activities
- Implementation of the literacy and numeracy strategies
- Links with parents and the community
- Pupils' personal development
- Arrangements for pupils' care
- Strategic use of resources
- The accommodation and learning resources

What could be improved

- Pupils' standards of attainment at the end of Key Stage 1 in science and in science investigations in both key stages
- Pupils' standards of attainment in information and communication technology, design and technology and geography
- The overall balance of the curriculum to increase the emphasis on foundation subjects
- The recording and use of assessment information to guide planning in most subjects
- Systematic procedures for monitoring and evaluation of school performance
- Better focused school priorities to address the below average attainment in particular
- Better use of homework

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then it has maintained its strengths and made satisfactory progress to remedy its weaknesses. The school produced a satisfactory action plan and most elements of this are complete. Standards in Key Stage 2 in mathematics and English have improved. The quality of teaching has improved and the needs of higher attaining pupils in English and mathematics in Years 5 and 6 are being met. The needs of higher attaining pupils in other subjects are not being met as successfully. Teachers' plans and pupils' outcomes are being monitored in a few subjects, but this is not part of a monitoring framework. The school now has an assessment timetable and makes better use of assessment data to set targets and group pupils. It has developed a marking policy. Assessment procedures are satisfactory in English and mathematics but further improvements are needed in other subjects in recording assessments and using them to guide planning.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	D	D	C	well above average A above average B average C below average D well below average E
mathematics	E	D	C	B	
science	E	D	C	B	

When compared with the national average there has been a trend of improvement in the end of Key Stage 2 test results since 1997. In 1999 pupils' standards of attainment matched the national average in mathematics and science but fell below this in English, though these English results were an improvement on the previous year. When compared to similar schools, Buckfastleigh's results were average in English and above average in mathematics and science. The proportion of higher attaining pupils is in line with the average of similar schools. The school has set and achieved appropriately challenging targets in recent years. In the current Year 6, most pupils are working within the standards expected nationally in English, mathematics and science. Standards in information and communication technology are below those expected nationally. Standards in science at the end of Key Stage 1 are below those expected nationally. Standards in physical education are high. Other standards of attainment are satisfactory except in geography and design and technology where they are below those generally found for this age. Pupils in the under-fives class make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school
Behaviour, in and out of classrooms	Behaviour is good
Personal development and relationships	Pupils' personal development and relationships are good
Attendance	Attendance is satisfactory

Pupils are keen to be involved in the activities provided. The oldest pupils are confident learners who enjoy the opportunities to make significant progress. Pupils show great goodwill when others with emotional and behavioural difficulties require special attention and support from adults. Pupils work together constructively, as in physical education. They respond well to encouragement from staff to be kind and supportive to each other. They show genuine pleasure in other people's successes and achievements, as well as in their own. Older pupils help younger pupils with reading and to learn the rules of playground games. However pupils do not take enough initiative with their learning because of insufficient opportunities. Attendance is satisfactory. It is in line with the national average, as is the rate of unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	30% very good, 40% good, 30% satisfactory	5% very good, 55% good, 35% satisfactory, 5% unsatisfactory	3% excellent, 11% very good, 45% good, 35% satisfactory, 6% unsatisfactory

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.

Ninety five percent of teaching is satisfactory or better. Five percent is unsatisfactory. Thirty two percent of teaching is satisfactory, 49 per cent is good, 12 percent very good and two percent is excellent. Improvement in the quality of teaching has helped raise pupils' standards of attainment in English and mathematics and meet the needs of all pupils. The skills of literacy and numeracy are taught well and the structure of the literacy hour provides a good basis for planning other lessons. Teachers make sound use of assessments in lessons but do not record or use them in their planning in most subjects. Planning in the under fives' class is excellent. In other classes, planning in English and mathematics is sound but most other planning is unsatisfactory. Classrooms are well prepared, equipment is accessible and teachers' expectations of behaviour are clear. Pupils are often grouped by attainment and teaching is usually well directed to the different learning needs. Teachers in both key stages do not make enough use of homework. Learning support assistants work well with pupils with special educational needs, who, as a result, make good progress. Most pupils apply themselves well and maintain a good pace of working. Pupils under five have high levels of interest in their work and they concentrate hard in lessons such as physical education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally satisfactory but the curriculum is not well balanced. There is excellent extra- curricular provision
Provision for pupils with special educational needs	Good
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is satisfactory, moral and cultural development is good and social development is very good.
How well the school cares for its pupils	The school cares well for its pupils but assessment procedures overall are not satisfactory

The curriculum meets statutory requirements. It is broadly based but lacks balance because there is no overview of the whole curriculum and a minority of subjects are not given enough attention. More time than is necessary or planned is taken up by literacy and numeracy and this reduces the time available to teach other subjects. The school makes good use of specialist teaching in music, physical education and information and communication technology. The contribution made by the school's extra-curricular activities and links with parents and the community continues to be one of its strengths. Provision for personal, social and health education is good overall and benefits from the contributions

of people such as the school nurse and community policeman. The school cares well for its pupils but the overall procedures for assessment are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory leadership. There is a clear sense of direction. Literacy and numeracy developments are well led but other responsibilities are not well delegated.
How well the governors fulfil their responsibilities	Satisfactory fulfilment of responsibilities
The school's evaluation of its performance	Unsatisfactory
The strategic use of resources	Good

The headteacher and senior staff lead the school satisfactorily and have a clear sense of direction. The role of curriculum co-ordinators has improved since the last inspection but not all have made a sufficient impact on the development of their subjects. The English and mathematics co-ordinators are successfully leading the literacy and numeracy initiatives. The delegation of management responsibilities is unsatisfactory. The governing body has an effective structure of committees and a satisfactory knowledge of the school's strengths and weaknesses. Monitoring and evaluation of teaching have improved but, overall, monitoring and evaluation arrangements are unsatisfactory because they are not systematic. The school priorities for development are appropriate but the school development plan has too many for all to be satisfactorily addressed. The school's financial planning is good. It applies the principles of best value satisfactorily. The school makes good use of the additional grants it receives. The school has adequate staffing, good accommodation and generally good levels of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching • Approachability • Pupils' personal development • Extra-curricular activities 	<ul style="list-style-type: none"> • Pupils' behaviour • Parental links • School information about pupils' progress • Homework

Most parents expressed strong or very strong support for the school in most aspects. The inspection team agrees with parents on the points that please them most. The inspection team finds that pupils' behaviour and parental links are good. The information about pupils' progress is good but homework is unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the 1999 end of Key Stage 1 National Curriculum tests in English, pupils' attainment was below the national average in reading and well below this in writing. When compared with similar schools, the results were close to the average for reading and well below this for writing. There was little difference in the performance of boys and girls. The results have declined since 1996 and dipped more significantly last year. The school attributes this decline to a high proportion of pupils with special educational needs in the year group and staffing difficulties in Key Stage 1. In the 1999 end of Key Stage 2 tests in English, pupils' attainment was below the national average but when compared with similar schools it was close to average. There was little difference in the performance of boys and girls. The results have improved significantly since 1996 and the trend of improvement is greater than that recorded nationally. The school explains that this improvement is due to the successful implementation of the literacy hour and better preparation for the tests.

2 The inspection findings are that the attainment of most pupils currently in Years 2 and 6 is within that expected nationally. Most pupils' standards of literacy are satisfactory and there is little difference in the performance of boys and girls other than that found nationally. Overall, pupils make sound progress and this increases in Year 6. The improvement in Key Stage 1 is due to better teaching of skills during the literacy hour and more settled staffing. The maintenance of improved standards at the end of Key Stage 2 is also due to more focused teaching during the literacy hour. Pupils make fast progress in Year 6 because of consistently good teaching and additional support provided by booster classes. Pupils with special educational needs make good progress because learning assistants provide good support in class and when pupils are taught separately. The school is making satisfactory progress towards its agreed targets.

3 Pupils at the end of Key Stage 1 have developed good speaking and listening skills. Most pupils listen attentively and talk with confidence, for example, when they offer opinions about a story. Pupils at the end of Key Stage 2 talk enthusiastically about authors and about work they are doing in other subjects, for example, research on Japan. They make good progress in listening and gain confidence in speaking and this reflects the proportion of time given to these activities. Pupils make satisfactory progress in reading. In Key Stage 1, most pupils read accurately and discuss their book preferences. In Key Stage 2, pupils predict what might happen, make comparisons with other books and explain their choices. Pupils know how to locate information using the library index and contents' sections.

4 Pupils make sound progress in spelling, punctuation and handwriting in both key stages. Pupils are increasingly confident in expressing themselves in writing. In Key Stage 1 most pupils write in a range of forms using appropriate vocabulary. They know about capital letters and full stops, although a minority do not use them consistently. Handwriting is usually accurately formed, although a few pupils have not yet learned to join their letters. By the end of Key Stage 2, pupils write effectively in many forms and for different audiences. Pupils use a wider vocabulary and enjoy writing poetry to convey their feelings. Year 5/6 pupils analyse and write about the characters in stories. Pupils make satisfactory progress in developing their literacy skills in both key stages partly because they are developed in other subjects.

5 In the 1999 Key Stage 1 tests, pupils' attainment in mathematics was below the national average but in line with the average for similar schools. This is a decline on the previous year's results

and three-year trends show a decline in attainment that the school attributes to a period of unsettled staffing. In the 1999 Key Stage 2 tests, pupils' attainment was close to the national average and above average when compared with similar schools. Over the last three years, results have gradually improved with a significant increase last year. During this time, boys outperformed girls to a greater extent than that found nationally. The school explains that the overall improvement is due to better teaching and improved preparation for the tests.

6 Inspection findings are that most pupils currently in Years 2 and 6 are working within the standards expected nationally. This overall improvement is due to several factors. The school is successfully implementing the National Numeracy Strategy; pupils in Year 6 are set by attainment for two lessons a week; pupils are grouped according to their level of attainment within classes in both key stages and teaching has continued to improve. The school is making satisfactory progress towards its agreed targets.

7 Pupils make satisfactory progress over time in both key stages. They make limited progress in using and applying their mathematical skills and knowledge, particularly in problem solving because this is not taught routinely. They make better progress in their numeracy skills and most have satisfactory numeracy skills when they transfer to secondary school. They calculate accurately using all four computation processes, both mentally and with pencil and paper. Pupils make mostly good progress in lessons at both key stages. This is achieved where the teaching is good, pupils have a positive attitude and tasks set are demanding but achievable. Pupils with special educational needs make good progress towards the targets set for them because they are well supported.

8 By the end of Key Stage 1, pupils are competent in counting and recognising numbers and in the Year 2 / 3 class they were looking at the patterns in the two and three times tables. Most pupils add and subtract confidently and identify halves and quarters. They are beginning to use standard units for measuring and acquiring the skills of constructing and interpreting simple graphs. By the end of Key Stage 2, pupils are beginning to develop these problem-solving strategies but teachers do not give this enough emphasis. Pupils use all four operations of computation and most pupils achieve a satisfactory standard. Higher and average attaining pupils develop their knowledge and skills in the study of shapes, measures and data handling. Apart from problem solving, other weaknesses are that pupils do not use computers enough as part of their mathematics nor use numeracy skills widely in other subjects.

9 In 1999, pupils' standards of attainment in science in the end of the Key Stage 1 assessments were below the national average. In the end of Key Stage 2 tests in 1999, pupils' attainment was in line with the national average and was good when compared with similar schools. The proportion of pupils assessed at the higher level in 1999 was below the national average at Key Stage 1 and well below at Key Stage 2. Trends over the last three years show that standards of attainment at the end of Key Stage 2 have increased from significant underachievement in 1997 to being in line with national averages in 1998 and 1999. Inspection evidence is that most pupils in the current Year 2 are working well below what is expected but the attainment of those in Year 6 is in line with that expected nationally. Since the last inspection there has been unsatisfactory progress in Key Stage 1 as standards are currently lower than those recorded in the last report. However, standards have been maintained at Key Stage 2.

10 By the end of Key Stage 1, pupils match animals to their environments and record the growth of plants. Higher attaining pupils identify what a plant needs to enable growth. Pupils do not record their investigations in sufficient detail and their grasp of scientific concepts is weak. By the end of Key Stage 2, pupils identify the properties of solids, liquids and gases and understand that green plants are the producers at the beginning of food chains. However, Key Stage 2 pupils do not carry out investigations from questions they have initiated.

11 Overall progress in science is satisfactory. Although progress at Key Stage 1 is unsatisfactory this is compensated for by good progress at Key Stage 2. The unsatisfactory standards and progress at Key Stage 1 are due largely to an unchallenging curriculum that does not build systematically on pupils' knowledge, understanding and skills. In both key stages, pupils with special educational needs are well supported, so they make similar progress to other pupils of their age. The good progress at Key Stage 2 is due to the closer match of expectations to the level descriptions of the National Curriculum, particularly in Years 5 and 6.

12 In information and communication technology, pupils' attainment varies between different aspects of the programmes of study of the National Curriculum but, overall, is below nationally expected levels. Attainment in word processing and use of graphics is broadly in line with national expectations but attainment in other aspects is well below this. The recently opened computer suite is beginning to have a significant impact on attainment throughout the school but, overall, progress since the last inspection is unsatisfactory.

13 By the end of Key Stage 1, pupils have developed sufficient mouse control to use a range of 'tools' in a graphics program. They handle equipment confidently, opening programs and saving their work. By the end of Key Stage 2, pupils use a range of graphic effects independently. They access the Internet to illustrate work on fireworks. Progress in word processing and graphics is satisfactory at both key stages. However at Key Stage 1 they do not make enough progress, for instance in sorting and classifying information. At Key Stage 2 pupils make limited progress, for example in controlling events through simple programming. This limited progress is largely due to the lack of a scheme of work. Work on this has started but is not sufficiently advanced to have had enough impact.

14 In religious education at the end of Key Stage 2, most pupils' standards of attainment are within the expected levels of the Locally Agreed Syllabus and they make satisfactory progress in knowledge. Pupils progress a little more slowly in understanding because teachers do not emphasise this aspect as much. This represents sound progress since the last inspection. Key Stage 1 pupils know some of the important Bible stories and those of the major religions and are beginning to relate them to their own experiences. In Key Stage 2, pupils deepen their knowledge. They talk about the major world faiths and know of the special use of religious symbols. Older pupils are beginning to compare the use of symbolism in different faiths and understand what this means to people's lives. Through this subject, pupils are learning to be more tolerant, to listen to the views of others and are willing to discuss the issues sensibly.

15 At the end of Key Stage 2 pupils' attainment in art and history matches that expected of those of similar age and they make satisfactory progress. In Year 6 art, pupils have progressed to produce good pictures based on Japanese art and the work of William Morris using pastels and chalk. In Year 6 history, pupils' factual knowledge is developing well and higher attaining pupils choose and link information from different sources but are weaker on recognising different interpretations and representations of the past. Pupils make good progress in physical education and attain high standards. By the end of Key Stage 2, most plan, perform and evaluate a range of movements and link these into solo sequences or perform with others.

16 At the end of Key Stage 2, pupils' standards of attainment are below those expected in design and technology and geography. Low attainment is largely due to the school concentrating on implementing the literacy and numeracy strategies and this has meant that these subjects have not been sufficiently promoted. Pupils do not make enough progress in these subjects because the school has reduced the amount of time available without a clear rationale for the reduction. In design and technology, pupils do not have enough opportunities to generate their own ideas and to make and evaluate their products. In geography, pupils make unsatisfactory progress in their development of

skills and understanding. Not enough work was seen during the inspection to make a judgement on standards in music at the end of Key Stage 2. However pupils in Key Stage 1, including those with special educational needs, make good progress in developing their knowledge and skills.

Pupils' attitudes, values and personal development

17 The positive picture of pupils' attitudes, values and relationships presented in the previous inspection report has been sustained. This is a good achievement because the school has been faced with particular challenges from the rise in the number of pupils who have emotional and behavioural difficulties or weak social skills. Pupils' attendance levels have risen slightly and punctuality has improved.

18 Pupils' attitudes to school are good. They are keen to be involved quickly in activities, as seen in family numeracy sessions. Their enthusiasm for school shows in the way they want to share what they have brought from home to complement work in class. One boy brought in quails' eggs to be incubated as part of finding out about how things develop and grow. This fascinated younger pupils. Preparation for school, supported by the Stepping Stones project, enables even the youngest children to settle confidently and happily to work. The oldest pupils are keen and confident learners who enjoy the opportunities they are given to make significant progress.

19 Pupils behave well in and out of lessons. They show great goodwill when pupils with emotional and behavioural difficulties require special attention and support from adults. As a result, instances of unpredictable behaviour rarely disrupt other pupils' learning. Pupils work together constructively, as in physical education. They work productively when they understand clearly the purpose of the activity and when it is matched well to their individual level of knowledge and skill. Most pupils work steadily, if less purposefully, even when tasks are either not challenging enough, or too hard for them to do. They play together well and the normal, lively behaviour of the playground shows no signs of bullying.

20 Pupils' personal development and relationships are good. They respond well to encouragement from staff to be kind and supportive to each other. They show genuine pleasure in other people's successes and achievements, as well as in their own. This was seen in the way they described why a pupil who had missed the ceremony had been awarded a certificate in assembly for her positive attitude to work. Pupils are happy to take responsibility for looking after resources such as books and plants in the classroom. They enjoy being the special person of the day and helping the teacher. Older pupils help younger pupils with reading and to learn the rules of playground games. The playground committee includes representatives from both key stages and has contributed well to improved resources and use of outdoor areas. Pupils show respect for each other's views. They value opportunities, such as those seen in Year 4, to use initiative and raise their concerns in personal, social and moral education discussions. However, pupils generally do not take enough initiative with their learning because they are not given enough opportunities to do this.

21 Attendance is satisfactory. It is in line with the national average, as is the rate of unauthorised absence. Attendance has risen slightly since the last inspection in response to concerted efforts by the school. Parents have responded positively by bringing their children to school regularly and on time, however difficult their personal circumstances. It is to the school's credit that initiatives have been successful and pupils are keen to attend.

HOW WELL ARE PUPILS TAUGHT?

22 The quality of teaching has improved since the last inspection and particularly in Key Stage 2. Ninety five percent of teaching is now satisfactory or better. Five percent is unsatisfactory. Thirty two percent of teaching is satisfactory, 49 per cent is good, 12 percent is very good and two percent is excellent. Consistent examples of the best teaching are in the under fives' class, in Year 4 and Year 6.

23 Improvement in the quality of teaching has helped raise pupils' standards of attainment in English and mathematics, especially in Year 6. The skills of literacy and numeracy are taught well and the structure of the literacy hour provides a good basis for teaching in other lessons. Introductions often involve teachers telling pupils clearly what they are to do during the lesson and where it fits in to other lessons. Assessments of pupils' progress in English and mathematics are satisfactory. In other subjects the sequence of assessment is unsatisfactory. Teachers assess what pupils are learning during lessons but they do not record pupils' progress systematically and do not make enough use of assessment information in planning. Planning in the under fives' class is excellent. It clearly sets out a sequence of learning objectives that relate to long-term plans. In other classes, planning in English and mathematics is sound and makes satisfactory use of national guidance. Most other planning is unsatisfactory and has too much detail of activities and not enough about what is to be learned. Pupils are generally well managed. Classrooms are well prepared, equipment is accessible and teachers' expectations of behaviour are clear. Pupils respond well, listen carefully and generally persevere with their work. Pupils are often grouped by attainment and teaching is usually well directed to the different learning needs. Teachers in both key stages do not make enough use of homework and opportunities to extend or reinforce pupils' learning are missed. Teachers make good use of learning support assistants both in and out of class. They work well with pupils with special educational needs and they make good progress.

24 In the under fives' class, there is a high proportion of good quality teaching. The teacher has a very good knowledge of the desirable learning outcomes for children of this age and of the early stages of the National Curriculum. She plans meticulously and manages the class very well, drawing on her deep understanding of the learning needs of young children. She consistently supports their efforts and assesses their work with them, carefully noting their progress. Her expectations of effort, behaviour and attainment are very high and pupils respond very well and make good progress. An example of this was in an English lesson. Children enjoyed an alphabet song to reinforce their knowledge of letter sounds, read simple sentences related to their recent zoo visit and then wrote about it and made illustrations. Their enthusiasm sustained their efforts and they talked with confidence about what they had accomplished. Displays of children's recent work provide reminders, good examples and celebrate the quality of their efforts. The room is well laid out. Equipment is readily available and children use it and tidy away afterwards with little prompting. Pupils take home their reading books regularly and so build up positive attitudes to reading.

25 In Key Stage 1, most teaching is good and only one lesson was unsatisfactory. Teachers have satisfactory subject knowledge and understanding except in art, where it is good, and science, where it is weak. They teach the basic skills of literacy and numeracy well. They have sound expectations of what most pupils can achieve. These are higher in art and pupils produce good quality work, but in a few English and information and communication technology lessons, not enough was expected of higher attaining pupils. Most lessons move at a good pace but occasionally this slows, as in a religious education lesson when work became repetitious. Support staff and parent volunteers make a good contribution to pupils' learning. They work with small groups listening to readers or supporting work on computers. Teachers generally use resources well, such as the videotapes for religious education and the large apparatus in the hall for physical education. They do not make enough use of information and communication technology in most subjects.

26 In Key Stage 2 most teaching is good and only two lessons were unsatisfactory. Teachers have generally good subject knowledge and use it to ask perceptive questions to deepen pupils' understanding, as in some religious education and science lessons. Where teachers do not have sufficiently strong subject backgrounds as in some other science lessons, questioning is restricted and higher attaining pupils' progress is slowed. Good subject knowledge in individual art and design and technology lessons leads to good progress in skills' development and appreciation of technique. In these lessons teachers' expectations are high, and in some other lessons, such as physical education, they encourage pupils to achieve high standards and to raise their expectations of themselves. Teaching methods are usually good. Most teachers use the time when pupils are in groups to provide focused question and answer sessions and then make well-timed interventions to move learning on. Teachers use resources in physical education and religious education well. They use the information and communication technology suite well for teaching basic computing skills.

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

27 The curriculum is generally broad but it lacks balance. It includes all subjects of the National Curriculum and religious education. Statutory requirements are met. Planning for English and mathematics is based largely on the National Literacy and Numeracy Strategies. However there is no strategic overview of the curriculum as a whole. This limits planning to ensure pupils develop knowledge, understanding and skills systematically across all subjects. For example, aspects of geography, history and information and communication technology are not emphasised sufficiently. The school plans to review the curriculum in the light of changes to the National Curriculum from September 2000. The current planning is based on the Cornwall planning guidance but this is not interpreted appropriately to ensure work is matched accurately to the age and ability of the pupils in all subjects. Provision for pupils with special educational needs is good. Work is well matched to their stage of development and they are supported well by learning assistants. All pupils have appropriate access to the curriculum.

28 The quality of teachers' mid and short-term planning varies. There are examples of good planning in a minority of subjects. In this planning, the general aims in the long-term plans are interpreted into more specific termly medium term plans. Teachers then interpret these into weekly plans with clear objectives that are particular to the class of pupils. There are excellent examples of this sequence in the under fives' class. In both key stages, however, there is little planning that identifies expectations for the range of abilities in classes. The exceptions to this are English and mathematics, which are supported by the Literacy and Numeracy Strategies, and physical education. The lack of school-wide interpretations of schemes of work leads to an unbalanced curriculum because teachers are not agreed on how they should sequence learning across both key stages. This then contributes to unsatisfactory standards, for example, in science at Key Stage 1, and the unsatisfactory progress pupils make in developing skills in geography and history. The school makes little use of the Qualification and Curriculum Authority schemes of work to support relevant interpretations of the National Curriculum and to identify clear expectations of what pupils should know, understand and do at each age. The other cause of curriculum imbalance is the school's use of time. More time than is necessary or planned is taken up by literacy and numeracy. This then impinges on the time available to teach other subjects. The school plans to review the timetable to ensure more effective use is made of the time available.

29 The school makes good use of specialist teaching in music, instrumental teaching, physical education and information and communication technology. At the time of the inspection the length of

the school day in Key Stage 2 was shorter than the national average. The school is aware of this and has plans to lengthen it from September 2000.

30 Pupils' spiritual, moral, social and cultural development is good overall. Provision for pupils' spiritual development is satisfactory but is not improved by the inconsistent quality of acts of collective worship. In science, however, pupils gain a sense of the wonder of life through observing eggs hatching or their understanding of life cycles. Art also makes a strong contribution to provision through the appreciation of famous paintings, and, through listening to and discussing music, pupils consider their emotional responses. Religious education enables pupils to reflect on their beliefs and share their responses with those of others.

31 Provision for moral development is good. In assemblies the school's moral code is regularly reinforced through rewards for good behaviour and explanations of why it is necessary from the individual's and the school's point of view. The behaviour code consistently reinforces the moral message throughout the school day. Class discussions help pupils come to terms with moral considerations, and in competitive sports, pupils learn and practise good sporting behaviour.

32 Provision for social development is very good and is well expressed in collaborative group work in some mathematics and English lessons, for example. The school's active involvement with the community in projects such as the town centre refurbishment provides a wider setting for the development of social and community awareness. The Stepping Stones programme lays a heavy emphasis on consistently developing pupils' social skills so that most start school having confidence in themselves and able to play a productive part in class activities. The school system of "buddying" older pupils to look after younger ones works well and both benefit from this. Younger pupils gain confidence and older ones develop a sense of responsibility. The pupils on the playground committee learn to work together effectively for the good of the school community.

33 Provision for pupils' cultural development is good. English books are well chosen to reflect a diversity of cultures, and religious education makes a strong contribution when pupils consider the beliefs and traditions of other faiths. In geography, pupils develop a growing awareness of different countries and their ways of living, as in the Year 6 study of Japan. Pupils visit places of interest, such as a mosque and visits to Exeter and Buckfast Abbey deepen their understanding of their own culture and that of others. On their residential visit they study an area that contrasts with their town.

34 The contribution made by the school's extra-curricular activities and links with the community continues to be one of its strengths. These links also strengthen pupils' cultural and social development. As at the last inspection, provision for extra-curricular activities is outstanding. Staff give up time willingly to provide a wide range of clubs, including sports, art, craft and chess, to enrich pupils' everyday experiences. This makes a very strong impression on families whose children have moved from other areas where provision is more limited. In addition, involvement in the traditions of the local area, such as Lamb Pie Day, residential trips to Slapton Sands and visits to local places of interest for a conservation project, contribute significantly to pupils' learning and personal development.

35 Provision for personal, social and health education, including sex education and attention to drugs misuse is good overall and benefits from the contributions of people such as the school nurse and community policeman. The school includes lessons for promoting personal and social skills development in its timetable. Some teachers make particularly effective use of registration time or slots adjacent to assembly or literacy hour for this work. They foster personal and social development through focused discussion of pupils' feelings and responses to their everyday experiences, such as examples of kindness or the actions that result in the use of red cards as sanctions.

36 The school's links with the community are very good. The school values and joins in with local events and customs as well as with initiatives such as participating in the re-design of the town centre and working with a street artist. The school, prompted by the community development worker, taps into resources locally and further afield to sustain the school's central role in the community, particularly with the current straw bale house project. Relationships with other schools and colleges are good and both teachers and pupils benefit from the curriculum links developed within the local academic council. All these links are used very purposefully to support pupils' learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37 The quality of care provided for pupils continues to be good, as it was at the time of the last inspection. Support for their health, safety and well-being has improved in line with rising standards expected.

38 The school cultivates a caring climate in which the welfare, health and safety of pupils are prioritised and nurtured well through effective procedures, including those for child protection. Staff know pupils well, including those with special educational needs, and respond thoughtfully to individual need. They give warm encouragement and good support to pupils, based on very careful monitoring of their personal development. Whenever there are concerns about aspects of behaviour or attendance, extra care is taken to track these and to support the individual involved.

39 The school has effective procedures for monitoring and improving attendance. The school promotes good behaviour well by consistent use of agreed procedures, such as the red and green cards system. This is used well to celebrate examples of good behaviour and personal achievement and to highlight the consequences of not behaving in the way expected by the school. The school constructively supports the very few pupils who have particular difficulty in responding to codes of conduct. Staff provide a consistently positive example of how to behave and show consideration for others. They expect pupils to follow their lead and to observe the agreed rules and courtesies in and out of the classroom. Oppressive behaviour is discouraged, not least because of the warm and happy atmosphere fostered by staff.

40 There is good liaison with agencies, such as speech therapy, to implement statements of special educational need. Good records and understanding of pupils' needs, in general, enable staff to identify when help is required to build confidence or manage behaviour to support effective learning. There is high quality of care to ensure that good personal development and behaviour can underpin pupils' achievements effectively.

41 Overall the procedures for assessment are unsatisfactory. Sound progress has been made since the last inspection in developing procedures for English and mathematics, and these are co-ordinated through a comprehensive timetable. However, in the remaining core subjects of science, information and communication technology and religious education, and in all the foundation subjects, assessment is unsatisfactory. There are no clear procedures or guidance for teachers and too much is left to individual decisions. Although the school plans to implement a termly science assessment, it does not make use of the available guidance from the Qualification and Curriculum Authority in most subjects.

42 In English and mathematics the headteacher makes a sound analysis of statutory and non-statutory test results. The analysis is used effectively to match pupils to ability sets or group them into booster classes for these subjects. Further assessment is used to review the composition of the grouping each term. However, the co-ordinators are not sufficiently involved in the analysis of data. The accuracy of teacher assessment is unsatisfactory and the basis on which teacher assessment is

made is weak. The exemplar pieces that teachers use for comparisons are too old to be currently useful. However, the school is taking advantage of in-service training in the local academic council to improve the accuracy of teacher assessment. The school is developing sufficient data, including initial assessment on entry to the school, to enable it to track pupils' progress. However, the school has no systematic record of what pupils know, understand and do in subjects other than English and mathematics. As a consequence, there is little planning based on pupils' previous attainment to ensure that work is matched to their age and ability so that they develop knowledge, understanding and skills systematically. This has a depressive effect on standards, particularly in those subjects in which attainment is low.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43 Relationships with parents have been fostered very effectively. There has been a good rate of improvement in this aspect of the school's work since the last inspection. This is as a result of building on the existing good foundations and using initiatives such as parent librarians and a third consultation evening to discuss individual targets.

44 Parents have positive views of the school in general, particularly the good teaching and expectation that their children will work hard and achieve their best. The school has a very good range of links with parents, reflecting its commitment to do whatever is needed to support and extend pupils' learning opportunities. Every day several parents work constructively in classes helping with reading and practical activities. A group of parent librarians organise books and loans successfully. The school has run family literacy and numeracy projects to help the youngest pupils and their parents to understand what is expected in daily lessons and how parents can help with learning at home. The Stepping Stones initiative enables pre-school children and their parents to become familiar with the school and life in the classroom. Once a week these children listen to a story with Reception class children.

45 Overall, as a result of a range of initiatives, links with parents are highly effective. The school recognises the challenges faced by parents in difficult circumstances and looks for effective ways of communicating with them rather than relying on newsletters. For example, informal contact before, after or during school and very good use of people from the community, such as the school nurse help to build bridges with parents. Occasionally the school has to tell parents that it has concerns about their children, which individual parents do not want to hear. The school works very hard to enable staff and parents to work together to resolve any difficulties, but inevitably, there are instances where it is unsuccessful.

46 In general the involvement of parents in the work of the school has a positive impact on pupils' progress as seen in their contribution to the quality of lessons such as physical education, English and mathematics. There is encouragement for all parents to contribute to school life and to their children's learning in whatever ways they can manage. These include participating in events organised by the Friends of Buckfastleigh School (FOBS) and coming to parents' meetings and weekly family assemblies. They are encouraged to hear their children read and to use everyday opportunities to use numbers and count with them, as when shopping. The school, however, does not make consistently satisfactory use of homework and this reduces the impact that homework makes in supporting pupils' learning.

47 The quality of information given in progress reports and the prospectus is generally good. They are easy to read and the prospectus is bright and very well laid out. In the progress reports there is room for greater consistency in the setting, recording and reviewing of targets so that it is clear just how much progress has been made. The school makes every effort to involve parents of children with

special educational needs in their learning and reviews of their progress. The school is still finding it difficult to secure help from parents for one or two of these pupils with work at home. Otherwise the exchange of information and co-operation from parents is good. In general, parents contribute satisfactorily to their children's learning at school and at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 The headteacher and senior staff who make up the senior management team lead the school satisfactorily and have a clear sense of direction. The group plays an important part in initiating and monitoring the school's development plan and is increasingly involved in the analysis of assessment data. Although the group has completed some monitoring of teaching quality, this is not a sufficiently strong feature of all of their work. The role of curriculum co-ordinators has improved since the last inspection. They all have a subject overview and manage resources within a budget. The English and mathematics co-ordinators have been successfully involved in leading the literacy and numeracy initiatives. However, most have not made a sufficient impact on the development of their subjects.

49 The school has a comprehensive set of aims and values that now include the aim of raising attainment for all. They are appropriate to the school and imply a strong commitment to equal opportunities that is well expressed in the life of the school. The school's practice broadly reflects its aims.

50 The delegation of responsibility is unsatisfactory. The role of subject co-ordinators has developed but has too little impact on improving pupils' attainment and progress. This is not true of English and mathematics but is the case for most other subjects. The senior teacher carries too many responsibilities to be fully effective in all of them. Principally, the role of overall curriculum co-ordination does not function well alongside what should be more effective subject co-ordination.

51 The governing body has an effective structure of committees. The governors are well organised to handle school business efficiently and play a satisfactory part in shaping the school's strategic direction. This is an improvement since the last inspection. They have oversight of the school's development plan but are not involved enough in helping to identify specific needs for inclusion. This is particularly important as the school continues to manage the decline in pupil numbers and a reducing budget. The governors have effective contingency plans for this. Although a number of governors are new to the position, they are all committed supporters of the school and have taken on responsibilities, for example, related to special educational needs and literacy.

52 Governors have a satisfactory knowledge of the school's strengths and weaknesses. They make regular visits to the school and report on what they have seen. They receive reports from the headteacher and subject co-ordinators and consider analyses of assessment data. Many are regularly involved in school and are aware of day-to-day issues, and the chairman of governors visits weekly, principally to look at financial data. Their level of involvement is satisfactory. However, it did not ensure that the governors asked sufficiently searching questions about the school's disappointing Key Stage 1 results in 1999. Governors ensure that the school meets most of its statutory requirements except for acts of collective worship and omissions in the prospectus.

53 Monitoring and evaluation of teaching have improved but are not an established, satisfactory part of the school's management systems. The headteacher has looked at how guided reading is taught, and the English and mathematics co-ordinators have also examined practice in their subjects. These, however, are not routine activities and are not spread beyond this group. The school does not systematically examine teachers' planning or the work pupils produce in relation to these plans. The

oversight that subject co-ordinators have is limited as a result. The lack of an agreed teaching and learning policy impedes school agreement about the quality of teaching criteria and how teaching may be improved.

54 Teacher appraisal arrangements are satisfactory. The head teacher's appraisal is up to date. In the absence of teacher union agreements, the headteacher conducts annual professional interviews with teachers when they agree targets that are reviewed the following year. Arrangements for the induction of teaching staff are satisfactory. A mentor for newly qualified teachers supports their development, and teachers new to the school become part of phase and subject teams that are led by experienced staff. The school plans to compile a staff handbook that will be an additional support.

55 The school priorities for development are appropriate but the school development plan has too many for them to be satisfactorily addressed. The priorities are not sufficiently focused on raising pupils' attainment and the link between them and convincing action is not plain. Similarly the way in which the success of the activities in the development plan can be judged is hindered by criteria that are not easily measurable. However, the school has made good progress on the targets agreed with the local education authority for pupils' attainment and for improving attendance and punctuality set with the governors.

56 The school has a satisfactory shared commitment to succeed. The school aims contain a commitment to improvement. Staff are regularly involved in decision-making and, for instance, played an important part in reviewing the school prior to the inspection. During the inspection both staff and governors responded well to discussions with the inspection team about areas for improvement. The headteacher and governors have acknowledged some identified weaknesses and are bringing forward plans for improvement.

57 The school's financial planning is good and the investment in the information and communication technology, the library and the generally good levels of provision are examples of this. Changes recommended by auditors are complete. Finance is well documented and the headteacher and governors have developed three-year outline financial plans to cope with a number of contingencies. The governing body sets the budget in line with basic school priorities and the chair of governors and finance committee monitor spending. They are well supported in this by the senior administrative assistant who provides accurate updates. She makes good use of various computer programmes and varies the detail of the information to meet management needs and provide forecasting information for school planning. Generally the school makes good use of the new technology directly influencing pupils' education through the computer suite and also by tabulating assessment data to begin to track pupils' progress.

58 The school makes good use of the additional grants it receives. Spending on pupils with special educational needs is carefully documented and governors have agreed additional funding for this support, mindful of the above average proportion of pupils on the school's register. Standards Fund finance is allocated within the school's development plan and supports the major initiatives of literacy and numeracy. Again, governors are adding to this to support pupils' progress at the end of Key Stage 2. Funding for new technology has been well spent to provide the computer suite. Overall, this spending is helping improve the quality of teaching and pupils' progress.

59 The school has an adequate number of appropriately trained teaching and support staff for the age, number and needs of the pupils. Staff qualifications and further training have been used wherever possible when allocating responsibilities. Training is largely based on the national agenda for literacy and numeracy improvement. The school makes good use of its membership of the local academic council and links with Exeter University for staff development activities, as well as using school-based

expertise. The link with the feeder secondary school in physical education is having a direct impact on raising standards and improving staff's skills.

60 The school has good accommodation. Its remodelled interior provides a range of working spaces as well as adequate classrooms. The school benefits from a good central library, well-equipped computer suite and music room and fine school hall with excellent facilities for physical education and drama. The playground is limited but staff make best use of it for games training and physical education. The garden room is used well for a number of community and school activities and it is to be replaced by the straw bale house. This is an ambitious project involving a partnership of the school, its community, the county council and private sponsors. All parties have discussed the well-laid plans and the finished building will be an additional school and community resource. The school also has a well-used environmental studies area and pond. Local playing fields are the venue for some sports and pupils use the nearby swimming pool during the summer term. They also have access to the community college for physical education, drama and music. The school makes good use of local venues and some further afield as part of its curriculum.

61 The school has generally good learning resources. There are good resources for information and communication technology, music, art, physical education and English. The library is well stocked and most resources are accessible to both pupils and staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62 The school has made satisfactory progress in addressing its shortcomings in the last inspection report. However, some aspects are not yet complete and the school has recognised this by including the post inspection action plan in its current development plan. Further improvements are needed in monitoring and evaluation and assessment.

- (1) Improve pupils' standards of attainment in science, information and communication technology, design and technology and geography by:
 - ❖ Providing better planned schemes of work using national guidance
 - ❖ Improving short term planning so that it contains specific learning outcomes
 - ❖ Providing staff training in science and information and communication technology
(Paragraphs: 9, 12, and 16)
- (2) Make better use of homework by:
 - ❖ Agreeing a whole school programme for setting it and following it up
 - ❖ Securing the support of parents
(Paragraphs: 23, 82 and 90)
- (3) Improve the overall balance of the curriculum by:
 - ❖ Re-organising the actual time spent on teaching each subject to ensure a balanced curriculum and ensuring the wider application of information and technology skills
 - ❖ Changing the current schemes of work in the light of this and in line with national guidance
(Paragraphs: 25, 27, 89, and 92)
- (4) Improve the recording and use of assessment information to guide planning by:
 - ❖ Agreeing manageable methods of recording classroom assessments
 - ❖ Using these to plan the next steps in pupils' learning
(Paragraphs: 41, 92 and 97)
- (5) Develop more systematic procedures for monitoring and evaluating the school's performance by:
 - ❖ Working out a monitoring and evaluation framework and timetable
 - ❖ Agreeing criteria and methods
 - ❖ Using the information to inform planning at all levels
(Paragraph: 53)
- (6) Develop better-focused school priorities by:
 - ❖ Focusing the development plan more closely on raising standards
 - ❖ Developing more measurable ways of judging the success of the action taken
(Paragraph: 55)

In addition to the Key Issues listed above, the governors should include the following two aspects in their action plan:

- ❖ Ensure that all acts of collective worship meet statutory requirements (Paragraph 52)
- ❖ Ensure that the school prospectus includes all required information (Paragraph: 52)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	12	49	32	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	267
Number of full-time pupils eligible for free school meals	69
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	70
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	21	12	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	17
	Girls	11	10	10
	Total	25	25	27
Percentage of pupils at NC level 2 or above	School	76 (64)	76 (87)	82 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	11	10	11
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	79 (90)	76 (86)	79 (95)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	31	17	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	24
	Girls	13	12	14
	Total	31	34	38
Percentage of pupils at NC level 4 or above	School	65 (61)	71 (50)	79 (68)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	25
	Girls	14	14	14
	Total	36	36	38
Percentage of pupils at NC level 4 or above	School	75 (74)	75 (61)	81 (79)
	National	68 (65)	69 (65)	75 (72)

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	1
White	266
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)	12.1
Number of pupils per qualified teacher	22:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	136.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998-1999
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	£
Total income	444280
Total expenditure	437495
Expenditure per pupil	1524
Balance brought forward from previous year	-4582
Balance carried forward to next year	2243

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	5		
My child is making good progress in school.	49	43	5	2	1
Behaviour in the school is good.	26	58	14		2
My child gets the right amount of work to do at home.	36	48	12	1	3
The teaching is good.	60	36	2		2
I am kept well informed about how my child is getting on.	36	38	17	9	
I would feel comfortable about approaching the school with questions or a problem.	58	33	2	2	5
The school expects my child to work hard and achieve his or her best.	55	40			5
The school works closely with parents.	42	37	15	3	3
The school is well led and managed.	48	30	7	4	11
The school is helping my child become mature and responsible.	54	38	4		4
The school provides an interesting range of activities outside lessons.	55	31	3	5	6

Summary of parents' and carers' responses:

Most parents are happy with what the school provides. They particularly like the quality of teaching and feel comfortable in approaching the school. They appreciate the school's expectations about hard work, that the school helps children mature and has an interesting range of activities outside lessons. The inspection agrees with these views. Some parents did not feel that the school set the right amount of work to do at home. The inspection agrees with this. Some parents also felt that the school did not keep them informed about their child's progress. The inspection finds that the school provides an appropriate range of information through reports, parents' evenings and informal contacts. Some parents also felt that the school does not work closely enough with parents. The inspection finds that parental links are good. No other significant issues were raised.

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

63 Children start school in the under-fives class during the year of their fifth birthday and transfer to the reception class after this. Prior to entry, the school offers a well-established programme of pre-school provision for children and their parents that is supported by external agencies. This comprehensive work is entirely funded from school fund raising activities. The provision ensures that children make a confident start in the under-fives class and most attain within levels normally found. During their time in the under-fives class, they benefit from some very good teaching and make good progress towards the expected outcomes for children of this age.

64 The teacher creates a secure, stimulating and challenging environment in which children feel valued and develop self-confidence and independence. Relationships are good and encourage children to express their ideas and try new activities. The teacher makes excellent plans for children's learning and is meticulous in her assessments of their progress. She uses this information to plan the next steps in learning. Her expectations are very high and the children respond well by working quickly and concentrating well. She varies the pace of learning and teaching methods very skilfully so that the children sustain their efforts for increasing lengths of time. Children routinely take home their reading books and this supports their progress in reading well.

65 Since the last inspection, the school has altered the provision for under-fives and put in place the officially recommended curriculum that caters very well for their learning needs and stages of development. This is a significant improvement on previous arrangements. The under-fives teacher and reception class teacher work closely together to ensure a smooth transfer between classes.

Personal and social development

66 The children make good progress in this aspect. They learn to express their thoughts and feelings and consider the reactions of others through well-planned activities such as discussions and listening to stories. They enjoy talking about why characters in stories behave as they do and are encouraged to relate this to their own experiences. They make good progress in developing self-confidence during physical education lessons when they try out new skills individually or in small groups. They learn to be effective members of a group, for instance when they take turns in musical presentations. They relate confidently with older pupils and learn to take care of themselves when changing for physical education. The teacher consistently encourages children to look after their equipment and materials and to help with clearing up. They respond well and have a sense of pride in their work.

Language and literacy

67 The children start the under-fives class with a variety of starting points in their language and literacy development and make good progress in speaking and listening, reading and writing. They listen very attentively to the teacher and are improving their skills in listening to other children in class discussions. When working in groups, they tell one another about their work and what they plan to do next. They enthusiastically answer questions with the class and develop confidence in expressing their ideas.

68 They take part enthusiastically in reading stories from Big Books with the teacher. They learn that print carries meaning and learn to enjoy books. They are taught how to handle books carefully, to follow a story line and to predict endings. Most can read simple sentences in context, recognise individual words and recognise upper and lower case letters. They can sing an alphabet song and are learning individual letter sounds.

69 The children are regularly encouraged to write and the teacher gives them plenty of opportunities to practise. For instance they write booklets about different animals with drawings and text. Most can copy what the teacher writes for them and a few can write more freely to record their ideas. They soon become confident in their writing ability because they take delight in the connection between their writing and what they say.

Mathematics

70 Most children make good progress in this aspect. Most are confident in recognising and counting numbers to ten. A few can make reasonable estimates using counting bricks and can count one to one with objects. They can record and understand numbers from practical activities and some are beginning to understand simple addition and subtraction. The teacher places strong emphasis on using apparatus to help them understand number work and they learn to talk about how they are thinking things through. Most can recognise and name some two-dimensional shapes and can sort objects to given criteria.

Knowledge and understanding of the world

71 Children make good progress in developing their knowledge and understanding of the world. The teacher provides a good range of practical activities, discussion, and teacher-directed work. During the inspection, some work centred on a zoo visit and children read stories about animals, drew pictures of them, wrote captions and sentences and talked enthusiastically when describing and naming different body parts. Some could talk about animals' habitats and speculate on what they would eat. The children talk about themselves and their families and learn about the passage of time through celebrating birthdays and remembering special events in their lives. Through close observation, painting and collage, they can recognise and name the different parts of flowers.

Physical development

72 Children make good progress in their physical development because they are given many opportunities to develop their co-ordination and control of equipment and materials. When making masks, for instance, they select and use materials with care and develop skills of estimation and of cutting and joining accurately. There are regular physical education lessons when they use small and large apparatus both in the hall and outside. They learn to handle equipment safely. They catch and throw balls over short distances with increasing accuracy. They control hoops well and skip with good co-ordination. In movement they have very good control and are confident in both confined and open spaces. They respond very well to the teacher's instructions taking small and large steps in response to different signals from the teacher.

Creative development

73 The children make good progress in their creative development. They quickly learn a number of skills and are enthusiastic about the range of creative activities offered. Skilful art and music teaching for instance, develops children's awareness and sensitivity. They choose and mix colours and arrange collages carefully. They make music together and learn to listen with discrimination. They are

encouraged to listen to the rhythm of songs and to match and extend it. In physical education they listen to loud and soft sounds. They interpret these in movement sequences and learn to alter mood and expression at will. Throughout these lessons, children are consistently encouraged to express their ideas and feelings. They also enjoy the rhythm and rhyme of poetry and the impact of the sound of words in story reading.

ENGLISH

74 In the 1999 end of Key Stage 1 National Curriculum tests, pupils' attainment was below the national average in reading and well below this in writing. When compared with similar schools, the results were close to average for reading and well below this for writing. There was little difference in the performance of boys and girls. The results have declined since 1996 and dropped more significantly last year. The school attributes this down-turn to a high proportion of pupils with special educational needs in the year group and staffing difficulties in Key Stage 1.

75 In the 1999 end of Key Stage 2 National Curriculum tests, pupils' attainment was below the national average but when compared with similar schools it was close to average. There was little difference in the performance of boys and girls. The results have improved significantly since 1996 and the trend of improvement is greater than that recorded nationally. The school explains that this improvement is due to the successful implementation of the literacy hour and better preparation for the tests.

76 The inspection findings are that the attainment of most pupils currently in Years 2 and 6 is within that expected nationally. Most pupils' standards of literacy are satisfactory and there is little difference in the performance of boys and girls other than that found nationally. The improvement in Key Stage 1 standards is due to better teaching of skills during the literacy hour and more settled staffing. The maintenance of improved standards at the end of Key Stage 2 is also due to more focused teaching during the literacy hour. Overall, pupils make sound progress and this increases in Year 6. This faster progress is due to consistently good teaching and additional support provided by booster classes. Pupils with special educational needs make good progress. This is because learning assistants provide good support in class that helps pupils maintain concentration and gives them confidence to take part in class discussions. Sometimes learning support assistants withdraw small groups to provide more specific teaching. The teachers set realistic tasks, pupils benefit from the extra support and the pupils can see their own progress.

77 Pupils at the end of Key Stage 1 have developed satisfactory speaking and listening skills. Most pupils listen attentively and talk with confidence in different lessons, such as mathematics. In English lessons they discuss books and offer opinions about the story. Pupils at the end of Key Stage 2 talk enthusiastically about authors and about work they are doing in other subjects, such as research on Japan. There was little evidence during the inspection of drama being used to develop speaking and listening skills. They make good progress in listening and gain confidence in speaking, reflecting the proportion of time given to these activities. They practise these skills in all subjects and annual school productions and special class assemblies give the pupils opportunities to become more confident in speaking.

78 Overall, pupils' attainment in reading is within national expectations and most make satisfactory progress, although lower attaining pupils are limiting their choice of reading to popular genres. In Key Stage 1, most pupils read accurately. They talk about what they have read and say what they like about their books. At the end of Key Stage 1, most are reading in line with standards generally found and higher attaining pupils are reading above the level expected for their age. They

talk about the plot and the characters and share their favourite part of the story. Lower attaining pupils lack confidence and have few strategies for reading unfamiliar words. In Key Stage 2 pupils predict what might happen and make comparisons with other books, or the film version of a book, and explain their choices. For instance, Year 4 pupils have compared 'The BFG' by Roald Dahl with the film. Most pupils are enthusiastic when talking about books. Their knowledge of authors is particularly good in Key Stage 2 because they are introduced to a wide range of authors and genres in the literacy hour. Teachers use the first session of the literacy hour to discuss the language and vocabulary of different texts. For instance Year 5/6 pupils were reading 'The Listeners' by Walter de la Mare and discussing the use of imagery and alliteration. Pupils know how to locate information using the contents and book index. There is a bright, attractive library situated in the centre of the school where pupils go to research information for other work. Some Year 6 pupils were researching information on Japan for their geography topic. There is a focus on the importance of reading in the school and the annual book fayre supports this. This emphasis supports pupils' progress.

79 Pupils are working within expected levels in most aspects of writing in both key stages. Pupils are increasingly confident in expressing themselves in writing. They learn to write for different purposes and for different audiences. Pupils make sound progress in spelling, punctuation and handwriting in both key stages. In Key Stage 1 most pupils write in a range of forms using appropriate vocabulary. They know about capital letters and full stops although a minority do not use them consistently. They write about events in their lives. Learning assistants skilfully support lower attaining pupils, enabling them to make good progress. Handwriting is usually accurately formed although a few pupils have not yet learned to join their letters. By the end of Key Stage 2, pupils write effectively in many forms. A Year 4 class was writing stories for younger children after discussing the elements of a good story. Pupils use a widening vocabulary and enjoy writing poetry to convey their feelings and opinions. A Year 5 class has a display of their poetry showing careful planning and attention to presentation. Year 5/6 pupils analyse and write about the characters in their class reading book. Teachers now provide opportunities for pupils to write at length and this aspect of writing is improving in both key stages.

80 Pupils make satisfactory progress in developing their literacy skills in both key stages partly because they are developed in other subjects. For example, in Year 6 pupils read for information and make notes of important facts in geography. Often teachers use challenging texts in other subjects to provide added stimulation.

81 The quality of teaching is at least satisfactory and in most lessons it is good. Teachers know the subject well and are increasingly confident in teaching the literacy hour. They have good class control and this sets the tone for effective learning. Staff teach the basic skills of word building and grammar well. Where teaching is good, planning makes clear what pupils are to learn. Pupils understand what is expected of them and what they will have learned by the end of the lesson. Teachers use different teaching strategies according to the needs of the pupils and lesson objectives. Pupils respond to their lessons with great enthusiasm and are willing to contribute ideas to discussions. They listen well during whole class teaching; they enjoy reading and work to improve their writing. Many lessons follow the clear structure of the literacy hour and teachers remind pupils of time remaining so that the pace is brisk. Pupils in groups working on their own usually concentrate and work well together.

82 In a minority of lessons teachers spend too long on the main activity and do not allow enough for the plenary session. As a result, learning is not consolidated well. In a few classes a minority of pupils do not sustain their concentration while the teacher is working with groups on shared reading or writing. Occasionally teachers' expectations of what pupils can achieve are not high enough and more able pupils do not make enough progress. Day-to-day marking of work is satisfactory but not always

thorough enough and teachers do not use day-to-day assessments to set targets for improvement with pupils. However, the school sets a termly written assessment task for all pupils in both key stages. This is used to check on pupils' progress and set individual targets. Homework is not set consistently and does not help to improve pupils' learning.

83 The school has managed the implementation of the literacy strategy very effectively and it is having a positive impact on pupils' progress and enjoyment of English. Additional literacy support was started last term and pupils have made noticeable progress. Long-term planning is good and ensures a comprehensive and balanced curriculum for pupils to make satisfactory progress. The coordinator and headteacher monitor the quality of teaching and suggest improvements where necessary. The class libraries have an adequate range of fiction and the library is both attractive and functional with a very good supply of non-fiction books for pupils' research. English contributes effectively to the pupils' spiritual, moral, social and cultural development through a wide range of texts. The use of poetry, in particular, with all year groups encourages pupils' awareness of the beauty of language.

MATHEMATICS

84 In the 1999 Key Stage 1 tests, pupils' attainment in mathematics was below the national average but in line with the average for similar schools. The proportion of pupils achieving at a higher level was below the national average. This is a decline on the previous year's results and three-year trends show a decline in attainment that the school attributes to a period of unsettled staffing.

85 In the 1999 Key Stage 2 tests, pupils' attainment was close to the national average and above average when compared with similar schools. The proportion of pupils achieving at a higher level was close to the national average. Over the last three years, results have gradually improved with a significant increase last year. During this time, boys outperformed girls to a greater extent than that found nationally. The school explains that the overall improvement is due to better teaching and improved preparation for the tests.

86 Inspection findings are that most pupils currently in Years 2 and 6 are working within the standards expected nationally. This overall improvement is due to several factors: the school is successfully implementing the National Numeracy Strategy; pupils in Year 6 are set by attainment for two lessons a week; pupils are grouped according to their level of attainment within classes in both key stages; and teaching has continued to improve.

87 Pupils make satisfactory progress over time in both key stages. They make limited progress in using and applying their mathematical skills and knowledge, particularly in problem solving because this is not taught routinely. They make better progress in their numeracy skills and most reach a satisfactory level by the time they transfer to secondary school. They calculate accurately and efficiently both mentally and on paper using all four computation processes. Pupils make mostly good progress in lessons at both key stages. This is achieved where the teaching is of good quality, pupils have a positive attitude and the tasks set are demanding but achievable. Pupils with special educational needs make good progress towards the targets set for them because they are well supported.

88 By the end of Key Stage 1, pupils of all attainment levels are competent in counting and recognising numbers. This was clearly evident in all the Key Stage 1 classes, where pupils were successfully carrying out mental calculations at the start of each lesson. These activities ranged from counting up to 20 in the reception class, through to the Year 2 / 3 class where they were looking at the patterns in the 2 and 3 times tables. Pupils whose attainment is average or above average, add and subtract confidently and identify halves and quarters. They are beginning to use standard units for measuring length, mass and time and to acquire the skills of constructing and interpreting simple

graphs. This was shown in the Year 1 / 2 class where pupils drew a graph on how they travelled to school, and effectively used the skill of tallying. A significant minority, who were higher attaining pupils, then interpreted the graph. A weakness in this key stage is that pupils are not developing their own strategies for problem-solving.

89 By the end of Key Stage 2, pupils are beginning to develop problem-solving strategies but teachers do not give this enough emphasis. Pupils use all four operations of computation and those pupils of above average and average attainment achieve a satisfactory standard. A good example of this was in a higher attaining group of Year 6 pupils who were working mentally on equivalent fractions, percentages and decimals. Higher and average attaining pupils develop their knowledge and skills in the study of shapes, measures, and data handling. In Year 4, pupils are developing an understanding of translation in patterns and in Year 5 are measuring angles accurately. Apart from problem solving, overall weaknesses are that pupils do not use computers enough as part of their mathematics nor use numeracy skills in subjects.

90 The quality of teaching is good overall with no unsatisfactory teaching. Of the eight lessons seen, two were very good, three were good and three were satisfactory. Most teachers have a secure understanding and knowledge of the subject and use questioning effectively to assess and extend pupils' understanding. Teachers set tasks that are appropriate to the level of attainment of each pupil. Lessons are well planned along the lines of the numeracy strategy, and learning objectives are explained to the pupils. However, teachers' planning does not show how learning will be assessed. In all lessons, especially the graph compilation lesson in a Year 1 / 2 class and shape translation lesson in Year 4, the teaching is lively and the lessons are conducted at a good pace. Teachers manage pupils well and in most lessons pupils concentrate well. Some teachers use their marking to show pupils how to improve and to encourage them, but this is not consistent across the school. Homework is not set as a routine and does not help to improve pupils' learning.

91 Pupils' attitudes towards mathematics are good in both key stages and occasionally they are very good. This is an improvement since the last inspection. Primarily, this is due to tasks being appropriately targeted to pupils' level of attainment. A large majority of pupils listen attentively, sustain concentration, and work hard to complete tasks. Pupils are clearly interested and involved and successfully apply their skills. Pupils work well both on their own, in pairs and small groups. The presentation of work is generally satisfactory. However, there are examples of unsatisfactory work, which is not improved by being checked and corrected.

92 Since the last report, the National Numeracy Strategy has been successfully implemented, especially in Key Stage 2. The school is using national and commercial tests to assess pupils' progress. These results, plus teachers' assessments, are effectively used to organise different ways of grouping pupils. Tasks are usually set to match most pupils' levels of attainment, but this does not always include enough challenge for higher attaining pupils in mixed age classes. Recently, information from these results has also been used for the setting of targets for individuals. Literacy skills are developed with the introduction of mathematical terms such as in the graphs lesson in the Year 1 / 2 class. The quality of computer programs available to support learning is unsatisfactory and information technology is not used effectively. The co-ordinator has monitored the work of colleagues but not in sufficient depth. Resources are of good quality and quantity. They are easily accessible and make a good contribution to pupils' learning.

SCIENCE

93 In 1999 pupils' standards of attainment in the end of the Key Stage 1 assessments were below the national average. At the end of Key Stage 2 tests in 1999, pupils' attainment was in line with the

national average and was good when compared with similar schools. The proportion of pupils assessed at the higher level in 1999 was below the national average at Key Stage 1 and well below at Key Stage 2. Trends over the last three years show that standards of attainment at the end of Key Stage 2 have increased from significant underachievement in 1997 to being in line with national averages in 1998 and 1999. Inspection evidence is that most pupils in the current Year 2 are working well below what is expected and the attainment of those in Year 6 is in line with that expected nationally. Since the last inspection there has been unsatisfactory progress in Key Stage 1 as standards are currently lower than those recorded in the last report. However, standards have been maintained at Key Stage 2.

94 By the end of Key Stage 1, pupils identify objects that give natural and other sources of light, match a list of animals to their environments and record the growth of bean plants. Higher attaining pupils identify in simple terms what a plant needs to enable growth. Pupils do not record their investigations in sufficient detail, for example, recording predictions, identifying why a test is fair or comparing their results with their predictions. Pupils' grasp of scientific concepts is weak. Pupils in the early years of Key Stage 2 investigate which is the strongest magnet, identify light sources and record the movement of a shadow throughout the day. They use appropriate science vocabulary, for example, opaque, translucent and transparent. They identify a fair test when investigating models rolling down a slope with different masses. By the end of the key stage, pupils identify the properties of solids, liquids and gases, understand what green plants need to grow well and that they are the producers at the beginning of food chains. However, Key Stage 2 pupils do not carry out investigations from questions they have initiated nor use information and communication technology skills enough.

95 Progress throughout the school is satisfactory. Although progress at Key Stage 1 is unsatisfactory, this is compensated for by good progress at Key Stage 2. The unsatisfactory standards and progress at Key Stage 1 are due largely to an unchallenging curriculum that does not build systematically on pupils' knowledge, understanding and skills. This slows pupils' learning because expectations are too low and do not build systematically on previous learning. In both key stages, pupils with special educational needs are well supported and they make similar progress to other pupils of their age. The good progress at Key Stage 2 is due to the closer match of expectations to the appropriate level descriptions of the National Curriculum, particularly in Years 5 and 6. However, in both key stages teachers do not clearly identify pupils' progress because routine assessments are unsatisfactory.

96 Teaching is satisfactory overall but is not having enough impact on raising standards. This is because the curriculum is not systematically matched to pupils' ages and abilities and they do not make enough progress in developing their knowledge, understanding and skills. Teaching is good when teachers use their subject knowledge to set interesting challenges. Then pupils listen closely to the teacher and to each other and collaborate well, for example, when they were very involved in the hatching of goose eggs. Teachers encourage pupils to use the correct scientific vocabulary and intervene with a probing question, such as when they were examining the parts of a flower.

97 When work is poorly matched, pupils lose interest, become confused and lack confidence. Generally teachers are not sufficiently clear about what they want pupils to learn during the lesson but this is largely due to a scheme of work that is to be replaced. There is little systematic day-to-day assessment that is used to plan further work. Little use is made of homework. Pupils' recording of science is unsatisfactory as much is undemanding and teachers rely too frequently on limited worksheets.

98 There is a clear but dated science policy. The current scheme of work does not provide enough guidance for teachers, particularly in Key Stage 1. As a result some of the work is undemanding. The school's assessment system for science is inadequate. Assessments are infrequent, not standardised and

rarely used by teachers to help them plan. The assessments are not accurately levelled to demonstrate pupils' progress or standards of attainment. Leadership of the subject is unsatisfactory. The co-ordinator is aware of some of the weaknesses but has not completed a detailed analysis of past results to identify where pupils underachieve. The school does not systematically monitor planning, teaching and pupils' work to ensure that they learn effectively. However, the school plans to adopt the Qualification and Curriculum Authority scheme of work to improve progression in learning and to use its expectations as the basis for assessment. Resources for science are generally sufficient and the environmental area is a good feature. The storage of equipment in the schoolhouse away from the main building does not encourage pupils to carry out independent investigation.

ART

99 Pupils' attainment matches that expected of pupils of a similar age at both key stages and they make satisfactory progress. This is a similar situation to that found in the previous inspection.

100 In the reception class, pupils produce good quality portraits using pastels. By the end of Key Stage 1, pupils progress to producing light and shade pictures using charcoal, chalk and paints. By Year 5 pupils are producing portraits inspired by Van Gogh and Holbein. In Year 6 pupils have progressed further to produce good pictures, based on Japanese art and the work of William Morris, using pastels and chalk. Alongside these developments, pupils are working on three-dimensional pictures in the Year 2 / 3 class and in the Year 1 class pupils have made clay tiles based on house designs. Skills in the use of information and communication technology are based on the use of a program called Dazzle. Each class has a computer record of their artistic designs using this program. Invariably, they are creative and of good quality and represent a good use of information and communication technology across the curriculum.

101 Pupils' response to art is good and they enjoy their lessons. Where staff give detailed advice about skills and techniques, pupils' confidence grows and they make good progress. For example, in the lesson observed, pupils were producing good quality sketches of teapots using pencils of varying hardness and were mixing colours effectively. They discussed their results and could see their progress.

102 In the one lesson seen, the quality of teaching in the Year 3 / 4 class was good. Staff are knowledgeable and enthusiastic and this is communicated to the pupils. As a result pupils are challenged and motivated. They make satisfactory progress in consolidating and developing their skills, despite a reduction in the time allocated as a result of a change in emphasis in the National Curriculum. Assessment and recording of pupils' progress are not organised systematically.

103 Art displays create an attractive visual environment and clearly demonstrate the sound progress made. Information and communication technology is used effectively and pupils make sound progress. The comprehensive art policy guides teachers well and ensures the progressive teaching of skills, knowledge and understanding. Pupils have opportunities to develop their art skills in other subjects and this is a significant feature of the school's work. In the Year 1 class, pupils have constructed a person using three-dimensional shapes as part of their mathematics work. The Year 2 / 3 class have drawn and painted buildings used by the different faiths in our society. Year 5 has constructed roman mosaics using felt. Reflections and symmetry have been the mathematical stimulus for work in the Year 5/6 class. A few pupils at a time are allowed to attend a craft club to extend and develop their skills. The co-coordinator provides effective and supportive guidance. Her influence, and the good quality and quantity range of materials available have a clear impact on the teaching of the subject.

DESIGN AND TECHNOLOGY

104 Pupils' standards of attainment, at the end of both key stages are below those normally found and pupils' make unsatisfactory progress with their skills in designing, making and evaluating. This represents unsatisfactory progress since the last inspection when standards were in line with expectations at the end of Key Stage 2. This is largely because the school has been concentrating on implementing the literacy and numeracy strategies and has not sufficiently promoted this subject. Accordingly, pupils do not have enough opportunities to generate their own ideas and to make and evaluate their products.

105 A limited amount of teaching was seen during the inspection. In the Year 1 class the quality of teaching was satisfactory and in the Year 4 class it was very good. In these lessons pupils made good progress in developing their skills, especially in Year 4, where pupils were designing sundials of varying complexity and accuracy. They showed a good attitude, concentrating on the task, working hard and collaborating well.

106 Although pupils are not routinely given challenging work, a recent exception was when the pupils were involved in the Buckfastleigh enhancement scheme. As part of this project, pupils were asked to produce a design to decorate the loom seats. Four pupils' designs were selected and are now embedded in the seats on display in the town. Further to this, the pupils designed and made a millennium tapestry that was displayed in the Millennium Dome and is now touring Europe.

107 The co-ordinator, who recently took over the post, recognises the need to develop the subject further. Currently there is no formal monitoring and assessment of pupils' progress and achievement. The school is well resourced with a wide variety of equipment but this is not used well enough.

GEOGRAPHY

108 Pupils' standards of attainment are below those expected at the end of both key stages. The pupils make unsatisfactory progress in their development of skills and understanding. This is largely because the subject is not given sufficient prominence within the school's priorities and unsatisfactory timetabling has reduced the amount of time the subject is taught without a clear rationale for the reduction.

109 At Key Stage 1, geography is taught as part of topic work. Pupils study classroom plans and look at local housing as an introduction to geographical skills and vocabulary. At Key Stage 2 the pupils have a good knowledge of the local area and understand the use of symbols to indicate features on a map. Year 4 pupils know a good deal about rivers and the water cycle that are part of their current study. Year 6 pupils are completing an interesting project on Japan. This is linked to their work in literacy, art and information and communication technology with an e-mail link to a Japanese school.

110 The teaching in the one lesson seen was good. It was a well-planned lesson about volcanoes and the work set was well matched to the wide range of attainment. The different tasks set were demanding but achievable, and most pupils made good progress. Only a small amount of pupils' written work was available for inspection analysis because most of it was in topic books that pupils had taken home when their work was completed. The current work showed that pupils are keen and interested in the subject. During the inspection pupils showed enthusiasm for their research on volcanoes and took some pride in their work.

111 Individual teachers plan particular projects such as the school's involvement in the town centre or in the Biodiversity Project organised by Dartmoor National Park. However, these are not part of a

coherent, planned geography curriculum for the development of skills and understanding. Coordination of the subject is supportive but does not include sufficient monitoring of teaching and learning and does not provide a strong enough lead.

HISTORY

112 At the end of Key Stage 2, most pupils' attainment is broadly within levels generally found for pupils of this age. Towards the end of Key Stage 2, pupils make rapid progress. However, through the rest of the school, pupils are not making satisfactory progress in developing historical skills and understanding or their historical knowledge. At the end of Key Stage 1, pupils' attainment is below that generally found. Most pupils have a minimal sense of chronology. They cannot make simple observations using historical sources. Most pupils have limited ideas about why people in the past acted as they did or how the past can be represented in different ways. In Year 6, pupils' factual knowledge is developing well. They talk confidently about periods they have studied and recognise simple changes between them, such as the pyramid building in ancient Egypt and the houses in Tudor times. Higher attaining pupils are beginning to choose and link information from different sources in their own research but are weaker on recognising different interpretations and representations of the past.

113 In the few lessons seen, teaching was broadly satisfactory. Teachers have a satisfactory subject knowledge and understanding that help them introduce the use of sources well. An example of this was in the Year 3 /4 class where textbook resources were used. Teachers ask historical questions, such as "Why did the Vikings invade England?" Lessons have a satisfactory structure with clear introductions, class work and a concluding session. This allows pupils to talk about the ideas and for the teacher to consolidate their learning. Teachers do not plan work suitable for all levels of attainment and most pupils make slow progress. However, in Year 6 pupils are set well-prepared individual research and higher attaining pupils, especially, use a good range of sources including the Internet, to produce satisfactory work. Teachers make good use of a range of resources including visits to places like Exeter Museum for their Roman Studies, and Hampton Court and the Mary Rose for their Tudor studies. Teachers' assessment of pupils' work is not well recorded and is limited to testing at the end of a topic. They do not use assessments well to plan further work. Pupils with special educational needs are well supported and make satisfactory progress in recalling their ideas and discussing them in groups.

114 Leadership of the subject is unsatisfactory because the development of history is not a school priority and standards at the end of Key Stage 1 are below those found at the last inspection. The co-ordinator is keeping provision under review but does not routinely monitor planning or pupils' work. Management of resources is satisfactory. The school has not successfully adapted the national planning guidance for their current plans. As a result teachers are not planning for the progressive development of historical skills and understanding and this slows progress in some of the areas outlined above.

115 Pupils enjoy history lessons and are willing to speculate, using evidence about motives such as the reasons for the decline of the Vikings. Pupils do not engage enough in historical enquiry by setting their own questions, and this makes for slow progress. The subject makes a satisfactory contribution to pupils' cultural development in the study of the ancient worlds of Greece, Egypt, and Rome.

INFORMATION AND COMMUNICATION TECHNOLOGY

116 Pupils' attainment varies between different aspects of the programmes of study of the National Curriculum but overall is below nationally expected levels. Attainment in word processing and use of

graphics is broadly in line with national expectations at the end of both key stages. However, attainment in other aspects, such as storage and analysis of information, controlling, monitoring and modelling, is well below national expectations. The recently opened computer suite is beginning to have a significant impact on pupils' attainment. This is unsatisfactory progress since the last inspection when standards were in line with national expectations.

117 By the end of Key Stage 1 pupils have developed sufficient mouse control to use a range of tools in a graphics program. They independently produce images of flowers choosing colours, effects, and brushes and manipulate shapes within the program. They use the keyboard and a word processor effectively to create simple text for an Easter card. They rearrange the text and change font and text colour to create a pleasing presentation. They handle equipment confidently, opening programs and saving their work. In the early part of Key Stage 2 pupils create text boxes, enter a month in each and then import relevant clip art images to match the month. By the end of Key Stage 2, pupils create a book cover to illustrate a project on Japan. They use a range of graphic effects independently, including clip art, fonts and images to attract an audience. All pupils have access to some other aspects of information and communication technology including data, photographs, television and video. By the end of Key Stage 2, pupils access the Internet, locate an appropriate search engine and search for information, for example, to illustrate work on fireworks.

118 Progress in word processing and graphics is satisfactory at both key stages. However, at Key Stage 1 pupils make insufficient progress in using the technology to sort and classify information, control other devices or investigate simulations. At Key Stage 2 pupils make limited progress in the use of complex enquiries, controlling events through simple programming or using the computer to monitor external events. This limited progress is largely due to the lack of a scheme of work. The school is addressing this but the work is not sufficiently advanced to have had an impact and the skills are not used enough across the curriculum.

119 The quality of teaching is sound. Teachers' subject knowledge and competence is satisfactory and they use appropriate terminology satisfactorily. The best features of teaching are good management and pace to ensure pupils concentrate and good questioning to ensure pupils understand and are not just following a procedure. Pupils' attitudes to information and communication technology work are good. They are interested in the subject and are enthusiastic to gain first-hand experience with the equipment. Teachers encourage pupils' independent use of information and communication technology. Pupils listen to the teacher or adult well and sustain their concentration. They are well motivated and take care over their presentations.

120 Unsatisfactory features of teaching are when short-term planning does not cater for the range of pupils' attainment and when there are too many pupils at a computer for them to collaborate and learn successfully. Arrangements for assessment are unsatisfactory. Pupils' progress is measured by their progress through an outline scheme of work only. Work is not systematically planned from what pupils already know, understand and can do.

121 Management of the subject is satisfactory and improving. Since the appointment of the co-ordinator and the installation of the computer suite in September 1999, the school has made good progress in raising standards in some aspects of the subject. However, the school does not have a satisfactory scheme of work to support teachers' medium and short-term planning. There is no clear guidance on expectations in each year group to enable knowledge, understanding and skills to be systematically taught. The school plans to implement the Qualification and Curriculum Authority scheme of work to ensure teachers' expectations are in line with those found nationally.

122 Accommodation is good with a computer suite and space outside classrooms for other computers. However, the school does not have sufficient ancillary equipment, such as data logging and control equipment, to ensure all pupils reach the standard required. The school has benefited from the National Grid for Learning initiative, which is increasing teacher and pupil confidence. Although there is additional equipment in each classroom, this is not used sufficiently to enable children to practise and apply the skills learnt to support other subjects. However, good use is made of information and communication technology to support visually impaired pupils.

MUSIC

123 Not enough music was seen during the inspection to make a judgement on attainment at the end of Key Stage 2. However, pupils in Key Stage 1 including those with special educational needs make good progress in developing their knowledge and skills. At the end of Key Stage 1 most pupils understand that instruments can be pitched or un-pitched and they can name instruments that are un-pitched. They show rhythmic awareness and sensitivity, such as when pupils listened to music which conveyed the feeling of calm or storm. They also recognise some of the instruments played in recorded music. When they have practised sufficiently and are satisfied with their compositions they record them. The standard of singing throughout the school is good. Pupils sing a range of songs with enthusiasm and as they move through the school their singing becomes more confident and tuneful.

124 In the few lessons seen, the teaching in one lesson was satisfactory and in two others it was good. Lessons include a variety of activities such as listening, performing and composing. Pupils enjoy music and become involved in appreciating its subtleties. Teachers have good subject knowledge and plan well. They have good class control and make good use of the school's ample resources. A large number of pupils have the opportunity to learn a musical instrument and take part in annual school productions. The choir is also formed for special occasions.

125 The school offers a broad curriculum ensuring that the pupils have access to music from other cultures as well as studying the great composers of the western world. This contributes to the pupils' spiritual and cultural development. Pupils also benefit from visits from professional musicians, for example, The Dartington Trio. Since the previous report the coordinator has introduced a comprehensive music scheme and now assesses progress by observing different pupils in each lesson. The school has very good resources mostly housed in the music room and each class uses them regularly.

PHYSICAL EDUCATION

126 During the inspection only part of the school's full programme of physical education was inspected and so judgements about standards of work are confined to the aspects seen. At the end of both key stages, pupils' standards of attainment in dance are at least in line with those expected nationally and a minority of pupils attain more highly. Most pupils make good progress. Pupils with special educational needs make good progress because they are well supported by learning assistants and make a full contribution to lessons. This represents good progress since the last inspection.

127 By the end of Key Stage 2 most pupils can plan, perform and evaluate a range of movements and link these into solo sequences or perform with others. Higher attaining pupils can hold balances and develop facial expressions to match changes in mood and musical accompaniment. There is other evidence to show that pupils' attainment in most other aspects of physical education is at least satisfactory except for outdoor and adventurous pursuits. The school plans to extend the range of activities offered in this aspect.

128 Pupils enjoy their physical education lessons and are very positive about them. They become more self confident and self controlled through taking part. Behaviour is good and pupils quickly respond to the teachers' instructions. Pupils learn to trust one another as in paired and group movements in a Year 4 lesson, interpreting fire flames and develop good co-operative relationships as a result. They learn to respect the skills and shortcomings of others as in a Year 6 lesson when half the class evaluated the performance of the others. Younger pupils learn to take responsibility for setting out and putting away the large gymnastic equipment with minimum supervision.

129 The quality of teaching is good overall with examples of very good and excellent work seen. A particularly good feature of the teaching is in Year 6. As part of an outreach programme, a specialist dance teacher from the local community college supports the class teacher for a module of work. This arrangement helps to raise the quality of teaching even higher and provides valuable staff training. All lessons are well organised and teachers have high expectations of pupils' behaviour and performance. The majority have good subject knowledge. They assess performance well, use pupils to demonstrate, provide good role models themselves and enthuse their pupils so that they attain more highly. Most, however do not record pupils' progress nor encourage them to judge the quality of their work enough, except in Year 6. Lessons have a good structure and are carefully planned to build up skills progressively. Pupils respond well and put a lot of physical and creative effort into their work.

130 The subject is satisfactorily led on a temporary basis. The co-ordinator manages a delegated budget and supports planning if required. She does not have a defined role in monitoring and evaluating the subject. There is a comprehensive scheme of work from which staff can plan and the time given to the subject has increased following the last inspection's findings. This time is well used. The school has an excellent gymnastics hall with very good levels of fixed equipment. Other levels of equipment are good. The staff make the best use of the small playground for games practices and also use a nearby sports field for other team games. In summer, the school uses a local open-air swimming pool and pupils can also use the facilities of the local community sports college. The school has a wide range of extra-curricular sports activities including: football, netball, rugby, rounders, swimming and cross-country running. Four staff support these and approximately 60 pupils take part.

RELIGIOUS EDUCATION

131 At the end of Key Stage 2, most pupils' standards of attainment are within the expected levels of the locally Agreed Syllabus and they make satisfactory progress in knowledge. Pupils progress a little more slowly in understanding because teachers do not emphasise this aspect as much. This represents sound progress since the last inspection.

132 Key Stage 1 pupils know some of the important stories from the Bible and the major religions. In Year 2 they learn about special places where people worship, such as the mosque. They are beginning to relate Bible stories to their own experiences as in one lesson when they listened to and discussed the parable of the sower. In Key Stage 2, pupils deepen their knowledge. They talk about the major world faiths and know of the special use of religious symbols. Older pupils are beginning to compare the use of symbolism in different faiths and understand what this means to different people. They are interested to learn about other religious customs, such as those involved in Ramadan, and begin to appreciate the influence of faith on people's lives. Through this subject pupils are learning to be more tolerant, to listen to the views of others and are willing to discuss the issues sensibly. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and helps pupils set their patterns of behaviour into a wider framework.

133 Most teaching is good. One lesson was satisfactory and the one lesson that was unsatisfactory asked too little of the pupils and moved at a slow pace. Teaching is generally better in Key Stage 2. Most teachers have enough subject knowledge to encourage deeper thinking or to handle confidently discussions about the similarities and differences between faiths. Planning is sound but does not link up to a whole school scheme for progressively awakening and deepening understanding of the subject. This is left to individual teachers. In Key Stage 2, teachers use time and resources well. A good example of this was in Year 4 when, in a short lesson, pupils watched a video, discussed it with the teacher, listened to a story and co-operated in creating a Hindu shrine. They lit incense sticks and filed out with the perfume lingering. Teachers control class discussions well and handle the disturbed behaviour of a pupil with special educational needs effectively so that the lesson proceeds as planned. As a result of good teaching and careful support from learning assistants, pupils with special educational needs make good progress. A weakness in the teaching is assessment. Little is carried out and less is recorded and so pupils' progress is not tracked carefully enough.

134 The subject is soundly led although monitoring and evaluation are weaknesses. The co-ordinator has a good grasp of what needs to be done. She is working on an action plan in advance of this report to improve whole school planning and assessment and to establish routine monitoring and evaluation procedures. The school makes satisfactory use of local resources and involves local clergy. The parish worker is a regular and welcome visitor. The quality of acts of collective worship has improved since the last inspection. However, they do not play a significant part in school assemblies and do not make enough contribution to pupils' spiritual development