

## INSPECTION REPORT

**Stoke Canon VC C of E Primary School**  
Stoke Canon, Nr Exeter

LEA area: Devon

Unique Reference Number: 113367

Inspection Number: 190790

Headteacher: Mr Malcolm Hunt

Reporting inspector: Peter Barton (15297)

Dates of inspection: 4 – 7 October 1999

Under OFSTED contract number: 707214

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Stoke Canon Exeter Devon EX5 4AS
Telephone number:	01392 841279
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Terry Northam
Date of previous inspection:	4 – 7 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Peter Barton Registered Inspector	Science History Geography Religious Education Equal Opportunities	Attainment and Progress Teaching Leadership and Management
Geraldine Osment Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Jill Martindale	Mathematics Art Under fives	Attitudes, behaviour and personal development The curriculum and assessment
Lisa Johnson	English Information and communication technology Special Educational Needs	Staffing, accommodation and learning resources The efficiency of the school
Mary Hillman	Design and Technology Music Physical Education	Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

- Standards are well above average.
- The teaching is very good. It is the major contributory factor to the very good progress made by the pupils.
- The pupils' attitudes to learning, their behaviour and relationships are very good.
- The school provides a rich, broad and balanced curriculum.
- Provision for the pupils with special educational needs is very good.
- The leadership and management of the school are very good.
- The school has high expectations of the pupils.
- The school's contribution to the pupils' cultural development is very good.
- The school is run very efficiently and gives very good value for money.

### Where the school has weaknesses

- I. The school has no significant weaknesses.

### How the school has improved since the last inspection

The school has made good improvement since the last inspection, when it was judged to be a good school with many strengths and very few weaknesses. The good standards found by the last inspection have been at least maintained in all subjects. In several subjects, including English, mathematics and science, standards are even higher. The teaching has improved from good to very good. The school's accommodation has improved significantly since the last inspection. The school has made an effective response to the three key issues for improvement in its last report relating to planning, assessment, schemes of work and standards and provision for religious education. The school's capacity for maintaining the high standards and very good quality of education that it provides is very good. It also has very good capacity for further improvement.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	A	A
Mathematics	A	A
Science	B	C

Key
<i>well above average</i> A
<i>above average</i> B
<i>average</i> C
<i>below average</i> D
<i>well below average</i> E

These grades are based on the average points score for National Curriculum levels achieved by pupils at the school. They show that in 1999 the results for eleven year olds were well above the national average in English and mathematics and above the national average in science. When compared with similar schools, the results were well above average in English and mathematics and average in science.

The inspection findings are broadly in line with this picture. However, in science the inspection findings differ from the 1999 national test results: a higher proportion of the oldest pupils was found to be achieving a standard well above what is expected nationally for pupils of this age. These standards are very good. The vast majority of the pupils make very good progress through the school as a result of the very good teaching. They maintain and build on the high standards achieved. The oldest pupils achieve standards that are well above the national expectation in information and communication technology. In religious education, their standards are above what they are expected to achieve for their age in the locally agreed syllabus. In all other subjects, the oldest pupils achieve standards that are higher than those expected for their age.

### Quality of teaching

Teaching in:	Under 5	5 - 7 Years	7 - 11 Years
English	Very good	Good	Very good
Mathematics	Very good	Very good	Very good
Science		Very good	Good
Information and communication technology		Good	Very good
Religious education		Very good	Good
Other subjects	Very good	Very good	Very good

*There were very few observations of information and communication technology lessons at Key Stage 1. The judgement is based on additional discussions with pupils and the clear evidence of good progress. The quality of teaching in the Foundation Subjects of the National Curriculum not specified above was judged as consistently very good in all subjects where there were opportunities to observe lessons.*

The overall quality of teaching is very good. The teaching was at least satisfactory in 98 per cent of lessons, good or better in 79 per cent, and very good or better in 59 per cent. The teaching was unsatisfactory in only one lesson. There are many strengths in the teaching. Those that make a consistently strong impact on the pupils' progress in lessons are the teachers' very secure knowledge of the subjects that they teach, their enthusiasm, their skilful use of questioning and their use of strategies and activities that the pupils find highly enjoyable and motivating. The very good pace of work in lessons and the teachers' high expectations also have a positive impact. The teachers' skills and knowledge of effective literacy and numeracy teaching are very good. In the minor example of unsatisfactory teaching objectives were weak, the pace slow and little progress was made.

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

### Other aspects of the school

Aspect	Comment
Behaviour	Very good. In lessons, the pupils concentrate very well on the tasks set. In and out of lessons, they are courteous and considerate, forming very good relationships.
Attendance	Very good. Well above average attendance and well below average rates of unauthorised absence.
Ethos*	Very good. The school has a strong commitment to high standards.
Leadership and management	Very good. The headteacher provides clear strategic direction. He is well supported by the well-organised governing body.
Curriculum	Very good. The curriculum is broad, balanced and is planned with imagination and flair.
Pupils with special	Provision for these pupils is very good, enabling them to make very

educational needs	good progress. They are fully integrated members of the school community.
Spiritual, moral, social and cultural development	Good overall. Spiritual development is satisfactory; moral development is good; and social development is good. Cultural development is very good, with significant improvement in this area since the last inspection.
Staffing, resources and accommodation	Good overall. The school has very good staff. Its accommodation is good and much improved since the last inspection. The learning resources are good and have also improved since the last inspection.
Value for money	Very good.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
II. The children are very happy at school. III. The school enables the children to achieve a good standard of work. IV. The school achieves high standards of good behaviour. V. It is easy to approach the school with questions or concerns. VI. The school's values have a positive effect on the children. VII. Provision for homework is good.	VIII. Reports do not give enough detail of the do to improve their standards. IX. There is not enough information about what

The vast majority of the parents who offered their views about the school are very satisfied with the quality of education that the school provides. Inspectors agree with parents that the school's many strengths far outnumber any minor weaknesses. The inspectors found that the overall quality of information to parents is satisfactory, but would agree with the small number of parents who feel that reports do not consistently give a clear picture of a child's attainment and how standards can be improved.

## **KEY ISSUES FOR ACTION**

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan:

- X. greater consistency in reporting to parents on their children's progress;
- XI. greater consistency in the quality of written feedback to pupils on their work and the quality of their personal targets;
- XII. enhanced opportunities for monitoring by subject leaders, as has been planned;
- XIII. inclusion of all required elements in the school prospectus and governors' annual report to parents.

## INTRODUCTION

### Characteristics of the school

1. Stoke Canon Church of England Voluntary Controlled Primary School provides education for 163 pupils aged between 4 and 11 years. Its size is small compared with primary schools nationally. It is situated in the centre of the village of Stoke Canon in the Exe valley, a few miles north of Exeter. Its pupils come from local villages and from within the city of Exeter. The economic characteristics of the immediate area, though varied, are well above average. However, the school attracts pupils from a wider area, including less economically advantaged districts within the boundary of Exeter. Many parents commute to professional occupations in Exeter; others are employed more locally, including employment in the rural economy. Overall, the pupils come from backgrounds that are above, and often well above, average in terms of economic advantages. There are 76 boys and 87 girls. Because of the school's policy of admitting rising five year olds at the start of the autumn and spring terms, there were only three children aged under five at the time of the inspection. These children are taught in a class alongside some of the Year 1 children. Seven pupils (4%) are known to be eligible for free school meals, which is well below average. There are no pupils from ethnic minority backgrounds. Seven (4%) of pupils have been identified as having special educational needs. This number is well below average. Four pupils (2%) have a formal statement of special educational need, which is above average. The school has been designated as one of two autistic inclusion units by the Local Education Authority and receives additional funding for this specialist provision.

2. The school is popular with parents and has grown in size since the last inspection from 138 pupils to its current 163 on roll. Many of the pupils have joined the school having started their education elsewhere. During 1998, the school's accommodation was substantially improved. This included the addition of four new classrooms. This building programme inevitably posed difficulties for the life of the school during this extended period. The new accommodation provides a pleasing environment for teaching and learning, but still provides challenges to the staff regarding the use of space. While the pupils are organised in seven teaching groups, the accommodation provides only five full-size classrooms. The average class size is 23. The teacher-pupil ratio is 1:19, which is well below average for schools educating this age-range. There is a pre-school playgroup on the school's site, which is attended by most pupils before they join the school.

3. The school has a comprehensive range of appropriate aims relating to the academic and personal development of the pupils. The school's current priorities are:

- to introduce the national numeracy strategy;
- to review schemes of work based on the new arrangements from the government's Qualifications and Curriculum Authority;
- to continue the monitoring of teaching to include subject co-ordinators;
- to further develop assessment procedures; in particular, to make use of an Internet data-base for statistical analysis;
- to increase staffing to support smaller teaching groups at Key Stage 2;
- to purchase equipment for physical education;
- to involve the community in an Internet project.

1. The school has set the following targets in English and mathematics for the percentage of pupils expected to achieve at least National Curriculum Level 4 in the end of Key Stage 2 tests:

- 1999/2000 English: 78%      mathematics: 78%
- 2000/2001 English: 78%      mathematics: 78%
- 2001/2002 English: 82%      mathematics: 82%

## Key Indicators

### Attainment at Key Stage 1 *(Figures in parentheses are those for the previous year)*

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	8	7
	Girls	14	14	14
	Total	23	22	21
Percentage at NC Level 2 or above	School	100 (95)	96 (95)	91 (95)
	National	82 (80)	83 (81)	86 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	7	9
	Girls	14	14	14
	Total	22	21	23
Percentage at NC Level 2 or above	School	96 (95)	91 (95)	100 (100)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2 *(Figures in parentheses are those for the previous year)*

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	7	14	21

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	7
	Girls	14	13	13
	Total	20	19	20
Percentage at NC Level 4 or above	School	95 (76)	90 (71)	95 (88)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	6	6	7

at NC Level 4 or above				
	Girls	14	13	13
	Total	20	19	20
Percentage at NC Level 4 or above	School	95 (76)	90 (71)	95 (88)
	National	67 (65)	69 (65)	75 (72)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	3.8
	National comparative data	5.3
Unauthorised Absence	School	0
	National comparative data	0.1

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	59
Satisfactory or better	98.3
Less than satisfactory	1.7

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and Progress**

1. Standards are well above average. Almost all of the oldest pupils at the school achieve the standards expected for their age and the proportion achieving higher standards is well above average, particularly in English and mathematics. These high standards are broadly similar in English, mathematics and science, although rather more pupils achieve a standard above the national expectation in English and mathematics than in science. Standards were found to be high through the school by the last inspection, particularly in mathematics and science. Since that time, these standards have been maintained in all subjects and improved in most, including English, mathematics, science, information and communication technology and religious education. Standards in literacy and numeracy are well above average. Despite the well above average attainment of most pupils on entry to the school, these standards are very good. They represent very good progress made by the vast majority of the pupils. This very good progress is largely due to the very good teaching. The parents of pupils at the school are generally very happy with the standards that the school enables their children to achieve.

2. The results of the Key Stage 2 National Curriculum tests in 1999 are well above average in English and mathematics and above average in science. They represent improvement when compared to the 1998 results, in which the average level achieved by each pupil was above the national average in English and broadly in line with the national average in mathematics and science. When compared with similar schools, the results are well above average in English and mathematics and average in science. The inspection findings confirm this picture, except in science, where a higher proportion of the oldest pupils was found to achieve standards well above those expected for their age.

3. The results of the Key Stage 1 National Curriculum tests for seven year olds in 1999 are very high in reading, and well above average in writing and mathematics. The proportion achieving the higher level is very high in reading, well above average in mathematics but below average in writing. These generally high standards maintain the well above average results achieved in 1998. Teacher assessments in science produced well above average results in 1998. In 1999, the proportion achieving the nationally expected standard was very high, but the numbers achieving the higher level were below average.

4. When compared with similar schools, these results at Key Stage 1 are very high in reading, well above average in mathematics and above average in writing. Compared with similar schools, the science results are very high for those achieving the national expectation but below average for the proportion achieving a higher standard. The inspection found broadly similar standards to those identified by the national assessments. There were exceptions in writing and science, where higher numbers were found to be achieving above the standards expected for their age, bringing the proportion closer to average in both areas.

5. The small number of children under the age of five have already achieved the standards set out in the national desirable outcomes for five year olds. They are already working towards National Curriculum objectives. At both key stages, the vast majority of the pupils speak confidently and fluently, using a wide range of vocabulary to express themselves in ways that are well above what is expected for their age. Their reading aloud conveys meaning effectively, and older children demonstrate increasing understanding of characterisation and genre in their reading. The vast majority talk enthusiastically about books. All pupils make good progress in developing their handwriting and very good progress in spelling and punctuation, which is of a high standard at both key stages. By Year 6 the pupils have made very good progress and can write with depth and maturity in a range of contexts; for example, writing as the character 'Puck' in 'A Midsummer Night's Dream'.

6. The vast majority of the pupils achieve standards in mental computation in mathematics that are at least in line with what is expected for their age and many achieve standards that are above and often well above average. The same applies to the pupils' ability to use and apply mathematics and to handle mathematical data, largely due to the very good, regular opportunities that teachers provide for the pupils to engage in mathematical investigations. Data-handling skills are high, partly as a result of the skilful way in which teachers use several areas of the curriculum to provide data-handling opportunities. Knowledge of mathematical shapes and measuring is well above average.

7. In science, the considerable emphasis placed by the very good teaching on scientific investigations produces standards that are well above average in the pupils' knowledge and understanding of scientific methodology. The ability of the oldest to make predictions about investigations, to reflect on outcomes and hypothesise about the consequences of changing variables in experiments is well above average. Knowledge and understanding of life processes and living things, materials and their properties and physical processes are at least average for almost all pupils and above and often well above average for a significant minority.

8. Standards in key aspects of religious education were found to be unsatisfactory by the last inspection. Standards in religious education have since improved to a level above what is expected by the locally-agreed syllabus for religious education. Over the same period, standards in information and communication technology (ICT) have improved from a level in line with nationally expected standards at Key Stage 1 to a level above expectations. At Key Stage 2, standards in ICT have improved from being above to now well above the national expectation.

9. The standards achieved by the oldest pupils and those achieved by the end of Key Stage 1 are above the nationally expected standards in all other subjects: art, design and technology, history, geography, music and physical education. In art, Year 4 pupils produce subtle paintings emulating Monet's work emphasising colour and brushstrokes; in design and technology, Year 5 pupils successfully evaluate and amend prototype designs; in geography, Year 2 pupils are able to identify similarities and differences when comparing life in their own area to the lives of people in a community in Kenya; in history, Year 5/6 pupils show well above average knowledge of local history and wider national links in the Victorian period; in physical education, Year 4 pupils demonstrate good netball skills; and in music, pupils at Key Stage 2 demonstrate above average performing and composing skills.

10. The children enter the school in reception with standards that are well above average for their age. By this time, almost all of these rising five year olds have benefited from regularly attending the pre-school playgroup which adjoins the reception class. The reception class teacher maintains extremely close liaison with the staff of the playgroup, and so the children enjoy considerable continuity from the playgroup to formal school provision. They make very good progress during their first year in school as a result of very good teaching. This very good overall progress continues through Key Stage 1 and Key Stage 2, as the pupils maintain and build upon their high standards. Again, the very good teaching is the main contributory factor. There is no difference in the rate of progress of boys and girls; nor is there any significant difference in the rate of progress of higher attaining pupils, pupils whose attainment is average for the school, and the relatively low number of lower attaining pupils. The pupils with special educational needs, including those with formal statements, make very good progress towards the formal learning objectives set out in their individual education plans. The rate of progress is at least good in all subjects. It is very good in English, mathematics and science due to the greater time devoted to these subjects and the very good expertise of the teachers. The good progress in information and communication technology at Key Stage 1 and the very good progress at Key Stage 2 is due the expert contribution of the subject leader and skilful curriculum planning to use information and communication technology across several subjects.

14.

#### **Attitudes, behaviour and personal development**

11.The pupils' attitudes and behaviour are very good and their personal development is good. Throughout the school, the pupils have very good attitudes to learning. This view is strongly endorsed by the parents. The pupils enjoy the wide range of teaching strategies and are enthusiastic, motivated learners. They sustain concentration and respond well to the high expectations of their teachers. The vast majority are eager contributors and listeners.

12.The pupils' behaviour is very good. This view is shared by parents and has been maintained from the previous inspection. The school is a very orderly community and the standards of behaviour have a very positive effect on attainment and progress. The pupils behave very well in classrooms, as they move about the school and in the playground. They respond readily to requests from all members of the staff and to the bell at the end of play time. The pupils willingly co-operate and collaborate well in pairs helping each other in their learning. They are friendly and polite to their peers and adults and have respect for the property of others. No pupil has been excluded from the school since the previous inspection.

13.The children under five make an excellent transition into school. They are very well behaved and make very good progress in their personal and social development.

14.The personal development of the pupils is good. There is mutual respect for fellow pupils and adults, based on the work, ideas and values of others. Relationships are relaxed and secure. The pupils with special educational needs are fully integrated into the life of the school and are well supported by other pupils both in and out of lessons. Overall, these pupils demonstrate high levels of self-esteem. When given opportunities to take responsibility, the pupils respond very well; for example, when older pupils work as 'computer buddies' to help the younger pupils on the computers. The pupils are able to initiate and take responsibility for their own learning through opportunities in homework, to which they respond well.

#### **18. Attendance**

15.At 96.2 per cent, attendance is very good. The rate of unauthorised absence is below the national average. Registers are taken briskly and efficiently at the beginning of morning and afternoon sessions, which ensures a prompt start to lessons. The pupils' punctuality is very good. Teachers do not consistently complete records of attendance to ensure that totals of pupils present for each session are entered in the registers. The headteacher, class teachers, administrative staff and the educational welfare officer monitor attendance; unexplained lateness or absence is followed up. The last inspection reported that a small number of pupils are taken on family holidays during term time and this is still a matter of concern to the school, as holidays taken during term time interrupt learning.

#### **19. QUALITY OF EDUCATION PROVIDED**

##### **19. Teaching**

16.The quality of teaching is very good. The teaching staff form a highly professional, skilled and dedicated team. They maintain a very high level of professional dialogue with each other about their practice. Their teaching is a major strength of the school and the most significant factor explaining the pupils' very good progress. The teaching is of consistent quality in reception, at Key Stage 1 and Key Stage 2. It was found to be good or better in eight out of ten lessons, and very good or even better in six lessons out of ten. It is virtually never less than satisfactory. The quality of teaching has improved since the last inspection, when it was found to be consistently good and very good in one lesson in three. There are no significant weaknesses in the teaching.

17.The teaching is consistently good and often very good in English, mathematics, and science. It is very good in information and communication technology. It is generally very good in the foundation subjects of the National Curriculum and in religious education. The teaching of the under fives is very good.

18.There are many strengths in the teaching. Those that make a consistently strong impact on the pupils' progress in lessons are the teachers' very secure knowledge of the subjects that they teach; their enthusiasm; their skilful use of questioning; their use of strategies and activities that the pupils find highly enjoyable and motivating; the very good pace of work in lessons and the high expectations regarding the standards that the pupils are capable of achieving. The teachers' skills and knowledge of effective literacy and numeracy teaching are very good. The minor example of unsatisfactory teaching had weak objectives, slow pace and little progress was made.

19.The teachers' very good subject knowledge was evident in a Year 5/6 information and communication technology lesson in which the class worked to produce a newspaper for publication on the school's web site. It also made a major contribution to the pupils' progress in physical education lessons, through the teachers' very effective modelling of good practice. An investigation of frequency patterns in statistical data about imaginary creatures aroused considerable enthusiasm, as did the use of games in mathematics lessons to develop quick mental calculation skills. Children in the reception class were able to recognise key words from the story of 'Goldilocks and the Three Bears' having hugely enjoyed a telling of the story involving teddy bears and other props. A science lesson on how humans and other animals use their mouths to eat in Year 3 and a history lesson with Year 5/6 on the Victorians both contained examples of teachers making very effective use of well-prepared displays to support their teaching.

20.The teaching is very effectively planned with coherent links joining different areas of the curriculum to make work very meaningful for the pupils. The teachers are very clear about the learning objectives for each lesson. There is strong emphasis on giving the pupils regular opportunities for investigation and problem-solving. In a successful religious education lesson with Year 2, the teacher helped the pupils make links with on-going work in geography, art and science. This enhanced the pupils' learning by giving it added meaning and coherence.

21.The teachers have a close working knowledge of the pupils' attainment. Weekly assessment profiles are used effectively to record progress and to support the planning of the next stage of teaching and learning. In a high proportion of lessons, the teaching is very well matched to the needs of pupils across the attainment range. The teaching of the small number of pupils with special educational needs is very good. It is well planned and very well supported by learning support assistants. Teachers spend much time discussing pupils' progress with each other and with the pupils themselves. When this is combined with evaluative and constructive marking, it is highly effective: the pupils know what they are good at and what they need to do to improve. This is widespread but not consistent practice, as was found by the last inspection.

22.As parents generally agreed, the teachers make effective use of regular homework. For the oldest pupils, this prepares them well for the homework demands they will meet at secondary school.

## 26. **The curriculum and assessment**

23.The curriculum for the under fives and at both key stages is very good. It is broad and balanced with an appropriate emphasis on English and mathematics. All the subjects of the National Curriculum and religious education are taught in a relevant, often imaginative and diverse way. The curriculum for the children under five covers all the required areas of learning for children of this age. It is rich, well balanced and highly relevant to their needs. These children are appropriately introduced to the National

Curriculum, as they become ready. The school has adopted the national literacy and numeracy strategies and incorporated them well into their English and mathematics curriculum. In addition, the teachers make very effective use of other areas of the curriculum for teaching literacy and numeracy. For example, science, history and geography lessons provide very good opportunities for the pupils to handle numerical data. In turn, other areas of the curriculum contribute to literacy and numeracy development. This motivates the pupils by providing coherence, purpose and relevance in their learning.

24.The school meets its obligations to teach all aspects of the National Curriculum, with the single exception of the gymnastics element of physical education. This continues to be constrained by the limitations of the school's hall accommodation, as was the case in the previous inspection report. Very good progress has been made since the last inspection in establishing a broad and balanced curriculum for religious education, which meets the requirements of the local agreed syllabus.

25.The quality of curriculum planning is very good and has improved since the last inspection. The school has adopted the national literacy and numeracy strategies and other detailed guidance from the government's Qualifications and Curriculum Authority. This helps to ensure that the school's curriculum planning sets out a detailed sequence of steps to be followed to support the pupils' learning and match teaching to the needs of pupils of different attainment. At Key Stage 2, the curriculum for art, design and technology, history and geography is organised on a rotational half-termly basis. This arrangement contributes well to the achievement of a broad and balanced curriculum at this key stage. The pupils experience these subjects in good depth and make progress that is good and often very good in these areas. In addition, the very skilful planning by teachers individually, in key stage teams, and across the school establishes very effective cross-subject links in teaching. This adds much to the overall quality, breadth and balance of the curriculum. It is very evident in displays around the school. Requirements for sex education and health education, including drug misuse, are met in full. All pupils experience equality of access to the school's curriculum and equal opportunity to make progress in their learning.

26.Provision for pupils with special educational needs is very good. Individual education plans include appropriate learning targets, which are reviewed regularly. These targets are effectively used to inform the very good teaching of these pupils.

27.The school successfully promotes the intellectual, personal and physical development of pupils and prepares them well for the next stage of their education. The provision of extra-curricular activities is satisfactory. At the time of the inspection, there were opportunities for netball, which is organised by two members of staff and includes some opportunities for competitive matches. The most significant extra-curricular opportunities are those that occur periodically rather than weekly. These are very good and include a football school and residential opportunities for outdoor pursuits, such as windsurfing, rock climbing, canoeing and sailing.

28.The school has good arrangements for assessment, as was found by the last inspection. The use of assessment to inform curriculum planning is good. The teachers have secure knowledge of the attainment of each child and their particular learning needs. Much of this knowledge is the result of extensive professional dialogue among staff and with the pupils. More formal, standardised measures of attainment are also used. Sound records of attainment in relation to National Curriculum levels are maintained for each child in English, mathematics and science. Additionally, the teachers record the attainment and progress of individuals and often groups of pupils in their effective weekly profiles.

29.For the children under five, their attainment on entry to the school across a range of basic skills is assessed during their first half-term in school, using an accredited 'baseline' scheme. This is used effectively to ensure work is matched to the children's abilities. At both key stages, statutory and non-statutory assessments are used which give a picture of each individual pupil's attainment, progress and patterns across year groups. This assessment data is also used satisfactorily to evaluate the impact of

the curriculum and to inform curriculum planning. As yet, the school does not make full use of the assessment data to set targets and evaluate the progress made by individuals and year groups as they move through the school. However, a start has been made towards this objective. The school has set up good arrangements for pupils, their parents and teachers to be involved in setting targets for improving standards. However, these targets are often too broad, relate to too long a time span and are often insufficiently known by the pupils to make a positive impact on their progress.

### **33. Pupils' spiritual, moral, social and cultural development**

30.The school's provision for personal development was considered a significant strength at the previous inspection. The overall provision for the pupils' spiritual, moral, social and cultural development remains good.

31.Provision for the pupils' spiritual development remains satisfactory overall and has improved in key aspects since the last inspection. Each child participates in a daily act of collective worship, although the whole school comes together on only one occasion during each week. There are good opportunities within lessons for the pupils to reflect on key questions of meaning and wonder: for example, in an art lesson when pupils expressed their feelings in response to a famous picture. In a religious education lesson in Year 2, the pupils responded very well to the opportunity to reflect on the meaning of harvest and the gift of food. Religious education lessons contribute well to the pupils' knowledge and understanding of the customs and beliefs of Christianity and of other world faiths; this is an area of significant improvement since the last inspection.

32.Provision for moral development is good. There are clear expectations of high standards of behaviour and personal relationships. The headteacher provides strong pastoral leadership and knows the children well. The children clearly know the difference between right and wrong. In geography lessons, pupils have focused on how to respect, care for and improve the environment. In assembly, the act of charitable donation of food for the less advantaged in the community is encouraged at harvest time.

33.Provision for social development is good. The pupils have regular opportunities in lessons to work in pairs and small groups, to which they respond well. The older children are given some opportunities to take responsibility around the school, such as setting up the hall for assemblies and working as librarians. They undertake these responsibilities seriously and conscientiously. As part of developing the pupils' ability to use information and communication technology, older pupils support younger ones through the effective arrangement of 'computer buddies'. Opportunities for competitive team sports are few, compared with what is commonly provided in other schools. This is partly due to the distance at which the playing field lies from the school buildings. The pupils are encouraged to help other people, support the local community, including a shelter for the homeless in Exeter and have opportunities to raise money for charity. The very good opportunities for residential visits and outdoor pursuits in Key Stage 2 contribute much to the pupils' social development. At each key stage, the pupils come together to create very successful performance productions, such as 'Yanomamo' and 'Joseph and the Technicolour Dreamcoat'.

34.The provision for cultural development is very good and has improved significantly since the last inspection. There are good resources which extend the pupils' knowledge and understanding of a range of religious faiths and cultures and which promote the values of cultural diversity. A wide range of books and artefacts is available and used widely across the curriculum. There are visits to local museums and other local places of historical interest, which extend the pupils' knowledge of their cultural heritage. The pupils' knowledge and appreciation of other cultures is increased through many areas of the curriculum. For example, in music the pupils learn about African rhythms and songs, from visiting African drummers; in geography, they compare their lives to those of people in communities in developing countries; and in history, they learn about life in the ancient civilisations of Egypt and the

Indus valley. Increasingly, the school is making use of the Internet to make links with and learn about people in other parts of the world.

35.The quality of the school's acts of collective worship will be evaluated by a separate Section 23 Inspection to be arranged by the school's governing body.

### **Support, guidance and pupils' welfare**

36.The provision for the pupils' support, welfare and guidance is good. The staff are committed to the well-being of all pupils and they are effective in establishing and maintaining very good relationships with them. As reported at the previous inspection, the pupils are confident that there are sympathetic adults to whom they can go with any concern. The support for the small number of pupils with special educational needs is very good, and much appreciated by parents.

37.Class teachers know their children well and they are able to monitor personal development, attendance and behaviour effectively. There are good procedures for monitoring academic progress in the core subjects. The school's arrangements for the identification of pupils with special educational needs are satisfactory. There is good liaison with external agencies involved in the support of pupils with special educational needs. The school behaviour policy is followed consistently by all staff. It contributes successfully to the creation of a very orderly community. Good behaviour and effort are rewarded through praise and acknowledged in 'celebration' assemblies. No incidences of bullying were observed during the inspection and the school has appropriate procedures in place to give support if they should be needed. Parents value the support and care provided for their children by the school.

38.Together with the pre-school playgroup, early years staff have carefully planned an induction programme to help the youngest children settle into school quickly and happily. Pre-school children are invited to spend time in the reception class and they share some resources. Through the Clyst Vale Academic Council, transfer arrangements with Clyst Vale Community College are well planned to help the Year 6 children make as smooth a transition as possible to the secondary phase.

39.The headteacher is the named person for child protection issues and has received appropriate training for this responsibility. There are suitable arrangements for first aid and other medical support, which are known by the pupils and staff. Guidance provided in relation to health and sex education is delivered through the science curriculum with the support of the school nurse. The last inspection reported that arrangements for lunch cause stress to the staff involved. The provision of the new accommodation has resolved this problem. Lunchtime supervision is good and the new hall has provided space for pupils to eat together with the minimum of fuss. Meals provided by the kitchen staff are nutritious and well presented. The school has an appropriate health and safety policy but storage of equipment in the hall places restrictions on the teaching of physical education. Break time supervision is good but the hard play area is small for the number of pupils using it.

43.

### **Partnership with parents and the community**

40.The school's partnership with parents and the community is good. In response to the pre-inspection questionnaire nearly all parents responding feel they are encouraged to be involved in the life of the school or would find it easy to approach the school with questions or problems. There are parents who regularly listen to pupils reading and help with swimming. Parents are invited to harvest festival, and the Easter and the leavers' services with the pupils in Stoke Canon parish church.

41.The Parents Teachers and Friends Association is an active group who organise social and fund raising events, which are well supported by families. Events held include bingo sessions, a charades evening and a disco and summer barbecue. Funds raised have been used to buy physical education equipment.

42. The previous inspection reported communication with parents as very good. This inspection finds the quality of information for parents is satisfactory overall, with some areas for improvement. Meetings have been held on the national literacy strategy and information and communication technology. Little written information on the curriculum to be covered has been provided for parents this term. There are very good opportunities to meet with teachers to discuss children's progress. There are three formal parent-teacher consultations during the year. In addition, the headteacher and teachers are available to meet parents once a month to discuss progress and concerns. There is appropriate liaison with parents of pupils with special educational needs. Annual reports to parents are written in a consistent style. While they include references to what children know and can do and some set targets for future development, they often merely describe what has been covered in lessons rather than evaluate standards. They do not consistently provide parents with sufficient information on the standards their children have attained and what standards pupils of the same age are expected to achieve. A relatively small number of parents expressed a wish for better information about their children's progress at the parents' meeting and through the pre-inspection questionnaire.

43. Regular newsletters keep parents up to date with aspects of school life. The school prospectus does not contain the required information on the parents' right to withdraw their child from religious education and collective worship and alternative provision for those pupils, a summary of the national assessment results at Key Stage 1, and pupil absence rates. The information on the school's provision for pupils with special educational needs is insufficiently detailed compared with the level required by the government. The annual governor's report to parents lacks the required information on rates of pupils' authorised and unauthorised absence. The home-school agreement provides parents with useful guidance on homework. The good help that many parents give to their children with homework is an asset to the school.

44. There are some good links with the local community. The school has a very close and productive relationship with the on-site pre-school playgroup. The local Brownies use the buildings out of school hours. The school supports the local children's hospice and harvest gifts are sent to St. Petrock's centre for the homeless in Exeter. The school shares facilities and resources with other schools in the Clyst Vale Academic Council. Theatre groups and musicians visit the school and students on work experience are welcomed. The local environment is used for study purposes: for example the River Exe and Stoke woods. This variety of visitors and the visits helps to broaden the pupils' learning and their knowledge and understanding of the world.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

45. The overall leadership and management of the school are very good. The school has successfully maintained the very good leadership and management found by the last inspection. Features of the very good practice described in the last inspection report remain as key contributory factors: the good teamwork; the well-organised and supportive governing body; the effective leadership of the headteacher, which ensures clear educational direction for the school; the unity of purpose of the staff; the consistency in practice; and the ethos of high attainment. The school has made good improvement since the last inspection. It has responded well to the key issues for action identified in the last inspection report. In particular, the weaknesses in standards and provision in religious education have been very thoroughly and successfully rectified. The school has very good capacity both for maintaining the current high standards and quality of provision and for further improvement.

46. Under the effective leadership of the headteacher, the teaching staff have a strong, common purpose.

This is maintained by the high quality professional dialogue among the staff concerning the quality of provision and the needs of pupils. The headteacher has a clear vision of the school's future development. The management structure has a clear rationale, with emphasis placed on the co-ordination of the curriculum at each key stage. The two key stage co-ordinators, one of whom is the deputy headteacher, carry out effective key stage liaison to ensure that there is good continuity in the curriculum and in teaching and learning. They also monitor standards effectively. The subject expertise of each of the subject leaders is very good. The governing body is well informed about the school's performance and priorities, and provides valuable support to the staff. The national strategies for literacy and numeracy development are well managed and are securely in place. They are making a good impact on standards. The co-ordination of special educational needs provision is good. The school's special needs policy meets statutory requirements, but details in some areas of the policy and the school's prospectus are very limited.

47. The support for and monitoring of teaching and curriculum development is good. The headteacher provides a very good role model as a classroom practitioner. He has a secure picture of the quality of teaching through recent formal observations and through regular, less formal visits to classrooms. The staff and governors conduct an annual review of the quality of the school's educational provision. The governors have made good progress in establishing their monitoring role, with good clarity regarding the line between their role and that of the professionals. The extension of monitoring arrangements to include the regular sampling of pupils' work and the keeping of assessed samples of work are in the early stages of development. The school has plans to enable subject leaders in English, mathematics and science to observe teaching through the school during the course of the current school year. As yet, this aspect of the subject leader role is under-developed, as it was found to be at the time of the last inspection. The monitoring of the pupils' literacy and numeracy development is good.

48. The school has comprehensive aims and policies, which are reflected in its work. Of particular significance is the commitment to high standards of attainment. This aim is strongly reflected in the teachers' high expectations of the pupils, and in the high expectations that a high proportion of the pupils have of their own capabilities. Relationships are excellent among all sections of the school community. All pupils have equal access to the curriculum and to learning opportunities.

49. The school's development plan contains relevant priorities for improvement set within a realistic time-scale. While it is a sound tool for school improvement, it lacks success criteria in the form of measurable targets for pupils' performance. This would enable the governors to monitor and evaluate the success of the plan more accurately.

50. The school fulfils its statutory requirements, with the following exceptions:

- its prospectus and governors' annual report to parents do not contain the full information that it is required by the government to publish;
- due to the limitations of its accommodation, the school cannot implement the gymnastics element of the National Curriculum for physical education.

#### • **Staffing, accommodation and learning resources**

1. The school benefits from very good staff. There are sufficient qualified staff to meet the demands of the curriculum and the school has made it a priority to keep classes as small as possible. This has a positive effect on teaching and learning. All teachers demonstrate very good subject knowledge and are well supported by the good arrangements for in-service training. This results in a high standard of subject expertise across the school which has a very significant impact on the high standards achieved. In-service training for staff supporting pupils with special educational needs is appropriate. The very good support staff are effectively deployed and briefed. They are well supported by the school in developing their expertise. Strong teamwork is a key feature of the school and the staff work very well together for the benefit of the pupils. Induction arrangements for new staff are good and arrangements

for the regular appraisal of staff are sound.

2.The accommodation provided in the school is now good. This represents a great improvement since the last inspection. An extensive building programme has resulted in attractive accommodation, which is clean and well decorated and has attractive displays to support teaching and learning. While the pupils are organised into seven teaching groups, there are only five full-size classrooms. The hall, information and communication technology suite and an upstairs room of well below normal classroom size are used flexibly to accommodate two teaching groups in Key Stage 2. The school works very hard to manage the accommodation effectively and overall it is having a very positive effect on the standard of teaching and learning. The hall provides only limited space for PE and this means that the school is still unable to teach gymnastics. Outside, the grounds are pleasant and well maintained, but space is very limited and there is no discrete protected outdoor area for the children who are under five and in reception. Good use is made of playground areas to provide activities for pupils during breaks, such as large draughts.

3.Resources are good overall and make a positive contribution to teaching and learning. Weaknesses identified in the last inspection have been dealt with. There are now good resources in religious education and history and satisfactory resources in geography. Resources for information and communication technology are now very good and have a very positive effect on standards. There are also very good resources for the teaching of English, especially the literacy hour, where the range of texts and other resources available has made a very positive contribution to the success of the implementation of the national literacy strategy in the school. Resources for the teaching of mathematics and the national numeracy strategy are also good. Good use is made of accommodation and resources by those working with pupils with special educational needs. The library is attractive and well stocked and provides a pleasant area and useful resource at the heart of the school.

#### **57. The efficiency of the school**

4.The efficiency of the school is very good overall. There is careful financial planning which is effectively targeted to support educational developments. The school spends its budget for the financial year in full and does not carry forward any significant balance, but very good use is made of all the money it receives. The school development plan effectively targets areas for development and is appropriately costed. There is an efficient cycle of planning, implementation and review of developments in place.

5.The deployment of teaching and support staff is very good. Learning support staff are effectively deployed overall and provide very good support to pupils with special educational needs. Spending on the professional development of staff has a good impact on teaching and learning. The school has targeted its resources effectively to provide a seventh class. This reduces class sizes and has a very positive impact on the standards achieved by the pupils.

6.The school makes very good use of its accommodation and learning resources. The school is still adjusting to the new accommodation, but nevertheless, it is already very effectively used to support effective teaching and learning and raise standards. Learning resources are well managed and effectively used by all staff.

7.The school has very good systems for financial control and administration. The governing body, working with the headteacher, oversees the school budget through its finance sub-committee and provides effective support. The day-to-day management of the school's finances by the headteacher and finance officer is good. The school makes effective use of finances for pupils with special educational needs and of specific grants, such as the National Grid for Learning grant, which has been effectively used to provide very good resources for information and communications technology.

8.The school receives funding which is broadly in line with that received by similar schools nationally.

Taking into account the efficient use of resources, the very good quality education provided, the high standards achieved and the very good progress made by the pupils, the school provides very good value for money. This overall picture is consistent with what was found by the last inspection.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **62. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

9. The provision made for children under the age of five is very good. Children start school in the reception class in September or January according to their date of birth in the academic year. Very nearly all children transfer from the pre-school which is housed in the same building as the reception class. Excellent links are made for teachers' curriculum planning and clear understanding of the children. Children transfer smoothly from pre-school to reception in a range of carefully planned opportunities. This excellent collaboration between staff makes a significant impact on the children's attainment and progress. The accredited baseline assessment shows that children's attainment on entry to school is well above average. The curriculum is planned effectively to meet the recommended desirable learning outcomes for five year olds and the children are appropriately introduced to the early stages of the National Curriculum as they become ready.

#### **Personal and social development**

10. The children behave well and respond positively to the teachers' high expectations in the warm, caring atmosphere of the mixed reception and Year 1 class. They develop good levels of concentration and are enthusiastic learners. They quickly learn to work and play together, sharing equipment and taking turns to talk and listen. The children are confident to share their ideas and learning with other friends or adults. They effectively select their own resources; for example, when choosing from a range of fruit and vegetables for printing. They enjoy planning their own learning from the range of activities on offer. This is a limited opportunity, only available when other tasks are complete, and thus the value could be greater. The children build confidence and positive self esteem, and are able to learn from mistakes.

#### **Language and literacy**

11. All the children make good progress in language and literacy and overall standards are well above average by the age of five. Many children enter the reception class with a keen interest in stories and books which is further developed and effectively extended. They quickly learn the sounds and shapes of letters and are applying this knowledge in their early reading and writing. The children confidently use illustrations to predict what may happen next in a story or how characters may feel. They begin to write legibly and apply their writing skills in the role-play area of the hospital. The children speak confidently and enjoy new words, like 'gill', when using mushrooms for printing and nonsense words like Omnidod for the popular scarecrow puppet. They listen attentively and offer responses voluntarily.

#### **Mathematics**

12. The children make very good progress in mathematics and overall standards are well above average. They successfully build on their pre-school experiences. The children are confident to count up to ten and some beyond. They enjoy and are familiar with a variety of number rhymes and games. They effectively order and sort vegetables to a criteria of 'longer than' or 'shorter than', then confidently explain their responses. The children have a clear understanding of shape, curved and straight lines, and use these to print patterns. They correctly add simple numbers to ten orally and subtract from ten using practical prompts. Mathematical learning further develops well through carefully structured play, for example building a house for the three bears.

#### **Knowledge and understanding of the world**

13.The school makes effective provision for developing the children's knowledge and understanding of the world and they make very good progress. Many children enter the reception class with a wide variety of experiences and have a good general knowledge. These experiences are built on well. The children are keen to talk about where they live and their locality. Their knowledge and understanding of the world is above, and often well above average by the time they are five.

14.They have worked well to produce a book about their home as one of the strands of appropriate work at home, which builds on the good home-school partnership. Particularly good are the 'information and communication technology buddies', where Year 3 children help the reception class to operate the computer and learn from the 'My World' software programmes. The children investigate fruit and vegetables by looking carefully with a magnifying lens at their shapes when they were cut in half. The children show an infectious curiosity and wonder but have insufficient opportunities to generate their own questions. The children use bread and paint to learn about the distribution of germs during a focus on our bodies. They have a clear understanding of how our bodies change as we grow. They respond well to baby Kia and show interest in photographs of her older relatives, looking for similarities and differences. The accommodation does not include an enclosed outdoor area and this limits exploration in this area of learning.

### **Physical development**

15.The provision for physical development is good and the children make very good progress and attain above the expected standards. The children confidently use the space in the hall for dance and gymnastics with increasing control, co-ordination and imagination. They also develop their physical skills on wheeled toys shared with the pre-school but there are insufficient opportunities due to lack of a dedicated outside area. The children use sand and playdough to mould shapes and use tools such as paintbrushes, scissors and glue spatulas with increasing control. They refine their fine motor skills through using dough, practising finger rhymes, writing, cutting and working with small construction materials.

### **Creative development**

16.The children are given many rich opportunities to develop their creativity. In dance, the children respond with energy and sensitivity to the rhythms and moods of music. This relates well to music where they are able to use hands and feet to build a simple rhythm and respond to a pattern of symbols. The children are an appreciative audience and delight in one another's success. They move spontaneously and appropriately with appreciation of space. The children explore colour and observe patterns in the environment, when printing with a range of vegetables. They select and use a range of media including paint, seeds and pasta to make lively pictures of their choice. Attainment is high and children make very good progress.

### **Teaching**

17.The overall quality of teaching of the under fives is consistently very good and on occasions excellent. This has a major impact on the children's learning and progress. Particularly good links are made across the curriculum which help the children to make sense of their learning. However, insufficient opportunities exist for the children to work independently. Thorough planning, very good subject knowledge and a clear understanding of children's developmental needs ensure standards that are well above average. High expectations for work and behaviour, balanced with a multi-sensory approach to teaching and learning, capture the children's imagination and enthusiasm. The learning environment is rich and stimulating, and the atmosphere warm and inviting.

## 71. English

18. The results of the 1999 Key Stage 2 National Curriculum tests and assessments show that by the time they leave the school, the oldest pupils achieve standards which are well above average in all three aspects of the English curriculum: speaking and listening, reading and writing. Almost all pupils achieve the standard expected for their age and the proportion achieving a higher standard is well above average. Compared with similar schools, standards are well above average.

19. In the 1999 Key Stage 1 tests, the proportion achieving at least the nationally expected standard in reading and writing was well above average. Results for reading were very high. The proportion achieving a higher standard in reading was well above average but no pupil achieved a higher standard in writing, which was below average. Compared with similar schools, results at Key Stage 1 are very high in reading and above average in writing.

20. The inspection findings confirm these standards at both key stages, with the exception of writing at Key Stage 1. Here, inspectors found a better picture with a significant minority of pupils achieving a standard in writing above that expected for their age. The evidence also confirms that there are no significant differences between the performance of boys and girls. Standards in literacy are well above average across the subjects of the curriculum. Given that the pupils enter the school with standards in language and literacy that are above, and often well above average, these standards are nevertheless very good. At both key stages, standards have improved since the last inspection, particularly at Key Stage 2.

21. Progress in speaking and listening is very good at both key stages. Standards are well above average. Throughout the school, the pupils listen carefully to their teachers and to each other. The pupils in Year 2 listened with great concentration to their teacher during a 'literacy hour' session when they were finding examples of linking words in a text. They were confident in offering their own ideas about why they needed variety in the use of linking words in their own writing. The Year 6 pupils make very good progress and most can speak with confidence in a range of contexts. For example, they demonstrate their wide vocabulary and ability to think through and express complex problems when working together in science lessons. They are able to demonstrate the progress they make in speaking to larger audiences in the very good range of activities in drama, which the school provides.

22. Progress in reading is very good at both key stages. The development of the pupils' reading skills is carefully nurtured throughout the school and this enables them to demonstrate an impressive fluency and confidence when reading from a range of texts. The pupils in Year 3 who have just left Key Stage 1 demonstrated very good progress in a lesson which developed their comprehension of the text of a holiday diary. The pupils in Year 6 demonstrated their understanding of how the events at the beginning of the book 'The Secret Garden' might be seen from the viewpoint of the different characters. The pupils in both key stages are eager to talk about the books they have read and discuss their favourite characters and authors.

23. The pupils in Key Stage 1 make good progress in writing and at Key Stage 2 progress is very good. All pupils make good progress in developing their handwriting and very good progress in spelling and punctuation, which is of a high standard at both key stages. There is evidence that the current Year 2 is starting to make very good progress in developing clear and well organised writing. By Year 6 the pupils have made very good progress and can write with depth and maturity in a range of contexts; for example, writing as the character 'Puck' in 'A Midsummer Night's Dream'.

24. The pupils with special educational needs make very good progress in all areas of the English curriculum. The school gives very careful attention to the development of their skills in reading and writing. Teachers and support staff work hard to enable the pupils to gain confidence in expressing their ideas and one pupil observed in Year 2 made an impressive contribution to the discussion of a text

which was taking place in the literacy hour.

25.The pupils' response to the English curriculum is very good. They enjoy the pace and challenge of activities in the literacy hour and show great enthusiasm; for example in Year 5, where pupils were observed thoroughly enjoying a lively discussion about 'concrete' poetry. They work very well in pairs and groups and clearly value one another's ideas and suggestions.

26.The teaching of English is good overall at Key Stage 1 and very good at Key Stage 2. The teaching is virtually always at least satisfactory. It is good or better in almost three out of four lessons, and very good in almost half the lessons observed. Particular strengths of the teaching include very good subject knowledge, pace and challenge in the delivery of lessons and very good attention to the careful development of basic skills in reading and writing. Another noticeable feature of the teaching of English in the school are the very good opportunities which are planned for the development of English across the curriculum: for example, in writing in response to paintings or developing reading for information on the World Wide Web. The teachers know their pupils very well and make good use of opportunities for assessment to plan for the next stage of the pupils' development. They manage the activities of the literacy hour well, make very good use of resources and set appropriate activities for homework. In the minor example of less than satisfactory teaching, objectives were weak, pace was slow and little progress was made.

27.The national literacy strategy framework has been adopted by the school. It is well planned and managed and is clearly making a positive contribution to the high standards in English achieved by the pupils.

28.The curriculum provided in English is very good. It is broad and balanced and meets the demands of the National Curriculum. The curriculum is well planned to ensure very good progress and to meet the needs of all pupils, including those with special educational needs. Overall assessment of the subject is good, especially the use of the teachers' weekly reviews. Reading records and reports are satisfactory. Marking is sound overall, although there is some variation in quality in some classes.

29.The management of the subject is good. There are clear targets for development in the subject and a strong focus on high achievement. The subject leader provides good support to colleagues, although opportunities for the subject leader to be involved in the monitoring of teaching are, while planned for, underdeveloped.

30.Arrangements for staff development in the subject are good. Teachers have received appropriate training for the implementation of the literacy hour. Learning support staff provide very effective support to pupils with special educational needs. Accommodation is very well used to celebrate pupils' achievements and enhance teaching and learning in the subject. The learning resources are very good. The library provides an attractive area to promote the enjoyment of reading and the very good resources for information and communication technology are effectively used.

#### 84. **Mathematics**

31.Standards are well above average. The results of the Key Stage 2 national tests for 1999 were well above the national average. The vast majority of pupils achieved the nationally expected standard for their age. The proportion of pupils achieving the higher level was well above average. These results improved on the more average results of 1998. In comparison with similar schools, standards are well above average. Since the last inspection, the Key Stage 2 results in mathematics have never fallen below the national average and have shown significant recent improvement. The standards in mathematics are broadly consistent with those achieved in English and science at both key stages.

32.At Key Stage 1, the results of national tests for 1999 show that, by the time they are seven, the

proportion of pupils achieving the standard expected for their age is above average and the proportion achieving a higher level is well above average. In comparison with similar schools, standards are well above average.

33. The findings of the inspection are consistent with the national test results. The vast majority of the oldest pupils achieve standards that are above, and often well above average in using and applying their mathematical knowledge, in their ability to make calculations using numbers, in their knowledge and understanding of shape, space and measurement, and in their data-handling.

34. At Key Stage 1, the vast majority of the pupils are able to use repeating patterns to double numbers, know addition and subtraction facts to 20 and securely work with numbers up to 100 and often beyond. They are developing a range of successful mental strategies and are confident to learn from mistakes and explain how they arrive at an answer. They can recognise and give precise descriptions of shapes using mathematical language and are able to measure with increasing accuracy. They learn how to represent data using simple graphs, including the use of computers, to a standard that is above that expected for their age.

35. At Key Stage 2, the pupils successfully use an increasingly complex mathematical vocabulary. Standards in mental arithmetic calculation are well above average. Higher attaining pupils can analyse and make deductions from complex data, including frequency tables, to a level that is well above what is expected for their age. Many pupils who are average for the school achieve above the national expectation in data-handling. The vast majority of pupils achieve standards in the use and application of mathematics that is at least in line with expected standards, and most achieve standards that are higher still, with some very high. The high standards in this aspect of mathematics are due to the very well planned and challenging mathematical investigations that the teachers arrange: for example, a project with lengths of string in Year 3 and a data-handling investigation to identify the physical features of aliens in Year 5/6. The vast majority of pupils can explain their reasoning clearly.

36. Overall, the pupils make very good progress at Key Stage 1. Progress is particularly good for the higher and lower attaining pupils. The pupils with special educational needs are ably supported by well briefed support staff and make very good progress. The rapid progress is due to the high quality of the teaching, thorough, well matched planning, and a significant commitment of curriculum time for mathematics. The very good progress continues at Key Stage 2 for pupils at all levels of attainment. Again, the main reason for the very good progress is the very good teaching. Effective arrangements have been planned to support the progress of pupils with special educational needs. This is particularly good where teacher, support assistant and the special needs co-ordinator are working together.

37. The pupils work hard and behave well in lessons. In all classes there is enthusiasm, confidence and excitement for mathematics. Pupils listen to instructions, sustain concentration and are keen to participate. Particularly effective is the way pupils often work collaboratively in pairs, sharing and discussing their learning and respecting one another's contributions. The pupils show pride in their work, much of which is carefully and thoughtfully presented.

38. The quality of teaching is very good. It was never less than satisfactory and was very good or even better in almost half the lessons observed. The lively teaching motivates the pupils and engages their attention very successfully. A very good pace of work is established. The teaching is well planned. Good links are made with previous lessons and high expectations are made clear to the pupils. The teachers use questions very effectively to encourage thinking and challenge all abilities. The teachers focus their time efficiently with groups or individuals, give clear explanations and offer supportive strategies. Occasionally, time runs out and insufficient emphasis is given to pulling the parts of a lesson together at the end. Homework is used well to engage the pupils' interest before or during a project or to consolidate skills. It also allows pupils to initiate their own learning and develop their own ideas.

39. Numeracy skills across the curriculum are very good. For example in science, some high order thinking about analysis of data is linked to an experiment in dissolving; estimation is used in design and technology when making a sandwich. In information and communication technology, very good use of spreadsheets enhances understanding of number and calculations and in art pupils use a computer programme to work in the style of Escher using tessellation and symmetry.

40. The assessment and recording of each pupils' progress and attainment is good. The teachers keep weekly record profiles and there is less frequent recording of attainment in relation to National Curriculum levels. National Curriculum statutory and non-statutory tests are used to assess the stages a pupil has reached. The teachers engage in effective discussions with pupils about their learning. Where this is combined with the supportive marking of work, this feedback to pupils is particularly effective. The quality of marking and feedback to pupils is not consistent. Use is made of an Internet programme to help teachers plan the next step for each pupil. This information has recently been translated into learning targets for each pupil but they are too broad, cover too long a time and are not sufficiently understood by pupils to be effective. The subject is very well managed in all respects, with the exception of the monitoring of teaching. This is being addressed in the school development plan.

#### 94. **Science**

41. At the time of the last inspection, standards in science were found to be high. The results of national tests for 1999 were above the national average. These results are average when compared with those of similar schools. Over the period since the last inspection, the trend is one of overall improvement, with minor annual fluctuations. In the most recent national tests, the proportion of Year 6 pupils reaching the national standard expected for their age was well above average. The proportion of children who achieved an even higher level was above average. These standards, while good, are not as high as those achieved in English and mathematics. This is largely due to the greater amount of time devoted to these two subjects. The findings of the inspection are that the standards achieved by the oldest pupils are higher than those represented by the 1999 national test results.

42. By the end of Key Stage 1, the proportion of pupils achieving the nationally expected standard is very high compared to the national average and when compared with similar schools. This picture is reflected in the 1999 teacher assessments. High standards have been maintained since the last inspection. In 1999, the proportion achieving above the nationally expected standard was broadly in line with the national average but below average for similar schools. However, inspectors found that more of the same group of pupils have now attained a standard higher than that expected for their age.

43. Given that the pupils enter the school with knowledge and understanding of the world around them that is above and often well above average, these standards are, nevertheless, very good. Pupils of all abilities make very good progress at both key stages and in all aspects of the science National Curriculum. There is no significant difference in the progress of boys and girls. Their understanding of the processes of scientific investigation is particularly strong. This results from the considerable emphasis in teaching on providing opportunities for scientific investigation. The oldest pupils pose scientific questions themselves when discussing the data from an investigation on dissolving that reflects scientific thinking, knowledge and understanding that is well above average. They can give detailed explanations of the effects of changing variables in an electrical circuit, how friction operates when describing forces, and of the conditions affecting plant growth. Pupils in Year 3 use scientific vocabulary that is above average for their age when learning about how humans and animals use their mouths to eat.

44. At Key Stage 1, pupils in Year 2 can classify plants and animals accurately and describe changes in human growth and development in infancy. Year 1 pupils and the under fives grasp the idea of germs successfully.

45.The very good progress in science is enhanced by the very good standards through the school in speaking and listening, reading, writing, numeracy and information and communication technology. Science lessons also contribute significantly to progress in these key skills. For example, throughout the school science lessons regularly provide opportunities for data-handling, including the use of information and communication technology to display and manipulate data.

46.The pupils' response in science lessons is very good. Attitudes to learning are very good. The vast majority of the pupils demonstrate high levels of interest, enthusiasm and motivation. Behaviour is excellent. The pupils show very good concentration. They co-operate very well in pairs and small groups.

47.The quality of science teaching is consistently good overall and very good in most lessons seen. It is by far the most significant reason for the very good progress made by the pupils. The teachers have very secure subject knowledge. They pose challenging questions to promote scientific thinking; for example, asking pupils whether the data resulting from an investigation on dissolving is what the pupils would expect to find and whether the same data would be found if the experiment was repeated. A particular strength of the teaching is the use of scientific method and investigation as the main context for science lessons. As a result of the skilful planning, this permeates science teaching and learning from the youngest to the oldest children.

48.The subject leader has a sound overview of standards and provision through the school. This is achieved through the regular high quality informal dialogue that takes place among the staff and through effective liaison with the co-ordinator for Key Stage 1. She has had limited opportunities for direct observation of teaching and learning. This is being addressed by the school in its development plan.

## 102. **OTHER SUBJECTS OR COURSES**

### 102. **Art**

49.The evidence from the small sample of lessons observed, discussions with teachers, scrutiny of pupils' work, including displays, and conversations with pupils indicates that attainment at the end of Key Stage 1 and Key Stage 2 is above national expectations. A broadly similar judgement was made by the last inspection.

50.At Key Stage 1, the pupils are appreciating African design and making links with their own art. They print on paper and fabric with awareness of space, colour and pattern. They are developing good visual skills by selecting materials for their effect; for example, printing with cotton reels or lolly sticks. The pupils are planning their work thoughtfully, either with a first sketch before undertaking observational drawings of fruit, or with a drawing of a fish to be effectively translated into a three dimensional model.

51.At Key Stage 2, the pupils' work is closely linked to that of well-known artists. In Year 3, the pupils explore colour, pattern and space in the style of Mondrian, using white or black backgrounds for their effect and a range of media. The pupils have a good understanding of Mondrian's selection of primary colours and his architectural influence. In Year 4, subtle paintings emulate Monet's work emphasising colour and brush strokes. In Year 6, the pupils are experimenting with a range of media such as mixing colours to represent the sepia photography of the Victorians, or visual effects of overlaying collage. The pupils understand and compare the work of Pre-Raphaelite artists and work from the influence of Millais. Sketch books are used to plan work or practise skills for example line and tone in shading.

52. Progress in art is very good at both key stages and progress is consistent across all abilities. At both key stages, there are insufficient opportunities for the pupils to be imaginative and respond creatively outside the influence of established artists.

53. The pupils' attitudes in lessons are very good. They enjoy art, take pride in and are genuinely pleased with their work, trying hard to improve it. They are appreciative of each other's efforts and enjoy exchanging ideas for effects.

54. The quality of teaching is very good. The excellent subject knowledge of the subject co-ordinator makes a positive impact on the quality of teaching. The use of curriculum time, giving 'blocked' periods for art in rotation with design and technology, gives the pupils good in-depth experiences. The subject is well planned. The teachers have high expectations and focus their time with the pupils well. The teachers exude enthusiasm for the subject which captures the pupils' interest and involvement.

55. Art makes a major contribution to the wider curriculum, including contributions to the pupils' literacy development. For example, Year 6 the pupils write effective poetry from the stimulus of a Hockney poster. Art contributes well to all aspects of spiritual, moral, social and cultural development. The residential visits undertaken in Key Stage 2 provide a successful focus for outdoor art and sculpture in the style of Goldsworthy. There is a good range of resources and materials.

#### **109. Design and Technology**

56. In the last inspection standards of attainment were above the national expectation throughout the school and this has been maintained.

57. No lessons were observed in Key Stage 1 so additional evidence was obtained in discussion with teachers and pupils, examination of artefacts made before the inspection and scrutiny of written work. Younger pupils use a good variety of materials including paper mache, card, glue, textiles and wood to make models. For example, Year 2 pupils have made good puppets, using a plan and following instructions. They can talk about how they would improve their final design.

58. At Key Stage 2 standards are above the national expectation. The pupils make good progress. They engage in a range of problem-solving activities. They are required to work out their own designs, make prototypes and make the final product: an example being the good cam models made by Year 5 pupils. They show good ability to evaluate and make changes as necessary. Their prototype was evaluated and changes made to the design of their final model. In Year 3, a well-finished Egyptian booklet involved cutting and shaping with precision and refining before finally making an informative booklet.

59. The pupils are keen to raise questions and discuss outcomes or improvements. They work well collaboratively, sharing tasks and resources appropriately.

60. The quality of teaching in the small number of lessons observed was always good and often very good. The teaching is thoroughly prepared, providing examples for discussion. Good links are made with other curriculum areas: for example, when electrical circuits were used in the design of an alarm. The teachers provide helpful printed guidance to support the pupils with the design and evaluation process.

61. The co-ordination of design and technology is very good. The co-ordinator has an excellent knowledge of the subject and often works alongside or as a role model for other staff, sharing expertise. This has a positive impact on standards. Formal monitoring of standards, progress and teaching does not take place. Resources are very good and support teaching and learning well.

## 115. **Geography**

62. Although it was only possible to observe one geography lesson, it is clear from scrutiny of pupils' work, displays around the school and discussions with pupils that there has been improvement in the subject since the last inspection. At both key stages, the majority of the pupils achieve a standard higher than expected for their age, making good progress. A significant minority achieve standards well above what is expected nationally.

63. At Key Stage 1, the pupils in Year 2 are able to compare life in their own village with life in a community in Kenya, achieving standards higher than expected for their age. In the same year group, imaginative teaching has linked geography with English through work on a Scottish island in the 'Katie Morag' stories.

64. At Key Stage 2, Year 4 pupils have studied life in a village in India and are able to describe how physical factors make an impact on the lives of people there. Through well-informed, effective teaching, the oldest pupils have gained knowledge and understanding of rivers that is also above what is expected nationally. They have made very good use of information and communication technology to draw graphs of the population of the counties bordering on the river Thames and have posed sophisticated questions about this data at a level normally expected of pupils well into the secondary years of education.

65. Environmental quality issues are effectively brought into the curriculum, including opportunities to consider how a site in the village might be improved. The significant residential and outdoor pursuit experiences provided by the school give the pupils very good opportunities to extend their geographical skills, including map skills, and their knowledge and understanding. The pupils develop good understanding of key geographical vocabulary, with older pupils able to explain terms such as 'erosion'.

66. The teaching of geography makes a good contribution to the pupils' literacy and numeracy skills. In turn, the above average standards in literacy and numeracy contribute significantly to the good progress in geography.

67. The subject leader has considerable enthusiasm for the subject and very secure subject knowledge. The teaching provides a very broad and balanced curriculum, covering all aspects of the geography National Curriculum. The study of localities is well planned, with good opportunities for the pupils to make advances in their knowledge and understanding as they move through the school. The teachers make very good use of the village and local area as the focus for human, physical and environmental geography.

## 121. **History**

68. The oldest pupils achieve standards in history that are higher than expected for their age. They have good chronological knowledge and understanding. They are able to sequence accurately the periods in history that they have studied over their time in the school. They show good knowledge of the timing of key events and changes during the Victorian period, which they were studying at the time of the inspection. They can describe in detail the wide range of sources of evidence about the past. Their knowledge of local history during the Victorian period is above what is expected for their age. They are able to make good links between local developments during this period and wider, national changes. For example, some higher attaining pupils can explain why census data for the village for 1891 has fewer entries than that for 1851 by pointing to migration to Exeter and the impact of improvements in public transport. The school has successfully maintained the higher than expected standards found by the last inspection.

69. The good progress made by these pupils is largely due to well-informed, challenging teaching. This includes the setting up of an excellent classroom display of a wide range of historical sources, including many artefacts from the Victorian period. This was used very successfully to support teaching and learning in one lesson observed.

70. Younger pupils through the school make good progress and achieve at least the standard expected for their age. Year 3 pupils can compare the lifestyles of the Romans and the Celts in good detail. The youngest pupils in the school respond to family photographs, identifying similarities and differences between past and present. Pupils use the Internet to locate and download images of Ancient Egypt from the web site of the Cairo museum.

71. Throughout the school, the above average standards in literacy and numeracy make a positive contribution to their progress in history. The well planned history teaching provides good opportunities for the pupils to enhance their literacy and numeracy skills; for example, pupils in Year 5/6 extended their data handling skills through interpreting population census data.

72. The quality of teaching in the small number of lessons seen was never less than good with several very good features. The teachers' subject knowledge is good, as is demonstrated by the range of appropriate teaching strategies observed; for example, the use of toys in Year 1 for a discussion about what materials they were made from.

73. The pupils' response to this teaching is never less than good and very good in most lessons. The subject is well planned. Good links are made with other areas of the curriculum; for example, in Years 5/6, where the study of Victorians is linked to current work in art and reading and writing about 'The Secret Garden'. This successfully motivates the pupils and gives coherence to their learning.

74. The subject leader has very good knowledge of the subject and demonstrates a high level of enthusiasm for history. This contributes significantly to the good profile that the subject has in the whole school curriculum.

## 128. **Information and Communication Technology**

75. Standards in information and communication technology (ICT) are above the national expectation by the end of Key Stage 1 and well above the national expectation by the end of Key Stage 2. This represents an improvement since the last inspection, when standards were in line with the national expectation at Key Stage 1 and above at Key Stage 2. Judgements are based on observations of lessons, discussions with pupils and scrutiny of work in pupils' folders and in displays around the school.

76. The pupils in Year 3, who have just left Key Stage 1, have undertaken a wide range of work in ICT. They can describe how they combine text and images in a desk-top publishing programme and search the World Wide Web for information. They were observed working as 'ICT buddies' with Year 2 pupils on the "My World" programme, where they were confident in supporting the younger pupils to develop tessellating patterns for work in mathematics. They can describe how they were able to collect data about food eaten by animals, enter it into a spreadsheet and create graphs and tables.

77. At the time of the inspection, the pupils in Year 6 were achieving standards well above the national expectation. They were observed using software to create a page for the school's web site about a recent event when they had an opportunity to take part in African drumming. They were able to listen attentively to a complex set of instructions, ask appropriate questions and then work in pairs to choose a background for the page, enter text and retrieve photographic images from files. Some pupils demonstrated a high level of awareness of the need to take account of the presentation of the page for its intended audience.

78. The pupils make good progress at Key Stage 1 and very good progress at Key Stage 2. The pupils are progressing particularly quickly as they make use of the very good resources now available for them. The progress of the pupils at Key Stage 2 is enhanced by the expert teaching they receive from the subject leader, which will be extended to Key Stage 1 in the second half of the term.

79. The response of pupils in ICT lessons is very good overall and sometimes excellent. They work very well in pairs and groups, sharing ideas and developing solutions. They concentrate very well, are persistent in overcoming technical difficulties and are confident to try out ideas and learn from their mistakes.

80. The teaching of ICT is very good overall and sometimes it is excellent. The teacher who is currently leading the teaching has excellent subject knowledge and very high expectations. Explanations are clear, lessons are conducted at a brisk pace and good links are made to other subjects across the curriculum.

81. The curriculum for ICT covers the requirements of the National Curriculum. During the week of the inspection, particularly impressive work was taking place in using spreadsheets to handle and model data about shopping lists and in combining text and images for desk-top publishing. There are very good opportunities for developing the use of ICT across the curriculum and to use ICT to support other subjects, for example to find information on the World Wide Web to support work in history. Very good use is made of ICT to support the teaching and learning of pupils with special educational needs. The subject makes a good contribution to the development of the pupils' literacy and particularly, their numeracy skills, through the very good opportunities for data-handling.

82. Assessment of ICT is sound and is based on teaching units from the guidelines for ICT, published by the Qualifications and Curriculum Authority (QCA). There is inconsistency in the extent to which reports to parents are focused on pupils' attainment and what they should do to improve their standards.

83. Management of the subject is very good. The subject leader has a very clear vision for the

development of the subject in the school and a huge enthusiasm for ICT, which communicates itself to staff and pupils. Exciting plans are in place to develop the school web site for use as a resource by the community.

84. Arrangements for the professional development of staff are good, with the subject leader working alongside class teachers to develop their expertise. The new computer suite and banks of computers around the school provide access to very good resources. Very good use has been made of the grant from the National Grid for Learning initiative to raise standards and support the exciting developments which are taking place in the subject.

### 138. **Music**

85. Within the limited range of music that took place and was observed during the inspection, standards throughout the school were above the national expectation. The pupils' progress in the lessons was good and sometimes excellent. This picture represents improvement compared with the findings of the last inspection when standards were also found to be high at Key Stage 2 but only in line with expected standards at Key Stage 1.

86. At Key Stage 1, the pupils demonstrate abilities in composing that are slightly above those expected of pupils of the same age. They have developed a good sense of rhythm. They can copy and repeat a rhythm sequence and then fit different sequences into a story at the appropriate time. The pupils at Key Stage 2 achieve standards above those expected for their age in performing and composing. They can combine two rhythm patterns, maintaining independent instrumental lines, and finally include a two-part song with this backing. They gradually added different percussion instruments to the basic beat and an excellent arrangement was achieved. A small group of pupils have keyboard lessons at the school. The pupils are given regular opportunities to perform in public, particularly at Christmas, with recent productions of 'Scrooge' and a nativity. A video recording of the school's performance of 'Yanomamo', set in the rainforest, showed work of a high standard.

87. The pupils at Key Stage 1 sometimes found it difficult to concentrate in the initial stage of the lesson and were over enthusiastic until the group performances began. Then they were fully involved. At Key Stage 2, the pupils openly enjoy their work. They concentrate well and watch the teacher carefully. They show obvious enjoyment when they succeed in mastering rhythm.

88. It was not possible during the inspection to see more than a few lessons but the quality of teaching was never less than good and sometimes excellent. The teachers are enthusiastic and form good relationships with the pupils, rarely needing to interrupt the lesson to gain anyone's attention.

89. The curriculum is carefully planned using a published scheme which develops and revisits performing and composing skills. Opportunities to listen to music from different cultures enrich learning and give pupils scope to compare different types of music.

90. The co-ordinator has not yet had the opportunity to formally monitor the subject. However since the introduction of the new curriculum scheme, staff confidence has improved and this undoubtedly contributes to the very good standards achieved. The resources are good and music is used extensively in other areas of the curriculum, particularly in dance.

#### 144. **Physical Education**

91. During the inspection not every activity in the National Curriculum for physical education was observed. At Key Stage 1, standards of attainment in dance are significantly above national expectations. The children are able to use space well and use different levels within the space. Sequences of movements using twists and turns practised and improved effectively. The pupils are able to refine their movements by making elements slower and including jumps and different types of movement. They can evaluate the performances of others and attempt to improve their own performance. In netball at Key Stage 2, the pupils can improve their own targets for catching. They develop the skill of defending and apply these skills successfully in a game. Through a progressive swimming programme, all pupils are able to attain well above the national expectation and all are achieving at least Bronze Honours Challenge ASA awards. This picture represents overall improvement in standards in physical education since the last inspection, with the exception of gymnastics, where teaching is severely constrained by the limitations of the school's hall.

92. In lessons observed, the pupils' progress was very good. Lessons build effectively on the pupils' prior attainment. There are clear objectives and these are shared with the children. The pupils participate enthusiastically. They listen carefully and respond positively to their teachers and make very good efforts to achieve well. The quality of teaching was very good and once excellent. Teaching is well planned and has a clear focus on areas for improvement. There is excellent use of appropriate music to support the work. The teachers set high standards by joining in and demonstrating as necessary. They make consistent reminders about safety at appropriate times and show acute awareness of safety issues at all times.

93. Outdoor education is a strength. All children at Key Stage 2 have opportunities to take part in rock climbing, sailing, windsurfing and canoeing for a small cost as part of after school activities in the autumn and summer terms and at least three quarters take part. An excellent variety of residential visits are also organised for each year group in Key Stage 2. As well as being excellent social development opportunities for the pupils, they are successfully linked to other curriculum areas, including science and geography.

94. The previous inspection stated that coverage of the National Curriculum was unsatisfactory in the gymnastics element of physical education. This is still the case because the new school hall does not provide a sufficiently safe environment. Gymnastic floor work can take place but use of apparatus is limited because of the low ceiling in places. The lights in the hall have no safety cages which limits the use of throwing and catching small apparatus indoors. The use of the hall as a classroom sometimes means that tables, benches and equipment are often in the alcove section and this further inhibits the use of space. However, the dance requirement of the National Curriculum for physical education is now being met in full.

#### 148. **Religious Education**

95. The oldest pupils at the school achieve standards in religious education that are above what is expected for their age in the locally agreed syllabus for religious education. By the end of Key Stage 1, the majority of pupils also achieve above the standard expected for seven year olds. These standards represent significant improvement since the last inspection, when standards were found to be unsatisfactory in relation to the pupils' knowledge and understanding of faiths other than Christianity, particularly at Key Stage 2. Throughout the school, progress is good as a result of well-informed teaching and learning resources that have been improved since the last inspection. The pupils' above average standards in literacy and numeracy make a good contribution to their progress in religious education. The subject, in turn, makes a good contribution to their speaking, listening, reading and writing skills.

96.Many pupils in Year 2 are able to recall key features of customs, beliefs and practices of Judaism to levels above what is expected by the locally agreed syllabus. They can recall details of Old Testament stories they have heard in earlier lessons. They demonstrate the ability to reflect on questions of meaning, such as the meaning of harvest, at a higher than expected level for their age. When they were in Year 2, higher attaining pupils now in Year 3 produced sustained writing about the Christmas story that is well above what is expected for their age for knowledge and understanding. In Year 4, several pupils are able to compare features of Judaism and Christianity to slightly above expected levels. Pupils in Year 6 demonstrate knowledge and understanding of the beliefs, practices, customs and traditions of Christianity and Judaism that is above what is expected for their age. Their knowledge of Hinduism, though sound, is less developed.

97.In the small number of lessons seen, the pupils' response ranged from good to very good. Year 2 pupils responded with considerable maturity to the opportunity to reflect on the meaning of harvest. Year 4 pupils responded well to a video about how a Jewish family in Scotland passed Shabbat.

98.In these lessons, the teaching was good with several very good features. The teachers have secure subject knowledge. The teaching is well supported by well-prepared learning resources. In the Year 2 lesson, the religious education lesson was skilfully linked to the class act of worship and to current work in other areas of the curriculum.

99.The subject is well managed. Planning provides effective implementation of the locally agreed syllabus. Since the last inspection, the teachers have benefited from training in how to teach faiths other than Christianity and there have been improvements in the range of information books and artefacts.

153. **PART C: INSPECTION DATA**

**SUMMARY OF INSPECTION EVIDENCE**

100. The inspection was carried out by a team of five inspectors, who spent a total of 14 inspector days in the school. A total of 56 hours of inspector time was spent observing lessons, sampling pupils' work and talking to pupils. This included observation of 58 lessons or parts of lessons; formal scrutiny of the work of three pupils in each year group, representing the attainment range; and discussions with pupils about their work. Meetings were held with members of the teaching and non-teaching staff and representatives of the governing body. At least three pupils in each year group were heard reading. The inspection team scrutinised a wide range of school documents before and during the inspection, including teachers' planning and records. Members of the team met 31 parents at a meeting held prior to the inspection to hear their views about the school. Forty-eight parents responded to the parents' questionnaire.

**DATA AND INDICATORS**

**Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	163	4	9	7

**Teachers and classes**

**Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8.5
Number of pupils per qualified teacher:	19

**Education support staff (YR – Y6)**

Total number of education support staff:	3.8
Total aggregate hours worked each week:	99.75

Average class size:	23
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**Financial data**

Financial Year:

1998/99

	£
Total Income	241,239
Total Expenditure	240,932
Expenditure per pupil	1,460
Balance brought forward from previous year	0
Balance carried forward to next year	307

## PARENTAL SURVEY

Number of questionnaires sent out:

121

Number of questionnaires returned:

48

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	38	48	13	0	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	38	4	4	2
The school handles complaints from parents well	24	40	32	3	3
The school gives me a clear understanding of what is taught	32	55	11	0	2
The school keeps me well informed about my child(ren)'s progress	35	42	17	4	2
The school enables my child(ren) to achieve a good standard of work	54	40	4	0	2
The school encourages children to get involved in more than just their daily lessons	35	50	10	0	4
I am satisfied with the work that my child(ren) is/are expected to do at home	39	50	7	2	2
The school's values and attitudes have a positive effect on my child(ren)	52	42	4	0	2
The school achieves high standards of good behaviour	49	49	0	0	2
My child(ren) like(s) school	70	24	4	0	2

### Other issues raised by parents

The vast majority of parents at the pre-inspection meeting were very happy about the standards achieved by the pupils. They praised the dedicated work of the staff and the headteacher. They strongly supported the view that the school nurtures positive, caring attitudes. Many were of the view that the quality and quantity of homework had improved since the last inspection. A minority of parents wanted better information from the school about how their children were doing in relation to the national standards expected for their age. They also wanted school reports to say more about how their child(ren) could improve their standards.