

# INSPECTION REPORT

## **WOODBURY SALTERTON SCHOOL**

Woodbury Salterton, Nr Exeter

LEA area: Devon

Unique reference number: 113441

Headteacher: Mrs A Brown

Reporting inspector: Miss S Ramnath  
21334

Dates of inspection: 21<sup>st</sup> – 22<sup>nd</sup> May 2001

Inspection number: 191268

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Stony Lane  
Woodbury Salterton  
Exeter  
Devon

Postcode: EX5 1PP

Telephone number: 01395 232649

Appropriate authority: The governing body

Name of chair of governors: Mrs J Weaver

Date of previous inspection: 18<sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21334	Miss S Ramnath	Registered inspector
17963	Mrs H Macdonald	Team inspector
9999	Mrs Rona Orme	Lay inspector

The inspection contractor was:

H & G Associates  
2 Mead Road  
Cranleigh  
Surrey  
GU6 7BG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This smaller than average size voluntary aided Church of England primary school is situated in the village of Woodbury Salterton in Devon. There are 75 pupils on roll aged between four and eleven years, organised in four classes and taught by the equivalent of 4.6 full-time teachers. The school serves a rural community, although some pupils come from outside the school's local area. Pupils come from diverse social backgrounds and overall attainment on entry is average. Most of the pupils have experienced some pre-school provision prior to commencing full-time education in the term in which they are five. At the time of the inspection, seven children were in the Foundation Stage in the mixed Reception/Year 1 class. Nearly all pupils have cultural roots in the British Isles. Two pupils speak English as an additional language and one receives additional support. There are no pupils eligible for free school meals. Eleven pupils have been identified on the school's register of special educational needs, which is below average. One pupil has a statement setting out the specific provision to be made. This is also below the national average. Since the last inspection, there has been an increase in the number of pupils in the school, as well as those identified as needing additional support in their learning.

In line with its voluntary aided status, acts of collective worship and religious education were inspected by a representative of the diocese. His report appears under a separate cover

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

Woodbury Salterton is a very good school where pupils achieve high standards. The harmonious community created by very good relationships, very good quality teaching and the strong leadership and management by the headteacher and staff provide a very positive atmosphere for learning. Finances are used efficiently and the school provides good value for money.

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

- The school's commitment to high standards results in pupils achieving above the national average in English, mathematics, science and information and communication technology (ICT) by the age of eleven.
- It provides very good quality teaching, which is having a positive impact on standards.
- The headteacher, staff and governors work closely together to lead and manage the school effectively. They bring very clear direction and purpose to the work of the school.
- Pupils have very good attitudes and are very well behaved; relationships throughout the school are warm, caring and supportive.
- The provision for pupils' spiritual and cultural development is very good. Pupils have very good social skills and a strong sense of moral responsibility. These impact positively on their personal development and the relationships they form with one another.
- Attendance is very good and lessons start punctually.

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

- The school has no major areas of improvement. Effective leadership and good quality teaching, plus frequent monitoring, review and evaluation enable the school to maintain good standards in all aspects of its work.

---

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

There are no key issues for the school to address, but in the context of its many strengths, the following area of development noted by the inspection team should be considered for inclusion in an action plan:

- The provision for children's personal, social and emotional development and their language and mathematical development of the Early Learning Goals is very good. However, the provision for regular, planned opportunities to promote all aspects of their physical development requires further resources.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since that time, standards have improved year on year, the breadth of the school's curriculum has been sustained and the quality of teaching has improved significantly. All the key issues identified in the previous report have been successfully addressed. Policies and schemes of work are now well established for all subjects. The quality and effectiveness of teachers' plans have improved and there is now greater detail in short-term lesson plans to ensure that the needs of all pupils are being met effectively. Much work has been done to improve the accommodation and resources. Imaginative modifications have been made to the building and, as a result, the quality of the accommodation has improved significantly. Requirements are now met for the delivery of physical education. Overall, the school has made considerable improvements since the earlier inspection and is very well placed to make further progress: the development plan sets out clearly what needs to be done to achieve the targets the school has set for itself.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	C	A	B	well above A average above B average average C below average D well below E average
Mathematics	A	C	A	B	
Science	A	A	A	B	

The school's results at the end of Year 6 show that over the last three years, standards in English, mathematics and science have been consistently well above those of most schools nationally. When compared with schools with few pupils who are eligible for free school meals, test results for 2000 compare favourably and are above average. In the light of the composition and size of the present Year 6, standards in work seen during the inspection in English, mathematics and science were above the level expected nationally.



This good achievement is a result of effective teaching, careful assessment, close monitoring of individual progress and the challenging targets set by the school.

At the end of Year 2, test results for 2000 in reading, writing and mathematics were well above the average of most schools, as well as those of similar schools. Inspection evidence shows that through very good teaching, pupils achieve well above average standards in these subjects by the time they are seven.

The youngest children receive a good start in Class 1 and by the end of the Foundation Stage, most exceed the standards expected in all areas of learning, except for aspects of their physical development, which is average. Owing to the effective and sensitive support from teachers and other staff, pupils with special educational needs and those at the early stages of learning English as an additional language achieve well and make good progress.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good - pupils are well motivated and keen to succeed. They are interested in what they do and are proud of their achievements. Their attitudes support progress in their learning. They enjoy coming to school and, as one said, 'I love this school'.
Behaviour, in and out of classrooms	Very good – all pupils are orderly in classrooms and around the school. The atmosphere in the playground is delightful as pupils co-operate very well in a wide range of games.
Personal development and relationships	Very good - pupils help each other willingly and gain in confidence as they grow older. The school is a harmonious community where the atmosphere is relaxed but purposeful.
Attendance	Very good – and above the national average. There are no unauthorised absences. The pupils are punctual, which ensures a brisk start to the day.

The pupils have very good attitudes to learning. Most are well motivated and enthusiastic in their work and develop good work habits and routines. They have a good understanding of right and wrong and show care for the school and an understanding of their responsibilities in society. Pupils have plenty of opportunities to help others and to be responsible. Pupils get on well together, and when they work in groups, they do so without fuss.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Very Good	Very Good

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

Overall, teaching is very good and this has a positive impact on standards because it ensures that pupils make good progress. Pupils rise to the high expectations set by teachers and have very good learning habits. During the inspection, teaching was satisfactory or better in all lessons, good or better in 93 per cent of lessons and in 50 per cent, it was very good. In general, the teaching of English, mathematics and science is very good and the basic skills of literacy and numeracy are taught well throughout the school.

Teachers' planning is good and effective use is made of the National Strategies for Numeracy and Literacy to support the very good teaching in English and mathematics. Teachers use a good range of teaching techniques, and in all lessons, make it very clear to children what they are to learn. They have high expectations of behaviour, and are positive and encouraging. Work is challenging and this ensures that higher attaining pupils make the progress that they should, while the support given to lower attaining pupils is particularly effective and enables them to make good progress. Throughout the school, pupils concentrate well which means they get the most out of lessons and take full advantage of the very good quality teaching.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good - a broad and relevant curriculum is provided for all pupils, enriched through creative subjects, such as art, and by a good range of extra-curricular activities, such as stamp collecting. The clear emphasis on the delivery of literacy and numeracy is good and this contributes to the good standards attained by the end of Year 6.
Provision for pupils with special educational needs	Very good –pupils who need extra support are identified early and their progress is carefully tracked. Teachers provide work at different levels in the classroom and are ably assisted by learning support staff.
Provision for pupils with English as an additional language	Very good- although only very few pupils with English as an additional language attend the school, progress in acquiring English and learning across the curriculum is rapid.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good - pupils are encouraged to be responsible and to have a mature, independent and reflective approach to learning. This helps their personal development. Good role models and a clear code of behaviour ensure that pupils develop a secure understanding of moral responsibilities and behave well. They have very good opportunities to develop their social skills. They reflect on their experiences, gaining insight into the values and beliefs of others. They are learning to appreciate the diverse range of cultures in British society.
How well the school cares for its pupils	Very good- the headteacher and staff know each pupil as an individual and support and encourage them well. This does much

	to promote positive attitudes and is helping to raise standards. Sound assessment procedures are in place in all subjects of the curriculum and are particularly well used in English and mathematics. Pupils' annual report do not always give a clear indication of what pupils' know understand and can do in subjects other than English, mathematics and science.
--	--

The curriculum caters for the needs of all age groups and meets legal requirements. Very good care is taken of pupils. There are good links with parents, who are kept informed about what is taught and the progress their children make.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good - the headteacher provides strong and purposeful leadership. She has a very clear vision of the school's potential and works conscientiously with her staff. Overall, co-ordinators make an effective contribution to learning.
How well the governors fulfil their responsibilities	Very good - the governors are able, active and very supportive of the headteacher. They fulfil their role well, play a full part in the school's strategic planning, and make a positive contribution to the life of the school.
The school's evaluation of its performance	Very good - thorough analysis of pupils' progress takes place and teaching is closely monitored. This approach enables the school to refine the curriculum and to set appropriate priorities for teaching and learning.
The strategic use of resources	Very good – educational priorities are supported through very good financial planning. The principles of best value are applied well in order to make optimum use of available funding.

The school is well staffed by suitably trained and experienced teachers. Support staff make an invaluable contribution to pupils' attainment and progress. There is a good range of resources to support learning in all subjects except for large climbing frames for children completing the Foundation Stage. This is being rectified.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has a positive effect on children's values and attitudes.</li> <li>• The children's behaviour is improving.</li> <li>• The school has improved in many aspects since the earlier inspection.</li> <li>• They find the teachers friendly, approachable and informative.</li> <li>• The school keeps them well informed.</li> <li>• The school is well led and managed.</li> </ul>	<p>A minority of parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> <li>• the range of extra-curricular activities;</li> <li>• closer working with parents.</li> </ul>

The team endorses the positive views of the parents. However, it does not share their concerns about the range of extra-curricular activities provided by the school as this is similar to that found in most primary schools. Inspectors consider the school to be working well with parents and that it is trying to improve the effectiveness of its links with them.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The school's commitment to high standards results in pupils achieving above the national average in English, mathematics, science and information and communication technology by the age of eleven.**

1. When the school was last inspected in November 1996, standards were identified as being satisfactory at the end of Year 2 and Year 6. Higher attaining pupils were not challenged enough and planning in some subjects lacked sufficient detail. In the years following the inspection, and with the appointment of a new headteacher, numerous initiatives have been put into place to rectify the weaknesses and to improve overall standards. These include: monitoring and evaluation of teaching and learning; greater analysis of National Curriculum test results; specialist teaching in science, art and physical education; the development of an information and communication technology suite; improved planning; additional resources; and the adoption of new schemes of work. All of these have had particularly beneficial effects on standards which are now above the levels expected nationally in English, mathematics, science and information and communication technology at the end of Years 2 and 6. Current standards for eleven-year-olds are not as good as the 2000 test results owing to the size and composition of the present Year 6. In recognition of its improving standards in the National Curriculum test results for eleven-year-olds, the school has received an award from the DfEE.
2. The results of the National Curriculum tests in 2000 for eleven-year-olds showed that pupils attained well above average standards in English, mathematics and science when compared with all schools up and down the country. When compared with schools with similar numbers that qualify for free school meals, standards are above average in all three subjects. Overall results for 2000 show that standards have improved at a similar rate as nationally and have therefore maintained the gap above most schools. Standards since 1998 have fluctuated owing to the size and differing proportions of pupils with special educational needs in each year. Test results indicate that overall, girls did slightly better than boys, which is in line with the national trend.
3. In 2000, the National Curriculum tests results for seven-year-olds showed that standards in reading, writing and mathematics when compared with all schools as well as similar schools, were well above the national average. There are no statutory tests in science at the end of Key Stage 1; assessments are carried out by the teacher. The teachers' assessments showed that standards were also well above the national average. Trends over the past three years indicate an improving picture in reading, writing and mathematics. Overall, boys did not perform as well as girls in reading and writing but they did better in mathematics.
4. Staff complete a very rigorous analysis of standards as part of their ongoing monitoring of the school's work and this has led to a number of initiatives, especially in writing and science, where an increased focus on writing and an emphasis on learning through experimentation and investigation, have raised standards. The school has set challenging but realistic targets for the pupils' performance in the English and mathematics tests in 2001 and indications are that pupils are on course to meet these targets.

5. The literacy and numeracy sessions are having a particularly beneficial effect and literacy skills are practised well across many areas of the curriculum. A good example is the use of reports and instructions, which are featured well in subjects such as science. Pupils' numeracy skills are applied and developed well in some areas, particularly in science and design and technology. The additional literacy support (ALS) for lower attaining pupils is also helping to improve standards.
6. There is a very wide range of attainment among children who enter the school. Overall, their attainment on entry to the mixed Reception/Year 1 class is in line with that of children of a similar age. They receive good teaching so that by the end of the Foundation Stage, most children successfully attain standards above those expected nationally in their personal, social and emotional development, language, literacy and communication, mathematical development and aspects of knowledge and understanding of the world and creative development. In aspects of physical development, standards are average. Children understand classroom routines well and develop good habits of work. This enables them to make good progress in all other areas of learning. In language and literacy, children enjoy listening to stories such as 'Bear Hunt', showing by their comments that they understand what will happen next. They show increasing interest and awareness of books with many children recognising easy words by sight when reading. They learn to write their names using clearly formed letters and some write familiar words accurately. In mathematical development, children confidently match numbers and shapes, identify coins and many correctly write numerals. They learn to sort equipment according to criteria such as colour, shape and size, and explore concepts of capacity and measures when they use sand and water or fill containers with various items. Most count beyond 20 correctly, and use and understand mathematical language, such as 'short' and 'long', accurately when measuring their heads, hands and feet. Children's knowledge of the world increases. They know that certain factors, such as light and water, are necessary for successful growth and some know that roots grow underground and that stems and leaves grow above. They use information and communication technology satisfactorily to support their learning. Most know the function of the buttons on the computer keyboard and a few show a satisfactory degree of control when using the mouse to move items around the screen. Their creative and physical development increases. They use their imagination when engaging in role-play in the 'hospital', respond creatively when learning techniques such as printing with shapes to decorate 'Dippy Dinosaur' and join in singing with enthusiasm. Children confidently take apart and build with construction toys, manipulate jigsaw pieces, pour water and sand into containers and place items accurately when engaged in small world play. When working outside, they develop their co-ordination skills by pedalling tricycles and manoeuvring wheeled vehicles. However, progress in climbing and balancing is sometimes limited due to lack of resources. Overall, children are well prepared for the National Curriculum in Year 1 in all areas of learning.
7. The standards seen in pupils' work in nearly all aspects of English are above what is expected nationally at the end of Years 2 and 6. The exceptions are writing where standards are average. A number of factors have contributed to the improved standards since the last inspection. The National Literacy Strategy has been successfully adopted and adapted to cater for mixed age and mixed attainment classes. Monitoring of progress and target setting have ensured the careful teaching of individual pupils. Above all, the school's effective critical analysis of strengths and weaknesses is ensuring that comparative weaknesses, such as spelling and writing, are recognised and procedures introduced to rectify them.

8. Throughout the school, pupils have frequent opportunities to listen and speak in a structured setting, such as in the numeracy hour when pupils talk about the variety of methods of working to arrive at the correct conclusions. By the end of Year 2, most pupils speak with clarity, using a wide vocabulary. They listen attentively to the teachers' explanations and instructions, respond appropriately to questions and many express opinions confidently and articulately. By the end of Year 6, pupils have a wide and expressive vocabulary, share ideas and give well-considered reasons for their views, as demonstrated in the literacy lesson on persuasive language. Teachers lose no opportunity to extend and develop pupils' vocabulary, especially that which is associated with other subjects, for example in science, music and design and technology.
9. Good progress is made in reading throughout the school for all pupils, including those with special educational needs. All teachers encourage an enjoyment of books and reading, and it begins early in Year 1 where pupils select and browse from a wide selection of picture books. Reading skills are systematically developed by precise teaching in the word level work in Years 1 and 2. This is continued in Years 3 to 6, where the reinforcement of phonic skills is taught alongside a system to improve spelling. Carefully selected commercial texts are used well in both shared reading and writing to teach the necessary skills of comprehension and vocabulary extension. The literacy hour has been evaluated and the sensible adjustments made have enhanced the provision and improved progress. For example, in Years 5/6, each morning begins with a short period of guided reading where pupils experience a broad range and variety of texts. Pupils' skills of interpreting and drawing conclusions from the texts they read are well developed.
10. Standards in writing are in line with the national expectation at the end of Years 2 and 6 with some pupils attaining higher levels. However, initiatives such as booster classes in Year 6 and a more systematic spelling system are in place to promote better progress. Higher attaining Year 2 pupils use basic punctuation and spelling well. Average and below average pupils insert capitals and full stops to mark off sentences. In Year 6, pupils have many opportunities to write for a variety of purposes and audiences, for example story writing and descriptions of settings and characters, all of which enable pupils to achieve well. Across the school, standards of handwriting and presentation are mostly good, with most pupils writing using flowing, joined-up script. Most work is correctly spelt and punctuated and grammatical conventions are well observed.
11. In mathematics, standards at the end of Year 2 and Year 6 are above national expectations. The impact of the numeracy hour has been positive. Pupils enter Key Stage 1 with average attainment of basic number skills. These are steadily built on as they move through the key stage. In Year 1, pupils' confidence is built on as they are given tasks well matched to their ability. For example, they identify different ways for paying for different items using 10p, 5p, 2p and 1p coins. By Year 2, pupils make consistently good progress in consolidating their previous learning and understanding of number and in using mental recall of multiples of two, five and ten. They correctly identify the differences between two-dimensional and three-dimensional shapes, have a good understanding of addition and subtraction and confidently identify simple fractions. By the age of eleven, pupils have good mental mathematics skills. Analysis of pupils' past work shows that pupils understand fractions, decimals and percentages and their equivalents. Pupils solve problems accurately; they estimate answers and check if they are correct. They are given very useful opportunities to explain the strategies they use to arrive at their answers. Overall, progress is good in all areas of mathematics. Throughout the school there is appropriate emphasis on mental work and number work

and pupils develop a good range of strategies for solving problems. Work is modified to match pupils' knowledge and understanding and resources are well prepared, accessible and support the planned activities.

12. Standards in science are well above those expected nationally at the end of Year 6 and progress is very good. Since the previous inspection, there has been an emphasis on experimental and investigative science and the use of specialist teaching, which have helped to raise standards. By the end of Year 2, pupils know that some materials change their shape by 'squashing', 'bending' and 'stretching' and that others, such as butter and chocolate, change when heated. By the end of Year 6, most pupils have a very good understanding of how to plan and conduct an experiment. They carry out investigations, make predictions about outcomes and use scientific vocabulary appropriately and with increasing confidence.
13. Standards in information and communication technology are above national expectations at the end of Years 2 and 6. The school's recent investment in equipment, the information and communication technology suite, good support by the co-ordinator and staff enthusiasm have helped to raise standards. By the end of Year 2, most pupils are familiar with the computer keyboard and are quick and skilful in their control of the mouse for selecting an icon and moving items around the screen. They word process sentences about Florence Nightingale, delete and insert letters, and some use upper and lower case type with accuracy. Pupils in Year 6 skilfully merge text and graphics when creating a presentation about their hobbies. They have developed confidence in a wide range of applications and many are skilful when handling computers. However, examination of pupils' past work shows that not enough use is made of information and communication technology in other subjects.
14. Pupils with special educational needs reach good standards of attainment against the learning targets set for them in their individual educational plans. Their progress is good, as seen in their reviews, and in their class work when compared with the targets set. The good progress made by these pupils results from positive attitudes to learning which are encouraged by the school's supportive ethos. There was no evidence of significant variations in the attainment of boys or girls, or for pupils from differing backgrounds.

**It provides very good quality teaching which is having a positive impact on standards.**

15. The overall quality of teaching is very good and this has a positive impact on standards. During the inspection, 15 lessons or part lessons were observed. Of these, all lessons were satisfactory or better, 40 per cent of lessons were good and 53 per cent were very good. The quality of teaching has improved very significantly since the last inspection report when seven per cent of lessons featured unsatisfactory teaching and about 50 per cent was good or better. The weaknesses identified in the previous report have been rectified and this, in part, is responsible for the improvement in pupils' standards.
16. Teaching in the Foundation Stage is sharp, focused and skilful, and gets children off to a good start, especially in their basic skills. It is good in nearly all areas of learning. In particular, children's personal, social and emotional development is given very good emphasis. This plays a significant part in helping children take a more active part in other learning activities. Teaching in language, literacy and communication, mathematical development and aspects of knowledge and understanding of the world is good and this has a strong impact on children's learning. This is seen in the good progress they make from entry into the Reception class and what they have achieved



by the time they move into Year 1. In parts of creative development and physical development, teaching is satisfactory. Relationships are very good and teachers' knowledge and understanding of the areas of learning are developing well. Activities, including those using the outdoor area, are well managed and lead effectively to attaining the goals identified in the Foundation Stage curriculum. Most lessons have a good structure and sufficient opportunities are provided for the children to build effectively on earlier learning in most areas. A very good example was seen in the numeracy lesson where children used their developing mathematical knowledge of money to buy items from the 'Woodbury Salterton' shop. However, the school has recognised that provision for some aspects of children's physical development is not as well developed as other areas. Despite this, children are well prepared for the next stage of learning especially in the key areas of language, literacy and communication, mathematical development and aspects of knowledge and understanding of the world.

17. The teaching of English and mathematics is very good and has benefited from the introduction of the National Literacy and Numeracy Strategies. Teachers establish good relationships with pupils and have high expectations of their work and behaviour, which lead to a good level of response from their pupils. This was well demonstrated in Year 2/3 literacy session where the classteacher's clear explanation of the use of 'speech bubbles' and 'speech marks' led one pupil to explain that speech bubbles do not need speech marks, but that one could rewrite a speech bubble as indirect speech. In this lesson, the teacher also used both the opening part of the lesson and the end of session discussion well to assess that pupils knew what they had learned. In mathematics, a very successful lesson with Year 5/6 pupils clearly demonstrated the importance of good planning and high expectations. After a challenging whole-class introductory session to sharpen 'instant recall' of known facts of shape, such as, 'parallel lines' and 'types of angles', pupils quickly moved onto work set at a variety of levels to meet their wide-ranging needs. Confidence grew as the pupils applied what they already knew about area and perimeter to calculate the area of irregular shapes, clearly working at a standard above that usually found for their age.
18. Teachers have a secure knowledge of most of the subjects they teach, enabling them to make effective and pertinent teaching points and providing pupils with accurate and relevant information. This was superbly demonstrated in a Year 5/6 science lesson on dissolving different types of sugars. In this session, the teacher's very good subject knowledge led the pupils to develop awareness of issues they had not previously considered and to make interesting discoveries such as icing sugar takes longer to dissolve than either castor or granulated sugar. Teachers often use questions well; in particular they carefully target questions to meet the different needs of pupils in the mixed aged classes. Good examples were shown during in a mathematics session in a Year 3/4 class where the teacher's effective questioning about Venn and Carroll diagrams helped pupils to learn well and consolidate what they had been taught, while it was fresh in their minds. Teachers manage pupils very well and the positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work. For example, in a Year 5/6 literacy lesson on the use of persuasive language, the very good relationship between the teacher and pupils played a significant part in giving less able pupils the confidence to suggest and discuss why certain words or phrases are used as persuasive language.
19. Teachers are highly committed to the school; they know their pupils well and have a clear understanding of their needs and work hard to meet them. The school has adopted published schemes of work for subjects other than English and Mathematics and these have assisted the planning process which has improved since the last

inspection. Classroom assistants make an important contribution to many lessons. They work in close partnership with teachers and are involved fully in the main part of the lesson. This support ensures that pupils have constant help from adults and enables them to seek advice and develop confidence in their own abilities.

20. The relationship between staff and pupils is an important strength of the school and staff are supportive and challenging of both pupils' good work and behaviour. Pupils respond very well and are confidently able to approach new tasks and use their existing skills and knowledge well to increase their understanding; for example when revising and extending their knowledge of materials and their properties. A relative weakness in the otherwise very good teaching is that occasionally, time is less well used in some lessons and pupils are kept too long in the introductory stage. Most pupils have a good idea of their own learning. For instance, teachers throughout the school regularly discuss with pupils the progress they are making. The school has recognised that, although pupils attain above average standards in information and communication technology, insufficient use is made of the subject to support learning in other areas of the curriculum.

**The headteacher, staff and governors work closely together to lead and manage the school effectively. They bring very clear direction and purpose to the work of the school.**

21. The headteacher manages the school very effectively and this has a positive effect on the quality of education provided and the standards attained. She leads by example and her very good organisational skills ensure that the school runs smoothly. She sets high standards for all staff, who respect her professionalism. Since the last inspection, many new strategies have been put into place to improve educational standards, such as reviewing policies, implementing schemes of work, introducing suitable assessment and monitoring procedures, and analysing and using test results to track pupils' progress and improve standards. Raising the attainment of higher attaining pupils, an issue from the previous inspection of the school, has been effectively managed, and this is reflected particularly in the National Curriculum test results for eleven-year-olds in English, mathematics and science. All parents who returned the questionnaire stated their belief that the school is well managed; the inspection team endorses this view.
22. The arrangements for monitoring and evaluating teaching and learning are better than before and the role of the subject leaders has developed well since the school was last inspected. They now have clear responsibilities delegated to them, which they carry out effectively. The headteacher and subject leaders have established a constructive programme to monitor and evaluate teaching and learning and this is having a positive effect on raising standards in English, mathematics, science and information and communication technology. Teachers are informed about how they can improve teaching and are given the support needed. Monitoring is carried out in a professional manner that reflects the supportive atmosphere among the staff. The school's successful involvement in the 'Investors in People' scheme also helped considerably with its process of self-evaluation.
23. The school's improvement plan details appropriate action in managing the development of the school. The headteacher, staff and governing body co-operate well in the decision-making process and all contribute to its creation. The plan now takes a longer-term view of the school's development, an improvement since the last inspection.

24. Expenditure is planned carefully. A very clear relationship exists between educational priorities and the use of the school budget to achieve these objectives. The finance committee works hard to keep the school's funds in order and makes good use of the allocated funds to meet both the needs of individuals as well as those of the whole school. For example, for the past two years, prudent management has enabled money to be allocated to maintain a fourth class, thereby reducing the age range taught in one class. As a result, the needs of pupils are better met. Governors are keen to achieve the best possible value for the school's money and there is a regular review and comparison of costs, as well as monitoring of outcomes, to check if spending decisions enable these to be achieved.
25. The governing body continues to be very supportive of the school. Governors have a very good understanding of their roles and responsibilities and fulfil their statutory responsibilities well. They are involved in the process of planning and evaluating the success of different initiatives, and designated members, who take responsibility for the different subjects, visit the school on a regular basis, are well informed of the work in these areas and keep the governing body fully up-to-date. This helps to ensure that governors have a clear view of the school's strengths and areas for improvement. The headteacher values greatly the governors' role in helping to test ideas and initiatives and all work effectively together with a clear sense of purpose and a commitment to school improvement.
26. The strength of the leadership in the school and the effectiveness of the whole staff, who work very well as an evaluative and united team, ensure that the school's capacity for further improvement is very good.

**Pupils have very good attitudes and are very well behaved; relationships throughout the school are warm, caring and supportive.**

27. The last inspection found that the attitudes, behaviour and personal development of the pupils were very good and had a significant effect on standards achieved. These positive attitudes towards work have been maintained. Pupils obviously enjoy school life, both in lessons and around the school, at lunchtime and playing in the playground. In discussion with pupils at lunch, one commented that she 'just loved school' and her enthusiasm was evident.
28. The children in the Reception year quickly settle into school routines. Their personal and social skills are very well promoted. They relate well to each other and play co-operatively. In class, they react quickly to instructions and settle to their numeracy tasks sensibly and without fuss as they grow older. They maintain concentration for increasingly longer periods of time during the whole-class sessions. In the classroom and play areas, children behave well and clearly understand what is expected of them and the rewards that are to be gained from good behaviour. Children have a happy start to school life.
29. Pupils in Years 1 to 6 settle quickly to work and concentrate well. They listen attentively and are keen to get on with the task. They work well independently and co-operate when working in pairs or small groups. This was well demonstrated in a Year 5/6 science lesson where pupils worked well together whilst carrying out investigations into dissolving different varieties of sugar in water and at varying temperatures. They maintained a good pace of activity, which was fostered by the teacher and, as a result, were able to carry out and record their experiment well. With helpful support from staff,

pupils with special educational needs take part in activities with the same degree of enthusiasm as everyone else.

30. Parents reported that they felt behaviour was good and in lessons and around the school, behaviour was seen to be very good. Pupils know what behaviour is expected of them and respond accordingly. This makes a significant contribution to the quality of learning. Pupils are polite and courteous when talking to each other, and are very relaxed and happy to engage in conversation. Visitors to the school are made to feel very welcome. Pupils move around the school in an orderly manner and show respect for property. This is evident in the lack of graffiti, the good conditions of displays, and the care of equipment and materials. During whole-school assembly, pupils were observed to have exemplary behaviour, which reflected their respect for the occasion. Lunch times are very pleasant occasions where pupils enjoy talking to each other while they eat. On the playground, pupils of all ages play together purposefully and constructively. It is a happy place. There have been no exclusions from the school and there is little need for sanctions for unsatisfactory behaviour. There is no evidence of bullying and pupils do not feel that this is an issue.
31. The quality of relationships within the school continues to be a strength. Pupils enjoy very good, warm relationships with all members of staff, and as a result, pupils work hard to meet the standards that are expected of them. They are confident that their contributions will be valued. Pupils also get on well with each other and the inspectors agree with the commonly shared view of parents and teachers that there is a 'family' atmosphere in the school. Friendships across gender, age and ability groups are the norm and the respect that pupils have for the feelings and values of others is very impressive.
32. Pupils' personal development is good and is well developed through the many opportunities provided by the staff. All pupils enjoy helping their teacher and are pleased to be chosen to help. They develop mature attitudes to the part they should play in the organisation of the school community and are keen to participate in the School Forum. They express views on homework and report decisions to their own classes. Pupils are proud about their involvement in the nominations of the Children's Laureate and enjoy contributing to school life. Older pupils have developed a very strong community spirit and pupils in Year 6 are involved in organising the 'Leavers Service' where they read their own personal account of their time at the school.

**The provision for pupils' spiritual and cultural development is very good. Pupils have very good social skills and a strong sense of moral responsibility. This impacts positively on their personal development and the relationships they form with one another.**

33. The overall provision for pupils' spiritual, moral, social and cultural development is very good and is a significant strength of the school. This was also the finding of the previous inspection, and the quality of provision has been maintained.
34. The school provides very well for pupils' spiritual development through assemblies, during 'circle time' (special times when pupils discuss their feeling), in religious education and in other subjects. A planned programme of assemblies provides good opportunities for pupils to learn about, and reflect upon faith, and think about others not as fortunate as themselves. In an assembly on 'Strength in Weakness', pupils responded well to the special atmosphere triggered by the lighting of a candle and responded thoughtfully to what they had heard. The feeling engendered in assemblies

is one of good-natured togetherness, which helps pupils to grow spiritually. A sense of self-worth and pride in their own learning and achievements are fostered through the sharing assemblies when good work and pupils' achievements out of school are celebrated. While opportunities to promote pupils' spirituality in lessons are not formally planned, they do occur. Pupils consider the spiritual dimension within music and when appraising pictures painted by famous artists or when painting flowers from direct observation.

35. The school's provision for pupils' moral development is very good and parents rightly attach great value to the good standards of behaviour achieved by the school. Pupils are given good guidance on acceptable behaviour and have a clear understanding of right and wrong at levels appropriate for their ages. The positive use of rewards promotes the school's supportive ethos very effectively. The numerous sporting activities help pupils to realise the importance of keeping to the rules of games and fair play. All adults provide very good role models for pupils, demonstrating respect and care for others and a strong commitment to their work. Overall, the secure relationships within the school provide a firm basis for the development of moral understanding.
36. There is very good provision for pupils' social development, and parents agree that the school is helping their children to become mature and responsible. Opportunities to develop independence and initiative are particularly strong in the Foundation Stage. New pupils soon settle, helped by the sensitive way older pupils look after the younger ones in the playground and at various times around the school. Everyone is valued highly, and pupils are aware of the needs of others and treat one another with respect. In lessons such as science, games or in the Reception class shop, teachers encourage pupils to work collaboratively. There are strong links with the community through the parish and several pupils are members of the church choir. Older pupils are provided with many opportunities to take responsibility and show initiative. For example, they actively raise funds for charities and show concern for those less fortunate than themselves such as the homeless in Exeter, Kosovo refugees and victims of the Indian earthquake. A great strength of the school is the way in which pupils who need additional support are well integrated into all activities offered by the school.
37. The school makes very good provision for the cultural development of all pupils. The strength of this provision lies in the extent to which the school respects, recognises and values cultural diversity beyond the school community. For example, pupils have developed close links with a school in Gambia through the exchange of letters and photographs. Within school, the religious education programme includes the study of the principal religions. A range of activities such as African dance, making divas for the Hindu celebration of Diwali and learning from a visitor about the special clothes worn by Muslims, gives pupils a depth of knowledge and appreciation of many cultures and traditions. In art, geography, music and history, the school provides worthwhile experiences which help ensure that pupils are introduced to a variety of cultures from different countries and time periods. Pupils' knowledge of their own culture is effectively promoted through regular trips to museums and places of educational interest.

**Attendance is very good and lessons start punctually.**

38. Pupils' attendance at school is very good and well above the national average. Parents say their children enjoy coming to school and there are no unauthorised absences. The punctuality of the pupils is also very good and this ensures that registration, which is quiet and orderly, allows lessons to start on time so that no time is lost. The regular attendance of pupils enables teachers to plan and build on previous lessons with

continuity and this has a positive impact on the overall attainment and progress of pupils.

### **WHAT COULD BE IMPROVED**

**Whilst the provision for children's personal, social and emotional development and their language and mathematical development of the Early Learning Goals are very good, aspects of the physical development require further development.**

39. The school acknowledges that this is an area to be developed if the needs of children who complete the Foundation Stage curriculum in the mixed Reception/Year 1 class are to be fully met. The youngest children have some opportunities for physical exercise through physical education lessons in the hall. However, the lack of suitable large apparatus limits progress in balancing and climbing.

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

**The school is functioning very well but in order to build upon the many positive aspects of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff, in co-operation with the local education authority, should:**

Further improve the quality of provision for children in the Foundation Stage by:

- Providing access to a suitably equipped outdoor play area and developing plans for its use. (paragraph 39)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	60	7	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		75
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		11

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	0



National comparative data	5.2
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

The tables showing attainment at the end of Key Stage 1 and Key Stage 2 are not included due to the small cohort size at the end of each key stage.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Any other minority ethnic group	0

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

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

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

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

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

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

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	16.4
Average class size	19.3

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

Total number of education support staff	3
Total aggregate hours worked per week	54

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	198,387
Total expenditure	206,300
Expenditure per pupil	2,647
Balance brought forward from previous year	18,922
Balance carried forward to next year	11,009

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	75
Number of questionnaires returned	48

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	4	0	0
My child is making good progress in school.	56	42	2	0	0
Behaviour in the school is good.	73	25	0	0	2
My child gets the right amount of work to do at home.	42	50	6	2	0
The teaching is good.	69	29	0	0	2
I am kept well informed about how my child is getting on.	44	50	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	38	2	0	0
The school expects my child to work hard and achieve his or her best.	60	35	2	0	2
The school works closely with parents.	40	50	6	4	0
The school is well led and managed.	60	40	0	0	0
The school is helping my child become mature and responsible.	58	42	0	0	0
The school provides an interesting range of activities outside lessons.	44	33	19	0	4