

# INSPECTION REPORT

## **ST ANDREW'S CE AIDED PRIMARY SCHOOL**

Chardstock, Axminster

LEA area: Devon

Unique reference number: 113427

Headteacher: Alan Simpson

Reporting inspector: Barrie Mahoney  
18175

Dates of inspection: 4 – 7 December 2000

Inspection number: 190539

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Chardstock  
Axminster  
Devon

Postcode: EX13 7BX

Telephone number: 01460 220534

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Appropriate authority: The governing body

Name of chair of governors: John Leach

Date of previous inspection: November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barrie Mahoney 18175	Registered inspector	Science Design and technology Information technology Music Art Foundation stage Equal opportunities Pupils with special educational needs	What sort of school is it? The school's results and achievements. How well is the school led and managed? What should the school do to improve further?
Gill Anderson 19639	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Gordon Tompsett 30717	Team inspector	Mathematics History Geography Physical education	How good are the curricular and other opportunities?
John Carnaghan 1352	Team inspector	English	How well are the pupils taught? How well does the school care for its pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

St Andrew's Church of England Primary School is situated in the village of Chardstock and is a short distance from the Devon/Dorset/Somerset border. There are 114 pupils on roll, which is smaller than other primary schools nationally and ten per cent more girls than boys. The majority of pupils come to the school from outside the immediate area. The school is arranged in five mixed ability classes representing pupils aged four to eleven. There are 24 pupils (21 per cent) on the schools register of special educational needs, with 3 pupils on stages 3 to 5 of the code of practice, and one pupil (less than one per cent) with a statement of special educational needs, which is below the national average. There are no pupils from minority ethnic backgrounds or from homes where English is an additional language, which is lower than in most schools. Pupils' attainment upon entry to the foundation stage is broadly average. Five pupils (4 per cent) known to be eligible for free school meals, which is below the national average and pupils come from a wide range of social and economic backgrounds. There have been significant increases in the number of pupils on roll (from 65 to 114), together with newly appointed staff, since the previous inspection in November 1996. This has led to the creation of two further classes and appointment of two additional teachers to accommodate the increasing numbers of pupils.

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

St Andrew's is a good school with many very good features. It is very well led and managed by the headteacher and supported well by staff, governors and parents. The quality of teaching is good overall, with some very good teaching. Pupils achieve above expectations overall. Taking into account the broadly average standards of attainment of pupils upon entry to the school, the good progress that they make and the overall effectiveness, the school provides good value for money.

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

- The very good leadership and management by the headteacher, and effective support from governors and staff ensure clear direction and shared expectations for raising standards.
- The school promotes and achieves high standards in English and mathematics.
- Pupils are taught well, and this is reflected by very high standards of pupils' behaviour and very good attitudes and relationships.
- The school ensures that pupils have a very good start to their school life and this has a very good impact upon learning.
- The school provides very high standards of care for all pupils and this has a very good impact upon pupils' positive attitudes and relationships.
- The school provides a positive Christian ethos, and this has a very good impact upon pupils' spiritual, moral and social development.

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

- There are no significant weaknesses.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been a good improvement in standards since the previous inspection in November 1996. The headteacher, staff, governors and parents have worked hard to provide two additional classes to accommodate a rapidly increasing pupil numbers as well as to improve upon many areas. Standards overall have made very good improvement since the previous inspection, and particularly in English and mathematics. There has been a good improvement in the quality of teaching following an effective programme of systematic monitoring by the headteacher. Schemes of work for all subjects are now in place and these clearly identify strategies for developing pupils' skills systematically. Overall planning is now effective and includes appropriate learning opportunities for all pupils, including those with special educational needs, higher attaining and gifted pupils. The school has responded well to new national initiatives, including the introduction of the National Numeracy and National Literacy Strategies.

## STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A*	B	A	A
Mathematics	A	C	A	B
Science	B	A	C	D

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

Children's attainment on entry to the school is broadly in line with expectations. Children make good progress in the foundation stage and broaden and consolidate their knowledge in all areas of learning. At the age of five, children's attainment is above expectations in all areas of learning. In the national tests in 2000 at the end of Key Stage 1, pupils' performance was well above the national average in reading, writing and mathematics. Teachers' assessment for science shows standards to be well above average. The percentage of pupils achieving at the higher levels (level 3) was above the national average in reading, writing and mathematics. When compared with schools having a similar percentage of pupils eligible for free school meals, standards are well above average in reading and mathematics, and above in writing. At the end of Key Stage 2, pupils' performance in the 2000 tests was well above average in English and mathematics and below average in science. The percentage of pupils achieving at the higher level (level 5) was well above average in English, average in mathematics and well below the national average in science. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were well above average in English, above average in mathematics and below average in science. Although standards in science were in line with the national average, when compared with the results of pupils in similar schools they were below average. Inspection findings suggest that these results reflected weaknesses within a particular small cohort of pupils for that year, and are not representative of current standards. Current planning and scrutiny of pupils' work indicates that this weakness has now been well addressed.

Trends over time indicate that in Key Stage 1, there has been an overall rise in standards in reading and writing, with a considerable rise in standards in mathematics since the previous inspection in 1996. Trends over time in Key Stage 2 indicate a good rise in standards in English and mathematics, with standards in science indicating a more variable trend, although still one of improvement. Standards have risen because of a number of reasons, including the planned structure of the National Literacy and Numeracy Strategies, together with focused monitoring of the quality of teaching and learning, and effective management of the curriculum. All are having a very positive impact upon raising standards.

Inspection findings indicate that pupils' standards in all aspects of English are well above expectations. Standards in mathematics are very good throughout the school and the oldest pupils in each key stage achieve well above national expectations. Standards achieved in science by the oldest pupils in Key Stages 1 and 2 at the time of the inspection are above expectations. Attainment in information technology by the oldest pupils in Key Stage 1 and Key Stage 2 is in line with expectations and standards have been maintained since the previous inspection. Standards of attainment of the oldest pupils in both key stages in art, design and technology, geography, history, music and physical education are satisfactory. Throughout the school, pupils with special educational needs are achieving standards commensurate with targets set in their individual education plans and they are making good progress. The school tracks pupils' progress effectively and sets realistic targets for them. Higher attaining and gifted pupils are also set challenging targets and make very good progress. The headteacher, staff and governors are well aware of the school's strengths and weaknesses and set



sufficiently challenging targets for year groups and individual pupils. These targets are successfully shared with parents. The school has been successful in raising standards, particularly in literacy and numeracy. During the inspection, there were no significant variations in the performance between girls and boys.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and actively participate in every aspect of school life. They are eager to learn and engage in tasks with enthusiasm
Behaviour, in and out of classrooms	Very good. Behaviour is consistently of a high standard.
Personal development and relationships	Very good. Pupils work very well together, and with their teachers. Very good opportunities are provided to effectively promote pupils' personal development and this contributes to an effective learning environment.
Attendance	Attendance is good and above national standards.

Pupils' positive attitudes have a significant impact upon their learning.

## TEACHING AND LEARNING

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

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

There is a significant proportion of good or very good teaching that is having a positive impact on standards and the rate of pupils' progress. All lessons observed were at least satisfactory with 54 per cent of all lessons that were good, 27 per cent very good and 3 per cent excellent. There were no unsatisfactory lessons observed. The quality of teaching has improved since the previous inspection.

The quality of teaching in English and mathematics, including reading, writing and numeracy, is good. Good and very good teaching in many lessons is characterised by high expectations of pupils' performance, well-planned activities that are closely matched to the needs of all pupils and a brisk pace. In the best lessons, teachers have particularly good knowledge of the subjects they are teaching, and resources are very well prepared and used. The good and very good teaching support pupils' learning effectively throughout the school and they make good progress overall. Teachers provide a good level of challenge for pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and enhanced by a very good range of extra-curricular activities. It is particularly good in the foundation stage.
Provision for pupils with special educational needs	Good. All pupils needs are identified, including higher attaining pupils, and are appropriately met.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is very good. Provision for pupils' cultural development is satisfactory, but aspects of multi-cultural provision are insufficiently developed.
How well the school cares for its pupils	Very good. Staff know pupils very well, and support their personal and academic progress thoroughly.

The school has developed very good links with parents and this has a positive impact upon standards achieved by pupils.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear direction and support. Staff and governors effectively support the headteacher.
How well the governors fulfil their responsibilities	Good. Governors have a sound grasp of the school's strengths and areas for development.
The school's evaluation of its performance	Very good. Clear analysis provides a good basis for the school's future development.
The strategic use of resources	Good. Good use is made of all staff, of time, of learning resources and of the building.

The very good leadership and management by the headteacher, and effective support from governors and staff ensure clear direction and shared expectations for raising standards. There are good procedures to review and evaluate the effects of financial decisions and governors are aware of and apply best value principles.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like coming to school.</li> <li>The school expects children to work hard and achieve their best.</li> <li>The teaching is good.</li> <li>The school helps children to become mature and responsible.</li> <li>Children make good progress in school.</li> <li>Parents feel comfortable about approaching the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>No significant concerns.</li> </ul>

Inspectors endorse parents' positive views.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. The results of assessments made when children enter compulsory education at five years of age show that their attainment is broadly in line with expectations. Children make good progress in the foundation stage and broaden and consolidate their knowledge in all areas of learning. At the age of five, children's attainment is above expectations in all areas of learning.
2. In the national tests in 2000 at the end of Key Stage 1, pupils' performance was well above the national average in reading, writing and mathematics. The results in reading were particularly high, and this reflects the strong priority given to the subject in this key stage. Teachers' assessment for science shows standards to be well above average. The percentage of pupils achieving at the higher levels (level 3) was above the national average in reading, writing and mathematics. When compared with schools having a similar percentage of pupils eligible for free school meals, standards are well above average in reading and mathematics, and above in writing.
3. At the end of Key Stage 2, pupils' performance in the 2000 national tests was well above average in English and mathematics and average in science. The percentage of pupils achieving at the higher level (level 5) was well above average in English, average in mathematics and below the national average in science. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were well above average in English, above average in mathematics and below average in science. In science, although standards were in line with the national average, when compared with similar schools results were below average. Inspection findings suggest that these results reflected weaknesses within a particular small cohort of pupils for that year, and are not representative of current standards. The school's own analysis identified scientific physical process as a particular weakness. Current planning and scrutiny of pupils' work indicates that this weakness has now been well addressed. Trends over time in science indicate that standards have consistently been above or well above the national average since 1997.
4. Trends over time indicate that in Key Stage 1, there has been an overall rise in standards in reading and writing, with a considerable rise in standards in mathematics since the previous inspection in 1996. Trends over time in Key Stage 2 indicate a good rise in standards in English and mathematics, with standards in science indicating a more variable trend, although still one of improvement. Standards have risen because of a number of reasons, including the planned structure of the National Literacy and Numeracy Strategies, together with focused monitoring of the quality of teaching and learning, and effective management of the curriculum. All are having a very positive impact upon raising standards.
5. Inspection findings indicate that pupils' standards in all aspects of English are well above expectations. Standards of speaking and listening are well above expectations. In Key Stage 1, pupils show confidence as speakers. Their listening skills are above what would be expected, and in speaking, pupils have a good vocabulary and show familiarity with speaking at length with sustained clarity. Pupils in Key Stage 2 discuss matters of interest with growing maturity making the appropriate responses. Many of them adapt the way in which they speak to a variety of purposes. Most pupils show confidence when speaking to adults and their speech is often clear and fluent. Pupils' attainment is well above expectations in reading. In Key Stage 1, pupils show a broad knowledge of books. Most are familiar with and use dictionaries confidently. Pupils know the basic vocabulary associated with books from an early age. In Key Stage 2, reading standards are also well above expectations. Pupils handle fiction books well and demonstrate fluency in their reading and they have good levels of confidence. Standards of writing are also very high. Year 2 pupils have good handwriting skills, and they present their work well with high levels of accuracy. Pupils in Key Stage 2 write in a variety of styles, and sentence structure, punctuation and handwriting are very good.

6. Standards in mathematics are very good throughout the school and the oldest pupils in each key stage achieve well above national expectations. Pupils in Year 2 know place value to 100 and identify the hundreds, tens, and units. They add three digits together accurately and are aware of rounding up and down to the next 10. Most know their two, three, four and five times tables. They have good knowledge of simple fractions and use bar charts with how to display and collect information. They add coins to one pound in 10 pence coins and calculate totals of coins to a pound; some pupils add beyond this. Pupils show good understanding of problem solving, involving simple division and multiplication. In Year 6, pupils investigate number patterns confidently and sequences with square and triangular numbers. Decimal numbers to two places and negative numbers form part of this work and are understood by most of the pupils. The links between fractions, decimals and percentages are understood and pupils use the four rules effectively in their calculations. They have good knowledge of how to record, display and interpret data on a variety of graphs.
7. Standards achieved in science by the oldest pupils in Key Stages 1 and 2 at the time of the inspection are above expectations. This judgement is an improvement upon the findings of the school's previous inspection, where standards in both key stages were in line with expectations. Pupils in both key stages have a particularly good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties; for example, they compare and correctly group a set of materials according to their properties. Pupils know the characteristics of living things, and understand that plants require light and water for growth.
8. Attainment in information technology by the oldest pupils in Key Stage 1 and Key Stage 2 is in line with expectations and standards have been maintained since the previous inspection. Younger pupils in Key Stage 1 communicate and handle information effectively and use the mouse confidently to make choices on the monitor. The majority of pupils use a word-processor with confidence in order to display their work. Pupils make satisfactory progress in Key Stage 1 and in lower Key Stage 2, and good progress in upper Key Stage 2, where information and communication technology is used more as an integral part of pupils' learning.
9. Standards of attainment of the oldest pupils in both key stages in art, design and technology, geography, history, music and physical education are satisfactory.
10. Throughout the school, pupils with special educational needs are achieving standards commensurate with targets set in their individual education plans and they are making good progress. The school tracks pupils' progress effectively and sets realistic targets for these pupils. Higher attaining and gifted pupils are also set challenging targets and make very good progress.
11. The headteacher, staff and governors are well aware of the school's strengths and weaknesses and set sufficiently challenging targets for year groups and individual pupils. These targets are successfully shared with parents. The school has been successful in raising standards, particularly in literacy and numeracy. During the inspection, there were no significant variations in the performance between girls and boys.

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

12. Pupils' attitudes, behaviour, personal development and relationships are very good and there has been a good improvement since the previous inspection.
13. Pupils enjoy coming to school, showing enthusiasm for their work and high levels of interest and involvement in the full range of school activities. In Key Stage 1, at the end of a music lesson, a pupil turned to the inspector with a broad smile saying "That was good wasn't it?"
14. Pupils behave very well in and around the school, and isolated inappropriate behaviour by pupils with special educational needs does not distract others from their learning. There are no exclusions, and there is no oppressive behaviour. Parents are confident that any bullying would be dealt with effectively. Pupils are very courteous to each other and visitors. Parents report that children look out for one another, and recognise that behaviour is very good in the school.

15. The personal development of pupils and their relationships with others are very good. Teachers are very good role models showing respect for children. Pupils have a very good understanding of the impact of their actions on others. The high quality of their respect for the feelings of others was shown in the summer sports, when children were concerned to ensure that there were opportunities for others to achieve regardless of difficulties. Pupils are very good at taking initiative and responsibility when given the opportunity as class monitors, sorting books or getting out their own resources. They confidently use the overhead projector in assembly.
16. Relationships are very good between pupils and with teachers. Pupils work constructively and co-operatively in groups and productively on their own. In mathematics and physical education lessons, pupils work well in pairs and in groups, and foundation stage pupils are paired very successfully with Year 1 pupils to improve spelling skills.
17. The school works hard and is successful in achieving its aim "to develop the values of concern and care amongst all members of the school" and the high standards have been maintained since the previous inspection.
18. Pupils with special educational needs develop the same very good attitudes as other pupils. They are involved in the development of their individual learning targets and understand what they need to do in order to improve. Staff work hard to help all pupils become responsible.
19. Attendance is good and above the national average showing an improvement since the previous inspection.

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

20. There is a significant proportion of good and very good teaching that is having a positive impact upon standards and the rate of pupils' progress. All lessons observed throughout the school were at least satisfactory, with 84 per cent of all lessons observed that were good or better. Thirty per cent of lessons were very good or excellent. There were no unsatisfactory lessons observed. Examples of good and very good teaching were observed throughout the school. The good quality teaching is an improvement since the previous inspection and is having a good impact upon learning and raising standards.
21. The quality of teaching for children in the foundation stage is very good overall. The class teacher has a very good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy sessions. There are good opportunities provided for children to take responsibility for their own learning, and children are well supported by teaching and support staff. Planning is good overall, and includes appropriate references to the Early Learning Goals for children of this age, together with the National Literacy and Numeracy Strategies. Expectations of children's behaviour are high and relationships are secure.
22. The quality of teaching in Key Stage 1 is very good in English and mathematics and good in science, information technology and physical education. There was insufficient evidence to make a judgement concerning the quality of teaching in art, design and technology, history, geography and music. The quality of teaching in Key Stage 2 is good in English, mathematics, science, information technology, geography, physical education and satisfactory in music. There was insufficient evidence to make a judgement about the quality of teaching in art, design and technology and history.
23. Teachers have very good subject knowledge. Literacy and numeracy are well taught and teachers are particularly good in using their knowledge of pupils when planning lessons to ensure that they all have the correct degree of challenge. This ensures that pupils' understanding and thinking are effectively developed and higher attaining pupils are appropriately challenged. New experiences are carefully and thoughtfully introduced; for example, children in the foundation stage were carefully

taught the correct names for the parts of computers before being allowed to use the 'mouse' as means of controlling programs. National Curriculum subjects are effectively taught, and good planning ensures that there is appropriate coverage of all other areas of the curriculum.

24. Teaching of basic skills is very good in the foundation stage and in Key Stage 1, where there is a particularly strong emphasis upon the teaching of reading, and it is good in Key Stage 2. The National Literacy Strategy teaching objectives have been adopted as part of the school's planning; lessons have a good balance between the various elements. Reading and writing in literacy lessons build effectively on skills developed in speaking and listening. Teachers maintain a strong focus on the development of literacy across the curriculum; for example, in a dance lesson in Key Stage 1, pupils used the description of the Caucus Race from 'Alice Through the Looking Glass' as its starting point. In a geography lesson, older pupils in Key Stage 2 composed a persuasive letter to the parish council about the future of the village green. Numeracy is also taught well overall. Most sessions have an effective mental warm-up and an appropriate review at the end. However, there is some inconsistency because some teachers are not always promoting an active and participatory mental warm-up session and this reduces the effectiveness of the lesson. Some of the sessions observed did not have an adequate summary of the learning at the end of the lesson.
25. Lessons are planned in detail, with clear learning objectives, although sometimes not made clear to pupils. Planning relates to medium and longer-term plans, so that pupils' skills, knowledge and understanding can build effectively. Much work is planned on a two-year cycle due to mixed age classes and this helps to ensure that work is not repeated. All staff work closely together planning lessons, this ensures good continuity through the school. Support staff are usually fully briefed about lesson plans, and this enables them to participate seamlessly in most elements of lessons providing strong support for pupils' learning. However, in some lessons observed, support staff were not always effectively deployed, tending to sit observing rather than providing close support for individuals or preparing materials for the class.
26. Teachers have high expectations of pupils' performance. The pace of lessons is usually good. Lessons are often distinguished by teachers listening carefully to pupils' answers, giving praise and successfully adapting activities to follow themes that develop as the lesson progresses. This makes lessons more interesting for pupils; the enthusiasm of pupils is a significant element in their quality of learning. In a very good literacy lesson for Year 6 pupils, the class was made aware of the learning objectives at the outset; the pace and demands of the work analysing a play script enabled good quality learning to occur. This was emphasised in the plenary session where informal assessment showed that the learning objectives had been met. However, in music, teachers sometimes provide insufficient opportunities for pupils to compose, use symbols to record musical ideas and for pupils to develop their singing skills.
27. Teachers are well aware of the individual needs of their pupils. They plan lessons with this in mind, grouping pupils effectively in the light of their understanding. The help that groups of pupils receive from support assistants and teachers is generally well adapted to their needs to enable all pupils to learn. Teachers use highly effective strategies in the management of pupils. They have high expectations of mature behaviour from pupils. Teachers are a calm presence in the school; they rarely raise their voices and exercise their authority in a courteous fashion at all times. There is strong mutual respect between pupils and teachers. Pupils are constantly encouraged to stay on task, and regularly reminded of simple classroom conventions, such as holding up their hands to attract teachers' attention. This has a positive effect on pupils' good behaviour. The quality and use of ongoing assessment is very good and this has a very positive impact upon pupils' learning. Teachers' assessment of pupils' needs is very effective and they seek to engage all pupils in lessons by perceptive questioning.
28. The use of information technology in lessons is satisfactory. As well as the new computer suite, all classrooms have computers for pupils to use. Information technology is used well as a tool to develop pupils' learning. Information technology skills are effectively taught and incorporated well into many lessons, particularly in upper Key Stage 2.

29. Plenary sessions within lessons are thorough, they are used as opportunities for informal assessment. In the best teaching, pupils are reminded of what they have learned, are praised when they provide evidence of what they know and targets are set for future lessons. Teachers modify subsequent lesson planning as a result of this type of assessment. Marking of books is good, and in some cases very good. Usually there is effective dialogue with pupils and targets for improvement are set. Teachers know pupils very well, know their capabilities and work hard to maximise them.
30. Pupils and parents participate well in the home school reading arrangements. Homework expectations are communicated effectively to parents, and homework is regularly set in a number of subjects. It is very well used in teaching pupils under five. Parents think that pupils get the correct amounts of homework and inspection findings confirm this.
31. Targets set on pupils' individual education plans are specific and consistent; they set realistic goals. Work set has the appropriate degree of challenge; this is because class teachers know the pupils very well and have been actively involved in helping to develop their individual educational plans. Teachers keep current files on pupils' special educational needs in classrooms. Within class, pupils with special educational needs work well together with other pupils. Their learning is often enhanced by the good relationships that exist between pupils. Higher attaining and gifted pupils are also well catered for with work of the appropriate degree of challenge.

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

32. The overall quality and range of learning opportunities is good, and this represents an improvement since the previous inspection when it was judged to be satisfactory. This improvement is due to the improved planning of the curriculum. National Curriculum planning has been carefully interwoven with many good opportunities to enhance the spiritual, moral and social development of pupils. However, sometimes opportunities to develop pupils' multi-cultural awareness in subjects such as art and music are missed. The curriculum provides equality of access and opportunity for all pupils.
33. Statutory requirements for the teaching of National Curriculum subjects and religious education are appropriately met. There are effective strategies for the teaching of literacy and numeracy, which are having a very positive impact on teaching and learning in English and mathematics. Long and medium term plans are made for all subjects and give a clear indication of what is being taught and how the wide ranging needs of pupils are to be met. Provision for personal, social and health education is good. It is taught through specific lessons and across the wider curriculum. The school has a satisfactory planned programme for sex education and drugs awareness.
34. There is a very good range of extra-curricular activities available for pupils. These include sporting activities as well as art, craft, needlework, choir, and orchestra. These activities are well supported and enrich the curriculum of the school.
35. The contribution of the community to pupils' learning is good and the relationship with partner schools is very good. The school has good relationships with the local church and clergy. Pupils visit the parish church and take an active part in the festivals of the church year. Visits from the local community provide other valuable links. There are good links with the local secondary schools with pupils taking part in curriculum activities and preparing for transfer to secondary education.
36. There are visits planned to enhance the learning within the classroom. A recent visit to Exeter effectively supported work on history and art. A school camp includes visits to Lyme Regis for fossil hunting and many other social and educational aspects.
37. Pupils with special educational needs have good access to the full range of subjects in the curriculum. The special educational needs co-ordinator manages the provision well.
38. The provision for pupils' spiritual, moral, social and cultural development is good overall. A number of subjects make good contributions to pupils' spiritual development, and teaching of religious education enables pupils to understand and reflect upon the influences of Christianity on peoples'

lives. The school has a strong Christian ethos; prayers are said by all classes; grace before lunch and a prayer at the close of the day. Assemblies make a strong contribution to spiritual awareness; for example, a full school assembly used the opening of the day's page on the advent calendar to explain the purpose of angels in the Christmas story in carrying God's message. Prayers and a hymn on the same theme and the atmosphere of calm reflection all contributed to the success of this assembly.

39. The provision for pupils' moral development is very good. A behaviour policy and a reward system are well known and make a significant contribution to the moral development of pupils. Teachers are very good role models, and take every opportunity of pointing out the right and wrong way of doing things. Pupils are very responsive to advice. All pupils are aware of what is acceptable and unacceptable. Well-chosen stories in the literacy hour often highlight moral questions, leading to well-focused discussion between teacher and pupils.
40. Provision for social education is also very good. Personal and social development is successfully promoted through specific personal, social and health education lessons. There are good opportunities available for pupils to take initiative and responsibility; for example, there are designated monitors in classes with responsibility for particular tasks. When given responsibility, pupils respond with pride. Pupils take part in a variety of trips and this gives a valuable opportunity to learn skills in a different setting. Throughout the school pupils work well in pairs or small groups, and older pupils help younger pupils. Pupils care for one another in this warm and loving community.
41. Provision for cultural development is satisfactory. Subjects such as history and geography make sound contributions to this area. Generally, pupils have limited understanding of the diversity and richness of other cultures. There is too little teaching of non-European art or music. Reading books do not sufficiently reflect the diversity of multi-cultural life. While some Buddhist and Jewish artefacts are on display, there is too little emphasis on multi-cultural education within the school.

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

42. The procedures for child protection and pupils' welfare are very good. Staff know pupils very well, pastoral care is very good and pupils feel safe and secure. The child protection policy gives very good guidance on recognising possible child abuse. The headteacher is the designated child protection co-ordinator and there are good links with the appropriate welfare agencies. There is a very good knowledge of procedures and issues of concern are regularly discussed with staff. There is no educational welfare officer linked to the school, but the headteacher and staff are closely involved with pupils and alert to their needs. There has been good improvement in how the school cares for its pupils since the previous inspection.
43. The monitoring of health and safety procedures is rigorously carried out. The arrangements for reporting accidents, illnesses and medicines are very good and sufficient staff have current first aid qualifications. The school is clean, and hazardous substances are correctly handled. Risk assessments are conducted regularly and records are kept.
44. Procedures for monitoring and promoting good behaviour are very good. There are clear standards and expectations, which are well met by pupils. In lessons and during assemblies and playtimes, staff control and supervision are very good. Appropriate wet weather play arrangements are in place. The school's procedures for monitoring and eliminating oppressive behaviour are very good. There is a popular system of rewards and sanctions to emphasise the co-operative ethos of the school.
45. The school's procedures for monitoring and supporting pupils' academic progress are very good. Pupils under five are assessed against early learning goals and their progress is thoroughly monitored and recorded. Pupils' attainment and progress are closely monitored in all subjects, with close reference to the National Curriculum. A comprehensive method of target setting for individual pupils is in place. Parents are informed in a termly report of the progress that their children have made in each subject. Each report is followed by a parents' evening where further discussions take place. In this way, the school is tracking what pupils know, understand and can do in considerable



detail. Records of achievement contain a portfolio of pupil's best work. Careful analysis of national assessment results does much to inform planning; for example, analysis of results in recent years indicated that pupils, and particularly boys, were reaching lower writing standards than expected. Time and effort were concentrated in this area and, as a result, there have been marked improvements in standards. Reading records are clearly focused and discussed with pupils, and include regular parents' comments.

46. Procedures supporting pupils' personal development are also very good. Pupils' independence, responsibility and self-esteem are actively promoted through every aspect of school life. Moral and social issues are often discussed in class. Sex and drugs education is covered in the science curriculum throughout the school, as well as additional lessons for Year 6 pupils. Personal and social education lessons address important issues such as how to have a healthy lifestyle; for example, one such lesson involved pupils setting healthy targets for themselves. Teachers know all their pupils very well, and routinely meet parents at the start and end of the school day.
47. The procedures for monitoring and improving attendance are good. Parents are clear about the school's expectations and the school follows up appropriately any unexplained absence. The school does not currently have access to the services of an educational welfare officer and the academic council is addressing this.
48. Procedures for the monitoring and promoting the personal development of pupils with special educational needs are very good. The school has limited help from outside agencies, but works hard to overcome this.

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

49. Parents are very satisfied with what the school provides and achieves, and as a result many bring their children from outside the catchment area. They appreciate the strong emphasis on basic skills. The school's partnership with parents is a significant strength of the school, and this has been maintained since the previous inspection.
50. The effectiveness of the school's links with parents is very good. They are consulted on significant issues and actively involved in decision making over increasing admissions and keeping class sizes down. Parents and governors are a very useful source of information contributing to a very open school.
51. The quality of information provided for parents, particularly about progress, is very good. The school has now commenced termly reports and meetings for parents to ensure that they are well informed about their child's progress. Annual reports are very good and include class targets, and pupils' personal targets are discussed at the meetings, which are well attended. All teachers, including the head teacher, are very accessible, and parents feel welcome in school. They indicate that the school listens to them and takes up suggestions.
52. The contribution of parents to pupils' learning at school and at home is very good. There is a homework policy, but the school wants parents to focus on helping pupils to think things through, and to support this holds parents' evenings on how to help, problem solving and writing.
53. The impact of the involvement of parents on the work of the school is very good. The Friends Association gives very generous support, making a very positive contribution to the resources of the school and local community life. Parents give very good support for sports day and several give regular help in school mostly with the younger pupils. A termly coffee afternoon is held to encourage links with parents.
54. Parents of pupils with special educational needs are fully informed of their children's difficulties, and receive copies of their individual education plans. Parents are closely involved in every aspect of their children's education.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The very good leadership and management by the headteacher, and effective support from governors and staff ensure clear direction and shared expectations for raising standards. The headteacher's caring and supportive manner to all involved in the school and, in particular, to the pupils and their parents makes a valuable contribution to the school and pupils' learning. The headteacher provides a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with a very strong emphasis upon promoting high standards and effective teaching and learning. There have been continuous improvements in the quality of the learning environment and the curriculum provided and standards have improved since the previous inspection.
56. A team approach is well developed, and all staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted effectively, and the pupils with special educational needs are well supported. All teaching staff have responsibilities for co-ordinating areas of the curriculum and most planning takes place as a whole school or within key stages. Within the time constraints, this is carried out successfully.
57. The special educational needs co-ordinator provides very good leadership and management of this provision. She has a very clear picture of all the needs within the school and how they are being met. She is well supported by governors and other teachers within the school. There are good links with pre-school providers and the secondary school, to ensure early identification of needs and continuity of provision. The school complies with the Code of Practice and fulfils its statutory requirements.
58. The governing body is making a good contribution to the life of the school. A range of its responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil their statutory responsibilities well.
59. The school has clear aims that are supported by the pupils, parents, staff and governors. They promote the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society within a Christian context. These aims are effectively incorporated into all aspects of the school.
60. The school development plan is an effective document that clearly identifies the areas for future development. The planning process is good, the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings.
61. There is very good, regular monitoring of teaching and the curriculum by the headteacher and this is proving to be very effective in raising standards. Governors are becoming more involved in the monitoring of the work of the school, and several governors visit the school regularly.
62. The school and governing body have set up effective structures to ensure that the pupils with special educational needs are appropriately and effectively supported. The governing body is well informed about any changes in the provision, and ensures that the required information is included in the governors' report to parents.
63. The school has identified appropriate aims, priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raise standards. The school's ethos is very good, and an effective learning environment has been established.
64. Financial planning is good, and linked closely to the school's educational priorities. Special grants, such as allocations for professional development are used well. The governors are prudent in their budgeting, and the strategic planning of the school is good.
65. The school budget is managed well, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Sufficient

financial information is made available to all governors. The governors make good use of resources and link spending decisions to educational priorities. There are effective procedures to review and evaluate the effects of financial decisions and governors are satisfactorily aware of best value principles.

66. The school is well staffed and there is an appropriate balance of experience and expertise. There have been substantial changes in teaching and support staff since the previous inspection, with two teachers newly appointed to the school. All have been very well assimilated into the life and work of the school. Most support staff have received appropriate training and they are carefully briefed on the content of most lessons. However, although most support lessons effectively they are sometimes insufficiently involved during the introductory session; for example, during the literacy hour.
67. The accommodation is satisfactory and staff, governors and parents have done their best to improve and make good use of the facilities available. The school has worked hard to provide additional classrooms to accommodate the rapid growth in the number of pupils attending the school. Plans are in hand to restore two old storerooms to a new toilet block and a quiet room/library. This will create a considerable impact on the quality of the accommodation. No outstanding health and safety issues are reported. Resources for learning are good overall and used well. However, there are no large wheeled toys for children in the foundation stage to use on a regular basis. The resources that the school have are effectively used, but those that are used do not fully reflect a multi-cultural society; for example, few of the big books used in the literacy hour deal with themes from beyond the United Kingdom.

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

There are no key issues identified from the inspection, however, governors, headteacher and staff should address the following minor weaknesses.

- Promote pupils' multi-cultural awareness further across the curriculum, such as in art and music lessons, and also in reading books in order to prepare pupils for life in a multi-cultural society; (paragraphs 32, 41, 67, 86, 108, 127)
- Provide large wheeled toys for children in the foundation stage to further promote their physical development; (paragraphs 67, 74, 77)
- Ensure that support staff are effectively deployed, particularly during literacy and numeracy lessons; (paragraphs 25, 66, 84)
- Provide more opportunities in the teaching of music for pupils to compose, use symbols to record musical ideas and to develop their singing skills; (paragraphs 26, 126, 127)
- Ensure that the National Numeracy Strategy is consistently implemented throughout the school, including initial mental warm-up sessions and a summary of learning at the end of sessions; (paragraph 24, 92)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	27%	54%	16%	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	114
Number of full-time pupils eligible for free school meals	2
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	24
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.4%
National comparative data	5.2%

#### Unauthorised absence

	%
School data	0.2%
National comparative data	0.5%

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

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000 [1999]	9 [7]	9 [12]	19 [19]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9 [6]	9 [6]	9 [7]
	Girls	9 [12]	9 [12]	9 [12]
	Total	18 [18]	18 [18]	18 [19]
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (95)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9 [6]	9 [7]	9 [6]
	Girls	9 [12]	9 [12]	9 [11]
	Total	18 [18]	18 [19]	18 [17]
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (100)	100 (89)
	National	84 (82)	82 (86)	88 (87)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000 [1999]	6 [6]	8 [5]	14 [11]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4 [6]	6 [5]	6 [6]
	Girls	7 [4]	6 [4]	6 [4]
	Total	11 [10]	12 [9]	12 [10]
Percentage of pupils at NC level 4 or above	School	79 (91)	86 (82)	86 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4 [4]	6 [5]	6 [6]
	Girls	8 [4]	6 [4]	6 [4]
	Total	12 [8]	12 [9]	12 [10]
Percentage of pupils at NC level 4 or above	School	86 (73)	86 (82)	86 (91)
	National	70 (68)	72 (69)	79 (75)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	106
Any other minority ethnic group	0

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

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

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	20.7:1
Average class size	22.8

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	56

*FTE means full-time equivalent.*

**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.*

**Financial information**

Financial year	1999/2000
	£
Total income	192554
Total expenditure	197528
Expenditure per pupil	1976
Balance brought forward from previous year	8909
Balance carried forward to next year	3935

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	113
Number of questionnaires returned	70

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	64	33	0	0	3
Behaviour in the school is good.	37	51	6	4	1
My child gets the right amount of work to do at home.	46	39	10	3	1
The teaching is good.	70	29	0	0	1
I am kept well informed about how my child is getting on.	43	40	11	3	3
I would feel comfortable about approaching the school with questions or a problem.	60	30	9	1	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	54	30	13	1	1
The school is well led and managed.	57	26	7	7	3
The school is helping my child become mature and responsible.	69	29	1	0	1
The school provides an interesting range of activities outside lessons.	46	39	12	1	1



## **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**

68. Children enter the reception class in either September or January each year. Most of the children enter the school from the adjacent pre-school and have already visited the reception class regularly during a well planned series of visits, including part-time sessions, half and full day visits. This well considered start to school provides a good introduction for children and their parents and carers to familiarise themselves with the life and work of the school.
69. Children enter the reception class with levels of attainment that are broadly average in all areas of learning. Children make very good progress in the reception class, and broaden and consolidate their knowledge in all areas of learning. By the time children enter Key Stage 1, their attainment is above expectations in all areas of learning, and are particularly good in their literacy skills. Overall provision for children in the foundation stage is very good and standards in this area of the school's work have been maintained since the previous inspection.

#### **Personal, social and emotional development**

70. Children in the foundation stage achieve above what is expected for children of this age, and they make very good progress through well planned opportunities to establish constructive relationships with other children and adults. Children settle quickly in their new surroundings, show curiosity and explore the materials and equipment that are provided for them. Planning for sessions is thorough and provides very good opportunities for children to work alone, in small groups or as a whole class. Children are responsive, interested in what they are doing, concentrate well and persevere in their learning. They listen well, and are happy to contribute their own ideas during discussion; for example, when discussing letter sounds or when sharing a book together. They are particularly aware of the needs of others and show patience and concern; for example, during circle time when they were opening presents together and taking turns to talk about the shape, size and feel of the contents of a parcel. The quality of teaching is very good and this has a very positive impact upon pupils' learning.

#### **Communication, language and literacy**

71. All children in the foundation stage use speech and language confidently. Staff provide very good opportunities for children to communicate with each other and adults and they have high expectations. Very good quality story-telling encourages listening and speaking skills and successfully encourages children to listen and contribute to the story. Overall, children listen very well to adults in the reception class and are becoming confident in their use of a growing vocabulary and range of expression. Literacy skills are strongly promoted in the reception class and children participate in all elements of the literacy hour. Reading skills are given an appropriately high priority with regular opportunities for children to share and read books individually with adults. Children make very good progress in this area of learning and they broaden and consolidate their use of language and achieve well above what is expected for children of this age. Very good opportunities are provided for children to communicate their thoughts, ideas and feelings. There are very good opportunities for children to experiment with writing, and they are encouraged to take their writing books home to write their news and stories with their parents. The classroom is thoughtfully planned to promote the importance of language through signs, notices, books, tape recorders, listening centre and computers. There are very good opportunities for role-play and there is a good range of resources available for children to use; for example, in the "doctor's surgery". The quality of teaching is very good in this area of learning.

### Mathematical development

72. Children achieve above expectations in this area of learning. Mathematical development is effectively promoted through the use of number games and songs. Children show an interest in numbers and counting and join in enthusiastically in singing rhymes and songs. Staff create good opportunities to introduce children to mathematical language; for example, during story time. Children make good progress in colour, shape and number recognition. Numeracy skills are developing well. Children identify and create patterns and compare, sort and count objects and most count up to twenty and beyond. The quality of teaching is very good.

### Knowledge and understanding of the world

73. Children in the reception class achieve above expectations in this area of learning. Children show appropriate curiosity in their new surroundings, and explore, investigate and ask questions. The class teacher provides a very good range of attractive resources for children to use. Children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play. Children are well aware of animals and their young; for example, that a puppy is a young dog and they learn about the life cycle of a frog and that of a butterfly. Children effectively develop the skills of cutting, joining and building using a good range of materials. They have good access to a range of construction materials. There are good opportunities for children to use information technology to support literacy and numeracy. The quality of teaching is very good, lessons are planned well, make appropriate use of resources to stimulate children's enthusiasm, and the class teacher uses very good questioning skills to develop children's knowledge and understanding.

### Physical development

74. Children achieve above what is expected for children of this age overall. Children begin to respond to rhythm when clapping. Children have good opportunities to move freely, outdoors as well as in the school hall. There are very good opportunities for children to develop their manipulative skills; for example, in cutting card and paper, using glue sticks and paintbrushes and threading laces when matching words and pictures. There are good opportunities for children to use apparatus and to climb and balance using the apparatus in the school hall. There are also regular opportunities for children to dance and move to music. However, there are no regular opportunities for children to use large wheeled toys in the school playground. The quality of teaching in this area of learning is good.

### Creative development

75. Children in the reception class achieve above expectations in this area of learning. Children differentiate and talk about colours. They carefully draw self-portraits as well as portraits of their friends. The creative work displayed is of high quality and demonstrates increasing observational skills and attention to detail. Children enjoy learning and joining in with songs and rhymes and experimenting with sound. Children enjoy role-play in the "doctor's surgery" and demonstrate knowledge of some of the procedures used. Children show an appropriate appreciation of the effects of different textures, colours, shapes and patterns. There are well-planned opportunities to promote creative development and good opportunities for children to express their ideas. The classroom is a stimulating environment for children to work and they are supported by the sensitive intervention of the class teacher and classroom assistant. The quality of teaching in this area of learning is very good.
76. Overall, the quality of teaching for children in the foundation stage is very good and sometimes excellent. Staff have a very good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. The class teacher and classroom assistant work very well together as a team and children benefit from this consistent approach to their learning. There is a particularly strong emphasis upon activities that will promote reading, writing, speaking and listening; for example, through the early introduction of elements of literacy and numeracy lessons. Planning is very good overall, and includes appropriate references to the Early Learning

Goals for children of this age. Expectations of children's behaviour are very high, and relationships are secure.

77. There is a good range of resources available and the classroom is an attractive learning environment. However, there is no regular planned provision for children to use large wheeled toys. Children's work is attractively displayed and valued. There is equality of learning opportunities for boys and girls.

## ENGLISH

78. In 2000 national tests, the standard of reading of pupils in Key Stage 1 was very high compared with national averages and well above average in comparison with similar schools. Standards of writing were well above the national average and above those of similar schools. Over the years 1997-2000 there have been good improvements in the standards of reading and writing in line with the national trend. Standards in English assessments at the end of Key Stage 2 in 2000 were well above national averages and well above the averages by comparison with similar schools. They improved in line with the national averages over the period 1997-2000. Standards have risen considerably in both key stages since the previous inspection. Teaching and learning are now good throughout the school and marking, in particular, has improved. Assessment of pupils' work has also seen good improvements.
79. Inspection findings indicate that pupils' standards in all aspects of English are well above expectations. Standards of speaking and listening are well above expectations. In Key Stage 1, pupils show confidence as speakers. They convey meaning well with good clarity; this is, in particular, due to the very good teaching of reception and Year 1 pupils. Their listening skills are above what would be expected, and in speaking, pupils have a good vocabulary and show familiarity with speaking at length with sustained clarity. Pupils in Key Stage 2 discuss matters of interest with growing maturity making the appropriate responses. Many of them adapt the way in which they speak for a variety of purposes. Most pupils show confidence when speaking to adults and their speech is often clear and fluent. They are good listeners; this is evident in lessons where, when they are given instructions they move quickly and independently on to individual activities. There are good opportunities for pupils to develop these skills through drama.
80. Pupils' attainment in reading during the inspection was well above expectations. In Key Stage 1, pupils show a broad knowledge of books. Most are familiar with and use dictionaries confidently. Pupils know the basic vocabulary associated with books from an early age. They give an appropriate name to labels or illustrations when they were pointed out in a big book. The good emphasis on phonics enables most pupils to work out how to read new words. In Key Stage 2, reading standards are also well above expectations. Pupils handle fiction texts well and demonstrate fluency in their reading and they have good levels of confidence. Teachers closely match texts to pupils' abilities or needs so that they read books, which are appropriate to the sequential building of reading skills. Most pupils in Key Stage 2 have good familiarity with non-fiction texts. The good range of books and accessible cataloguing of the school library means that pupils are encouraged to use the library for research and other purposes. The school gives encouragement to pupils to use non-fiction texts. Pupils from an early age are familiar with the use of contents and index pages in such books.
81. The school has correctly placed strong emphasis on the development of writing skills in recent years. Writing is developed in many other subjects. As a result, standards of writing are also very high. Year 2 pupils have good handwriting skills, and they present their work well with high levels of accuracy. Teachers' sympathetic marking encourages this. They have a good vocabulary; for example, in writing simple poems they used words adventurously to good effect. Encouraged by teacher's high expectations they tackle extended writing with confidence and flair, and written work shows clarity. Marking gives pupils unambiguous guidance and much of what they write is lively and enjoyable to read. Pupils identify crucial passages in text and use these to write accurate summaries. In analysing a play script, Year 6 pupils identified verbs and adverbs and picked out stage directions and passages of direct speech.

82. Overall, teaching is very good in Key Stage 1 and good in Key Stage 2. All teaching of English in Key Stage 1 was very good or excellent. No unsatisfactory teaching was seen. Planning to meet individual education plans ensures that pupils with special educational needs have work sufficiently adapted to their needs. Teachers' planning for lessons is good, with extension activities and additional challenges available for gifted and higher attaining pupils. Teachers have good knowledge and understanding, and they are confident with the National Literacy Strategy and use it effectively to support the particular needs of their pupils. They teach the basic skills of phonics well. Teachers know their pupils very well, so are able to group them in a way which promotes higher standards. In group activity sessions teachers organise the classrooms effectively so that they can interact with every member of the class.
83. Teachers are calm and purposeful in their very good management of pupils. They are courteous and exercise authority clearly. They work hard to develop a mutual respect so that good work habits are established. In an excellent Year 1 and reception class lesson, the teacher was very skilled in channelling pupils' enthusiasm to meet the learning objectives and to curb their tendency to call out. There was very good development of speaking and listening skills and effective learning in spelling simple words.
84. Most support staff have received literacy training and they are carefully briefed on the content of lessons. Most support lessons effectively but are sometimes insufficiently involved during the introductory session. Resources are good and used well, including effective use of information technology when pupils draft and produce best work using word processing programs. Work is well marked and frequently there is a written dialogue with pupils and evidence of regular target setting being undertaken. The reading records are used well by teachers, and identify areas for development and set targets.
85. Pupils' learning is very good in Key Stage 1 and good in Key Stage 2. There is a very strong emphasis upon the teaching of reading in Key Stage 1 and this has a very significant impact upon standards achieved. They demonstrate positive attitudes in their learning and all make good progress. They work with very good independence and co-operate well with one another; for example, the pairing of pupils from the reception class with those in Year 1 to practice simple spellings was beneficial to both age groups as they encouraged and supported one another in this task. Pupils concentrate well and settle to their tasks quickly.
86. The curriculum is well planned and the subject is effectively monitored. Assessment is thorough; for example, work is regularly sampled to check pupils' progress. Pupils are regularly set assessment tasks and staff meet to analyse the results. Resources for the subject are good. The library has a good stock of modern fiction and non-fiction and, with its clear accessible cataloguing, supports the teaching of the National Curriculum. However, there is a lack of books that reflect multi-cultural life.

## **MATHEMATICS**

87. The results of the 2000 national tests indicate standards that are well above the national average in Key Stage 1, and also well above average when compared with similar schools. The number of pupils achieving the higher level (Level 3) was also very high in comparison with the national average.
88. The results of the 2000 national tests indicate standards that are well above the national average in Key Stage 2, and above average when compared with similar schools. The number of pupils achieving the higher level (level 5) was above the national average. The trend over time in both key stages is one of improvement and standards have improved since the previous inspection.
89. Inspection evidence is based on lesson observations, work seen in pupils' books, discussions with pupils and teachers and the results of National Curriculum tests. From this evidence, the inspection concludes that standards are very good throughout the school and that the oldest pupils in each key stage achieve well above national expectations.

90. In Year 1, most pupils know their number bonds to 10, with some to 20 and count and recognise numbers to 30 and above. They re-order numbers from 1 to 20 and many pupils count in 5s and 10s to 100. They are currently learning to tell the time and most know the hours with some beginning to know the half-hours. Pupils in Year 2 know place value to 100 and identify the hundreds, tens, and units figures. They add 3 digits together and are aware of rounding up and down to the next 10. Most know their 2, 3, 4 and 5 times tables. They have good knowledge of simple fractions and bar charts with how to display and collect information.
91. Pupils in Years 3 and 4 are collecting data, learning how to record it in the form of tally sheets and then drawing graphs to display the information. The different age pupils are working at different levels appropriate to their age. In Year 5, pupils are learning the properties of numbers and examining the rules and patterns for adding odd and even numbers and this work was then extended to negative numbers. In Year 6, pupils are looking at number patterns and sequences with square and triangular numbers. Decimal numbers to two places and negative numbers form part of this work and are understood by most of the pupils. Pupils have good knowledge of how to record, display and interpret data on a variety of graphs. Pupils have studied measurements of length, capacity, speed and volume and are aware of the formulas that enable calculations to be made.
92. The National Numeracy Strategy has been successfully implemented and all staff have received effective training. Most numeracy lessons are divided into satisfactory time allocations. Most of the sessions have an effective mental warm-up and an appropriate plenary section at the end. There is however some inconsistency in the teaching of the National Numeracy Strategy. Some teachers are not always promoting an active and participatory mental warm-up session and this reduces the effectiveness of the lesson. Some of the sessions observed did not have an adequate summary of the learning in the form of a plenary section. Homework is set and supports pupils' learning satisfactorily. Information technology is used well to support pupils' learning in mathematics.
93. The quality of teaching and learning is very good in Key Stage 1 and good in Key Stage 2. Eighty-five per cent of lessons were good or very good, and there were no unsatisfactory lessons. Where teaching is very good, the mental sessions are lively, have a good pace and all pupils participate fully. Teachers have a clear idea of their objectives and set realistic, achievable and challenging targets, and use and teach the correct mathematical language.
94. There is a good range of resources that are used well and this has a good impact on teaching and learning. Planning is good and teachers have adopted a thorough system of assessment, tracking and targeting pupils' progress. The previous inspection noted that there was a lack of guidance in the scheme to promote progression through the school, this has been addressed effectively. The needs of higher attaining and gifted pupils are well supported by appropriately challenging work. The subject is well co-ordinated and there has been monitoring of teaching by the headteacher and the governors, and this has had a positive impact on standards. Pupils experience the full coverage of the mathematics curriculum with good emphasis being placed on their understanding and ability to explain and apply their calculations. Pupils enjoy mathematics lessons, and no unsatisfactory behaviour was seen during the inspection week.

## **SCIENCE**

95. Standards achieved in science by the oldest pupils in Key Stages 1 and 2 at the time of the inspection are above expectations. This judgement is an improvement upon the findings of the school's previous inspection, where standards in both key stages were in line with expectations.
96. In the 2000 end of Key Stage 1 assessments made by teachers, standards in science were very high in comparison with the national average at level 2 and above, and well above the national average at level 3 and above. In comparison with the performance of pupils in similar schools, standards were very high.
97. In the 2000 end of Key Stage 2 tests, standards were in line with the national average and below when compared with the results of pupils in similar schools. Inspection findings suggest that these results reflected weaknesses within a particular small cohort of pupils for that year, and are not

representative of current standards. The school's own analysis identified scientific physical process as a particular weakness. Current planning and scrutiny of pupils' work indicates that this weakness has now been well addressed. Trends over time indicate that standards have consistently been above or well above the national average since 1997.

98. Pupils in both key stages achieve well and have a particularly good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties; for example, they compare and correctly group a set of materials according to their properties. Pupils know the characteristics of living things, and understand that plants require light and water for growth.
99. Pupils' learning is good in Key Stage 1 and they make good progress. Pupils learn about plants and animals and describe and record the growth; they consider life cycles and environmental issues. Pupils are aware of food needed for good health and growth and know that "food gives us energy". They make predictions based on prior knowledge; for example, they predict the effect of heat on everyday materials. Younger pupils understand the life cycle of a frog and that of a butterfly and use words such as "metamorphosis." Pupils in this key stage are beginning to understand the meaning of a fair test.
100. Pupils' learning is good in Key Stage 2 and they make good progress. Pupils are given a wide range of opportunities to extend their knowledge and skills as they move through the key stage. In one very good Year 5/6 lesson, pupils review their work on balanced and unbalanced forces and many can explain "why an object floats" and are aware of how to measure force. Pupils are becoming confident in explaining their experiments and relate their knowledge to everyday things. There is no difference in the progress of boys and girls through the school.
101. Pupils with special educational needs receive appropriate support and achieve satisfactory standards, relative to their previous attainment. Good opportunities exist for the development of the knowledge and understanding of gifted and higher attaining pupils in science lessons, as teachers plan for the necessary extension activities and are alert to pupils' individual needs.
102. Pupils' attitudes to science are very good. Pupils behave well, are attentive and enjoy the practical work. They value each other's contributions to discussions and collaborate well in group work. Pupils in Years 4/5 responded very promptly to instructions from the teacher to make series and parallel circuits, and are well aware of which will be the most successful for a number of practical applications, including Christmas tree lights, and clearly explain their reasons.
103. The quality of teaching is good in both key stages. Teachers are knowledgeable and confident when teaching the subject. Teachers' planning for lessons is good, with extension activities and additional challenges available for gifted and higher attaining pupils. The scheme of work is well structured and gives clear guidance. Lessons begin with questions and a review of previous work, and the work planned builds effectively on this prior knowledge. In the best lessons, clear explanations and instructions are given to the pupils. Teachers place an appropriate emphasis upon using the correct scientific terms and encourage pupils to give the same attention to detail in their explanations. Teachers have high expectations of both work and behaviour.
104. Literacy and numeracy skills are used well in science, and older pupils follow a common format in which to record the findings of experimental work. Pupils are encouraged to write up their experiments in a scientific way using appropriate technical vocabulary, using charts and tables. Information and communication technology is also used appropriately. The subject is effectively coordinated and monitored. Standards have improved since the previous inspection.

## **ART AND DESIGN AND TECHNOLOGY**

105. No art or design and technology lessons were observed during the week of the inspection. Inspection findings are therefore based upon a scrutiny of pupils' work, work displayed in classrooms and around the school, photographs, planning and discussion with pupils and teachers. There was insufficient evidence to make a judgement about the quality of teaching in both key stages. Standards achieved by the oldest pupils in each key stage are in line with expectations and standards have been maintained in both subjects since the previous inspection.
106. Pupils in Key Stage 1 look at the work of famous artists and carefully consider the range of techniques used in their work. There are good opportunities for pupils to look closely at the detail and techniques involved in sketching eyes and noses before drawing sketches of their friends. Pupils use sketchbooks to record their ideas. Pupils design a multi-coloured coat for "Joseph", trying out a range of repeating patterns and using a computer graphics package to help them. They experiment with a range of different joining techniques including stapling, sewing and gluing, and discuss and evaluate the quality of their work.
107. Pupils in Key Stage 2 record their work in sketchbooks well. They sketch members of their families for homework and develop the use of shading techniques effectively. Pupils consider the movement of athletes, and produce wire sculptures based upon the movement of athletes observed during the Olympic games. Pupils produce their own versions of stained glass windows observed during their recent visit to Exeter, when they saw a glassmaker at work. Pupils' work on clay tiles and samples of weaving on display indicate a good sharing of ideas and investigation of a range of materials and processes. Younger pupils in Key Stage 2 evaluate their own diets and design and make sandwiches as part of a healthy diet, together with appropriate packaging. Pupils consider safety and hygiene. Older pupils design and make a range of moving toys with a cam mechanism. Their work includes good quality planning, including a detailed consideration of the materials needed and a sequence for making their toys.
108. The subject is satisfactorily co-ordinated and monitored. Evidence from planning indicates that the curriculum for both subjects is well covered throughout the year, and that good use is made of the scheme of work which has a positive impact on the standards that pupils achieve. However, planning indicates that insufficient attention is sometimes given to enhancing pupils' understanding of cultures, other than their own, through art.

## **GEOGRAPHY AND HISTORY**

109. Only two lessons of geography were observed during the week of the inspection, and these were both in Key Stage 2. No history was taught during the inspection, because of the nature of the timetable. Inspection findings are therefore based upon work seen in pupils' books and on display, and discussions with pupils and staff.
110. The standards achieved by the oldest pupils in each key stage in both subjects are what might be expected nationally.
111. In geography lessons in Years 5 and 6, pupils are researching the facilities of their village and looking at possible improvements. They are looking at aspects of tourism, road safety, pollution, the environment and the general quality of life. Good links with literacy were observed with persuasive letters being written to the parish council outlining their findings and thoughts. Good use of different scale maps and plans was seen and pupils were confident in the way in which they used them.
112. Years 4 and 5 pupils are starting a research project on world rivers. They are learning about location of the rivers and the continents, different climates, routes to these places, major cities as well as the physical features associated with rivers. Good research skills were observed as the pupils plotted their journey to study a river.

113. Pupils in Years 3 and 4 pupils have studied their village carefully, the county and its location within the United Kingdom. Pupils have effectively completed surveys investigating jobs and shopping. Pupils in Years 1 and 2 have compared their own locality with that of a small town in France effectively, and learned about transport, man-made and natural features. Year 1 pupils have effectively learned about the features of a city
114. With only two lessons observed it is not possible to make an overall judgement about the quality of teaching. However, both lessons seen were judged to be good. There were good links to information technology and literacy; good use of resources was made with well-planned and interesting lessons. Pupils responded well to the challenges set and were positive in their attitudes and behaviour.
115. In history, pupils in Key Stage 2 have a well-planned rolling programme of topics, and this ensures that work is not repeated. Pupils study Tudors, Victorians, Ancient Egypt, Britain since 1940 and Ancient Greece. Pupils have satisfactory knowledge of chronology and the passage of time and talk about what life was like during these times as well as some of the important people and major events. Good links with information technology are made.
116. Younger pupils in Years 1 and 2 have recently completed some historical research on their local village, the inhabitants and the War memorial; this was linked to Remembrance Day. The resulting work was good historically as well as effectively contributing to the spiritual development of pupils.
117. Teachers' planning indicates that in both subjects, good use is made of local resources, visits and the area around the school.
118. The subjects are well co-ordinated and monitored. Both subjects have effective policies and have a good coverage of the National Curriculum, demonstrated by a good range, quality and quantity of work achieved. Resources are good in geography, and satisfactory in history.

## **INFORMATION TECHNOLOGY**

119. Attainment in information technology by the oldest pupils both key stages is in line with expectations and standards have been maintained since the previous inspection. Younger pupils in Key Stage 1 communicate and handle information effectively and use the mouse confidently to make choices on the display screen. Most pupils use a word-processor with confidence in order to display their on-going work. Since the previous inspection, and particularly in recent weeks, the school has improved provision for information technology with a new suite of computers and has identified the subject as an area for future development and staff training.
120. Pupils' learning is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils make satisfactory progress in Key Stage 1 and good progress in upper Key Stage 2, where information and communication technology is used more as an integral part of pupils' learning. The school has identified skills to be covered by each year group to ensure planned coverage and progression. All pupils are given the opportunity to use computers regularly throughout the school week. Pupils in Year 2 successfully use a graphics package to help to design a multi-coloured coat for "Joseph." Older pupils in Key Stage 2 demonstrate confidence in using their word processing skills to present text and information in a variety of forms. However, data-handling work, including use of logo and floor robots, information technology simulations and use of external devices, are less well developed throughout the school. However, the school is already aware of these weaknesses and they are identified in future planning.
121. The quality of teaching is good overall, with an appropriate balance between individual and group work, and whole class teaching of skills. Appropriate skills are taught to the whole class and opportunities given for consolidation during the main class activity. Information technology activities are well integrated and planned into lessons, particularly in upper Key Stage 2. Teachers are beginning to use computers effectively in their classrooms to support learning in other subjects,



particularly word-processing and desktop publishing. The newly created information technology suite provides good opportunities for the whole class teaching of skills.

122. The number of computers available for pupils' use is sufficient to meet curricular needs, with a satisfactory range of appropriate software. The subject is effectively co-ordinated and monitored. The headteacher has a clear vision for the development of computer use throughout the school and is aware of the weaknesses of the subject, and these have been identified in the school's development plan.

## **MUSIC**

123. Only a small number of lessons were observed during the inspection and were insufficient to make a judgement about the overall quality of teaching in Key Stage 1. Standards achieved by the oldest pupils in both key stages at the time of the inspection are in line with expectations. Standards have been maintained since the previous inspection.
124. In one very good lesson observed in Year 1, pupils use sounds with good expression to illustrate a story. Pupils listen well and carefully select their chosen instrument. Learning is effective because of good opportunities for pupils to listen and to make choices from an appropriate range of resources. The teacher's own enthusiasm and very good teaching skills made this lesson a success.
125. Good progress in the development of the skills of composition was observed in a Year 4 lesson, where pupils were involved in composing music about animals. Pupils were asked to compose music based upon their chosen animal within a group, to discuss and select ways in which various elements can be combined, together with an evaluation and ideas for improvement. Pupils' learning was good because of the teacher's clear focus upon clear learning objectives, together with very effective questioning and development of pupils' answers. Pupils' enthusiastic responses made this lesson a success.
126. The quality of teaching is satisfactory in Key Stage 2. Timetables and planning indicate that provision is satisfactory in both key stages. However, insufficient attention is given to provision for singing. Discussion with pupils in both key stages, together with scrutiny of planning and discussion with staff indicates few opportunities for practical music making and limited opportunities for creating simple compositions. The music programme throughout the school is satisfactorily supported by the use of taped broadcasts, although opportunities for composition and the use of symbols to record musical ideas are limited.
127. Pupils have good opportunities to listen to a satisfactory variety of recorded music at the beginning and end of assemblies. However, opportunities are often missed to develop pupils' understanding of cultures other than their own through music. Pupils have regular opportunities to sing songs and hymns during assemblies, but pupils' singing often lacks enthusiasm and quality of pitch. There is a satisfactory range of musical instruments available for pupils to use. The subject is satisfactorily co-ordinated and monitored.

## **PHYSICAL EDUCATION**

128. Standards of attainment of the oldest pupils in both key stages at the time of the inspection are what might be expected for pupils of this age. During the week of the inspection the lessons were focusing on dance, movement and gymnastics. However, the well-planned curriculum includes all aspects of the National Curriculum and enables pupils to experience the whole range of activities. Swimming is part of the planned curriculum and the school indicates that all pupils achieve the national standard of being able to swim 25 metres by the age of eleven.
129. In most lessons observed pupils changed into appropriate kit and the teacher set a good role model by being changed for the activity. In a majority of lessons seen, pupils warmed up properly at the

start of the session and cooled down at the end. They are aware of the need for these activities. They also have good knowledge of the safety requirements when using mats and apparatus.

130. In all classes seen, pupils are developing their movement and balancing skills. They move in a variety of ways, perform balances and start to put their moves into a sequence. Pupils refine these moves, practise and improve and gain greater control and poise in their sequences. Older pupils in Key Stage 2 are encouraged to look at the performance of others, and constructively criticise and help their classmates improve their movements.
131. Pupils in Years 1 and 2 are exploring the ways in which moods can be expressed in dance. Using a tape recording, pupils made good progress in moving and dancing in a variety ways to match the different moods of the music.
132. The quality of teaching is good with no unsatisfactory lessons observed. Clear instructions are given, high expectations are set and pupils constantly challenged. By skilful interruption of pupils and suggestions for self-correction, the teachers enable pupils to produce satisfactory quality of work.
133. Pupils have good attitudes to their work and enjoy their physical education. Behaviour is good. They work well in groups and show a keenness to do their best. Pupils listen well to instructions, and this helps the lessons to have a good pace and focus.
134. The school possesses a satisfactory range of modern resources and these are used well. A good range of extra-curricular sporting activities takes place that successfully enhances the provision of the subject. The school competes successfully against other schools in sporting activities. The subject is satisfactorily co-ordinated and monitored.

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