

INSPECTION REPORT

GALMPTON CE PRIMARY SCHOOL

Galmpton, Brixham

LEA area: Torbay

Unique reference number: 113458

Headteacher: Mr S C Ruffe

Reporting inspector: Mr Graham R Sims

Rgl's OIN: 28899

Dates of inspection: 24th – 27th January 2000

Inspection number: 191384

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary aided
Age range of pupils: 4 – 11
Gender of pupils: Mixed

School address: Greenway Road
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Appropriate authority: The governing body
Name of chair of governors: Mrs S French

Date of previous inspection: 27th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr G R Sims Registered Inspector	Mathematics	The characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
Mrs J Chesterfield Lay Inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils The school's partnership with parents Equal opportunities
Mrs S Halley Team inspector	English Music Physical education	Special educational needs
Mrs J Hayes Team inspector	Areas of learning for children under five Art Geography History	
Mr P Mann Team inspector	Information technology Design and technology Science	How well pupils are taught The curricular and other opportunities offered to pupils

The inspection contractor was:

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Galampton CE Primary School is a voluntary aided Church of England primary school for boys and girls from 4-11 years old. It has 204 full-time pupils, which is an average size for primary schools. Taken together, the children's attainment on entry is above that found nationally. The school is situated in the village of Galampton, between the towns of Brixham and Paignton, an area where many families live in comfortable circumstances. The school draws half of its pupils from the immediate vicinity of the school and the neighbouring village of Churston, and the remainder from the towns of Paignton and Brixham. The school is generally over-subscribed. Just over 15 per cent of pupils are known to be eligible for free school meals, which is below the national average. At the time of the inspection there were 17 children under the age of five in the Reception class. Nearly all pupils are of a white ethnic background, and no pupils come from homes where English is not the main spoken language. These figures are well below the national average. The percentage of pupils identified as having special educational needs (25%) is above average. One pupil has a statement of special educational need.

HOW GOOD THE SCHOOL IS

Galampton CE Primary School is an effective school. The ability of most pupils when they enter the school is above average. Although some pupils do not make as much progress as they should at Key Stage 1, progress is good at Key Stage 2 and pupils achieve above average standards in English and science and well above average standards in mathematics. The overall quality of the teaching is good. The strengths of the headteacher and deputy headteacher complement each other, but the working relationship between governors and the school's senior management is not as close as it should be. The school's income is just above average. The school provides good value for money.

What the school does well

- ◆ Standards are well above average in mathematics, and above average in English and science by the end of Key Stage 2.
- ◆ The school caters well for children under the age of five, providing imaginative and stimulating teaching.
- ◆ In some classes, there is some very good, challenging teaching which helps the pupils to make good progress.
- ◆ The school provides good additional support for both higher- and lower-attaining pupils in Key Stage 2.
- ◆ There is a warm and caring ethos to the school.
- ◆ The pupils' relationships amongst themselves and with the staff are good, and they show particular consideration for each other in the playground.
- ◆ The school makes good provision for the pupils' moral and social development.

What could be improved

- ◆ Standards in information technology are not high enough.
- ◆ The school does not use the information it gains from assessing what the pupils can do effectively. As a result, there is not enough challenge in some of the work given to pupils, particularly at Key Stage 1.
- ◆ The school lacks a clearly-documented development plan.
- ◆ Too many subjects are coordinated by the headteacher and his deputy. There needs to be greater delegation of responsibility.
- ◆ The governors and the headteacher do not work together as closely as they should.

The areas for improvement will form the basis of the governors' action plan which will be sent to parents

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the last inspection in January 1997. The school has dealt with most of the key issues from the last inspection. The curriculum is much better planned, and this has led to improvements in many subjects. Better procedures for assessment are being developed. Greater attention is given

to the pupils' spiritual and cultural development. The teachers' daily planning is more focused, and greater attention is given to the differing needs of pupils, particularly through additional support classes for pupils in Key Stage 2. The health and safety issues have been addressed. The quality and range of resources have improved.

There has been some improvement in overall management and financial planning, and all staff are involved in discussing ongoing developments. However, the school lacks a clearly documented development plan which is closely linked to the school's budget. The governors do not receive all of the information they need to be able to develop their strategic role.

Standards in English, mathematics and science have risen at Key Stage 2, in keeping with the national trend. The school exceeded its targets for attainment in both English and mathematics in 1999. At Key Stage 1, standards have fallen slightly in writing and mathematics and more sharply in reading. The school has identified the decline in reading standards and has recently taken action to remedy the problem. Evidence from the inspection shows that this action is proving effective. The teaching of foundation subjects has improved.

STANDARDS

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

Performance in:	compared with			similar schools	Key
	1997	1998	1999		
	all schools				Very high A* Well above average A Above average B Average C Below average D Well below average E Very low E*
	1997	1998	1999	1999	
English	C	A	B	A	
Mathematics	C	B	A	A	
Science	C	B	B	B	

The school's results in English and science at the end of Key Stage 2 in 1999 were above the national average, and in mathematics they were well above average. The results have improved steadily since the last inspection, in keeping with the national trend, and compare very favourably with similar schools. By the time they leave the school, around 80 per cent of the pupils reach the nationally expected standard in all three subjects, and around a third achieve the higher Level 5. The results at the end of Key Stage 1 are above average in writing and mathematics, but only average in reading, which is lower than they should be, given the above average level of attainment when children enter the school.

The work seen during the inspection confirmed that standards are above average in English and science and well above average in mathematics. The pupils are making good progress at Key Stage 2, but not enough progress at Key Stage 1. By the age of five, nearly all children show above average levels of attainment in all areas of learning. Although the school has done much to improve the facilities for teaching information technology, standards in this subject are not yet high enough, and are below the nationally expected level at the end of both key stages. The quality of work in most other subjects has improved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils speak enthusiastically about their school and the work they are doing. They are keen to learn and interested in what their teachers tell them.
Behaviour, in and out of classrooms	Good. Pupils are obedient and do as they are told quickly. In a few classes, the pupils become restless when the work is not challenging enough. There is no evidence of any oppressive or intimidating behaviour.

Personal development and relationships	Good. Pupils carry out responsibilities well. They are polite and courteous. Relationships with most teachers are good. Pupils are thoughtful and considerate towards each other, particularly in the playground.
Attendance	Good. The level of attendance is above the national average.

TEACHING AND LEARNING

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

The teaching was satisfactory or better in 96 per cent of the lessons seen. It was very good in 18 per cent of lessons and good in a further 29 per cent. Two lessons were unsatisfactory. The rest were satisfactory. The quality varied across year groups.

The overall quality of teaching in English is satisfactory and in mathematics it is good. Literacy and numeracy skills are developed satisfactorily through other subjects. However, in a few classes, the pupils are not challenged sufficiently and, as a result, some pupils become bored and restless. In most lessons, however, the quality of learning is good. Pupils use their time productively and, at Key Stage 2, make good progress. Insufficient attention has been given to teaching essential information technology skills. Good help is provided for pupils with special educational needs at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The balance of the curriculum has improved since the last inspection. Sufficient time is devoted to teaching English and mathematics, and better provision is now being made for information technology. Provision for children under five is good.
Provision for pupils with special educational needs	Good. The quality of support is especially good at Key Stage 2, where pupils are withdrawn from classes and taught in small groups. There is insufficient support for pupils with special educational needs at Key Stage 1 within the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The planned programme for personal and social education has improved, as has the provision for pupils' spiritual and cultural development. The school continues to give good emphasis to the pupils' moral and social development, especially through residential visits for pupils at Key Stage 2.
How well the school cares for its pupils	Satisfactory overall. There are good procedures for child protection and good attention to health and safety. The school does not provide teachers with guidelines for managing pupils' behaviour, and a few teachers have difficulty in maintaining consistent control and good relationships with their class. Assessment procedures have improved, but not enough use is made of the data to ensure pupils are given the right level of work.
How well the school works in partnership with parents	The school continues to work well with its parent community. Parents are happy with the school, its values and its achievements. The information provided for parents by the school is good overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The strengths of the headteacher and deputy headteacher complement each other well, and their partnership has been instrumental in bringing about improvements since the last inspection. Because of changes in staffing, the headteacher and deputy coordinate too many subjects and there is insufficient delegation of responsibilities.
How well the governors fulfil	Governors show good commitment to the school and a good appreciation of the

their responsibilities	school's strengths and weaknesses. Tensions which exist between the governing body and the headteacher impede their effectiveness. There needs to be a closer and more cooperative working relationship.
The school's evaluation of its performance	Although there is a clear schedule for examining all aspects of the work of the school, which has resulted in improvements, the school lacks a clearly documented development plan. Subjects such as English and mathematics have been monitored effectively, but not enough is done to monitor other areas of the school in order to identify and improve weaknesses.
The strategic use of resources	The school makes satisfactory use of its staffing, accommodation and resources. Support staff have been used effectively to support the needs of both lower and higher-attaining pupils. The school applies the principles of best value in its spending decisions, although governors do not always receive sufficient information to have an effective input into financial planning.
Adequacy of staffing, accommodation and learning resources	The school is adequately staffed, although considerable problems have been caused by long-term staff absence which has had a detrimental effect on pupils' progress in one year group. The school's accommodation and the level of resources is satisfactory. Resources have improved since the last inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Parents are pleased about most aspects of the school. They are strongly supportive of the school, and are pleased with the education their children receive. ◆ Their children very much enjoy coming to school. ◆ They are pleased with standards of behaviour and the values and attitudes which the school teaches. ◆ Relationships between staff and pupils are very good. ◆ The headteacher knows the pupils very well. ◆ They feel welcome in school, and comfortable in approaching staff if there are problems. 	<ul style="list-style-type: none"> ◆ A quarter of the parents are dissatisfied with the school's policy on homework. ◆ They would like there to be greater consultation with parents, for example, on the matter of homework and the Home-School Agreement. ◆ They would like a wider range of extra-curricular activities. ◆ Reports do not give a clear enough picture of their children's progress, and they do not know soon enough if their children are encountering any difficulties. ◆ Parents are very concerned about long-term staff absence which is affecting their children's motivation and having an adverse effect on their progress.

Inspectors agree with the positive comments expressed by parents and with most of their concerns. The school has not had a coordinated policy on homework, but has recently given this further thought. The new proposals are appropriate and, when implemented, should allay parents' concerns. However, parents have not been consulted as fully as possible over the matter or the formulation of the Home-School Agreement. The range of extra-curricular activities provided is heavily biased towards sporting activities, but the school intends to widen the range in the near future. Reports do not always provide a clear picture of the progress pupils are making. The school shares parents' concerns about long-term staff absence, which has undoubtedly had an adverse effect on the education of some pupils. Even though the situation is unsatisfactory, the school has taken reasonable steps to stabilise the situation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 National Curriculum tests at the end of Key Stage 1, the pupils' results were similar to the national average in reading and above average in writing and mathematics. In comparison to similar schools¹ they were average in reading and mathematics, and above average in writing. Although there has been some fluctuation, there has not been an overall improvement in the results over the last four years, and standards in reading have gradually declined.
2. At the end of Key Stage 2, the 1999 results were above the national average in English and science and well above average in mathematics. When compared to similar schools, the results were well above average in English and mathematics and above average in science. By the time they leave the school, around 80 per cent of the pupils reach the nationally expected standard in all three subjects, and around a third achieve the higher Level 5. Overall, the school's performance is well above the national average and the average for similar schools. The school's results have improved steadily over the last four years in keeping with the national trend and are now significantly higher than at the time of the last inspection.
3. At both key stages, there are differences in the performance of boys and girls. In 1999, the girls' results were significantly better than those of the boys at Key Stage 2 and in reading at Key Stage 1. In previous years, the boys' results have been better than those of the girls. The variations appear to be related to different cohorts of pupils and not to any shortcomings in the school's provision and are, therefore, not regarded as significant.
4. The school exceeded its targets for pupils' attainment in 1999 in both English and mathematics. In English, the pupils are already achieving at a higher level than the predicted targets for the next three years. The target in mathematics for the coming year is realistic, but lower targets have been set for the following years. The school acknowledges that further work needs to be undertaken in setting realistic and challenging targets for the future.
5. The initial assessments undertaken when children start school in the Reception class, indicate that their achievements are above average in all respects. The children make good progress overall and, by the time they are five, they exceed the expectations which are outlined in the Desirable Learning Outcomes² in all aspects of their learning. They are well prepared to start the National Curriculum. The class teacher sets high expectations, and the most able children are well extended. Because of the split admission arrangements, half of the children in the Reception class only started school a few days before the inspection took place. They had settled well into the school's routines, but had not been at school long enough to ascertain whether their progress matched that of the children who had joined the school in September.
6. Inspection findings are broadly consistent with the picture given by the school's National Curriculum assessment test results in 1999. Although standards at the end of Key Stage 1 are

¹ The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 2) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

² The nationally agreed goals for learning for children by the time they enter compulsory schooling at the age of five. The skills, knowledge and understanding which are deemed to provide a suitable foundation for young children are described in the Government's guidance document *Desirable Learning Outcomes for Pupils entering Compulsory Education*.

generally in line with national expectations, the pupils are not making quite as much progress as they should, given the good start made in the Reception class. Although uneven, the overall progress at Key Stage 2 is good, and pupils achieve standards which are above average in English and science and well above average in mathematics.

7. In English, standards in speaking and listening are well above average at the end of both key stages. The pupils demonstrate very good listening skills, they speak confidently and clearly and are quite articulate. Standards in reading are above average at the end of both key stages, with some outstanding performance at the end of Key Stage 2. The school has recognised that standards have been declining in reading at Key Stage 1, and has taken effective measures to bring about improvement. By the end of Key Stage 2, pupils read fluently, accurately and with expression. They make inferences and deductions from texts to support their opinions and arguments. All pupils are secure in the knowledge and understanding of library and research skills, including the use of computers. Standards in writing are average at the end of Key Stage 1. The pupils are making satisfactory progress in story writing, although they do not have enough opportunity to develop independent writing. Standards of handwriting are satisfactory, although the good work in practice books is not transferred to everyday writing. By the end of Key Stage 2, the pupils produce a very good volume and range of work. Standards of handwriting, spelling and presentation are generally above average. By the time pupils leave school, they have well-developed literacy skills.
8. By the end of Key Stage 1, the pupils' attainment in mathematics is average. Whilst there are few pupils who are not achieving at the nationally expected level, middle and higher-attaining pupils are not being sufficiently challenged by the work they are given and are, therefore, not achieving as well as they should. Most pupils have sound number concepts, and a satisfactory understanding of work in shape, space and measure. By the end of Key Stage 2, standards are well above average. The pupils have very good computational skills and well-established concepts of the four rules of number. They have a very good variety of strategies for carrying out mental calculations and a very sound understanding of other areas of mathematics, for example, handling data. By the time they leave school, they have very good numeracy skills, which they are able to use well in the context of other subjects.
9. The pupils achieve average standards in science by the end of Key Stage 1. They are beginning to make predictions as to what might happen in an investigation, and their recording skills are developing well. By the end of Key Stage 2, standards of attainment are above average. The pupils set out and record their work with increasing accuracy and with careful presentation. They have a good understanding of fair testing.
10. Although there have been significant recent improvements in the provision for information technology, the pupils' attainment is below the national expectations at the end of both Key Stage 1 and Key Stage 2. By the end of Key Stage 1, pupils understand how to use a limited range of software, but are still familiarising themselves with the use of the school's new facilities. By the end of Key Stage 2, the pupils show basic competence in aspects of communicating information, for example, through the use of a word processor or graphics program. However, they have not been offered opportunities to develop competence over the full range of the curriculum. Although computers are occasionally used effectively in other subjects, information and communication technology is not used sufficiently to promote learning in other subjects. The new computer suite has only recently been inaugurated, but it is starting to have an impact on pupils' attainment.
11. Despite some shortcomings, the quality of work in most other subjects has improved significantly since the last inspection. In art, the pupils learn a wide range of basic skills at Key Stage 1. Older pupils produce sensitive sketches and show good powers of observation in still-life drawings. Although some improvement has been made in the provision for design and technology, standards of attainment are generally below average. From work seen at the end of Key Stage 2, the pupils' abilities at design and evaluation are good, but they have had insufficient opportunity to develop practical skills.

12. There have been good improvements in standards in both geography and history, particularly towards the end of Key Stage 2. In geography at Key Stage 1, the pupils are developing satisfactory map-making skills and learning to contrast ways of life in different countries. By the end of Key Stage 2, the pupils show a good ability to analyse information using geographical lines of enquiry. They use their research to arrive at considered opinions which weigh different sides of an argument. In history, the oldest pupils are making good progress, as they begin to link cause and effect and become aware of various interpretations of past events. They have a good range of factual knowledge and are good at assembling points for and against a particular opinion.
13. Although pupils are offered a variety of musical experiences, the small amount of time devoted to the subject and the lack of a coordinator and detailed guidance for the non-specialist teacher result in standards which are below average. In physical education, pupils produce work in dance which is above average at both key stages. In gymnastics and outdoor games they achieve standards which are average. Good standards are achieved in extra-curricular sport. The school is not providing an appropriate programme of swimming for pupils in Key Stage 2, although most pupils reach the minimum expected standard out of school. A short programme of swimming is provided for any non-swimmers in Year 6.
14. The progress of pupils with special educational needs is similar to the progress of other pupils. There are clear procedures to enable pupils to move between the different stages on the register of pupils with special educational need and to be entirely removed from it. Higher-attaining pupils receive ample challenge through the demanding work given to them in Year 6. Although there is some difference in the performance of boys and girls, these differences are not significant.

Pupils' attitudes, values and personal development

15. The school has maintained high standards in this area of its work since the time of the last inspection. Children make a happy and confident start to school when they join the Reception class. They establish effective relationships with adults and each other. All are keen to participate and are frequently absorbed in their work. They cooperate well with each other, take turns and are willing to share equipment. They carry out instructions and behave well.
16. At Key Stages 1 and 2, the pupils have good attitudes to school. Pupils who were interviewed spoke enthusiastically about the subjects they were studying and the other activities they took part in, such as after-school clubs or the monthly school Eucharist. Others in class were happy to explain what they were doing and pleased to show work they had previously done. Pupils throughout the school are keen to learn, interested in what their teachers tell them and prepared to apply themselves to their work. Reception children showed a great deal of motivation and curiosity in their music lesson, for example, while at the other end of the school, Year 6 pupils displayed similar qualities in their science lessons. Pupils with special educational needs generally have good attitudes towards their learning. Their concentration wavers occasionally towards the end of introductions to lessons but revives with a change of activity.
17. The pupils' behaviour is also good. Most pupils are obedient and do as they are told quickly, so that teachers have to waste little time establishing order in lessons. In a few classes, pupils are slower to settle, but this is due to weaknesses in some teachers' behaviour-management skills. Behaviour within the school building is good. Pupils move around sensibly and with an awareness of others. They show a respect for their surroundings. In the playground, pupils behave very well. Their supportive and considerate attitudes towards one another are a real strength. Pupils from all the different year-groups mingle naturally together. The youngest children are confident and unafraid to use all the space available, while the older pupils are tolerant of the smaller ones and attentive to their needs. One pupil helped another who was struggling to do her coat up, for example, and others took in a child who had fallen over. Exclusions are rare. There have been only two since the current headteacher has been at the school. There is no evidence of any oppressive or intimidating behaviour.

18. Pupils respond well to the opportunities they are given for personal development. A number of pupils from across the school were involved in the school Eucharist, for example, and they carried out their roles with maturity and a sense of responsibility. In class, pupils get out and put away resources for their groups, and they do this quickly and without fuss. Pupils' relationships with one another and with adults are good. They are polite and courteous in their dealings with staff and visitors and get on well with one another. In a Year 6 science lesson, for example, the pupils' skills in cooperating with each other and working productively together were striking. Pupils from all year-groups are able to understand the feelings of others and the effect of their actions on others. They share well, take turns and listen to one another, and expect others to do the same.
19. The level of attendance at the school has remained high since the time of the last inspection. Attendance and punctuality are good. Pupils and their families value education and want to ensure that they miss as little of their schooling as possible. Unauthorised absence is higher than the national average, but this is due to strict interpretation by the school of the criteria for approval. As a result, any absence which is unexplained is correctly classed as unauthorised.

HOW WELL ARE PUPILS TAUGHT?

How well are pupils taught?

20. The quality of teaching has improved since the previous inspection and is good overall. It is good for children under five, satisfactory at Key Stage 1 and good at Key Stage 2. A third of the lessons seen were good and a fifth very good. Four per cent of the lessons seen were unsatisfactory. The quality of teaching does vary throughout the school, however, and where it is good, it is the main factor in the good progress pupils make.
21. The quality of teaching for children under five is good and is well suited to the needs of young children. The permanent teacher is on maternity leave, and the class is being taught by a newly qualified, temporary teacher from November to July. A sound knowledge of the age group and belief in learning by first-hand experience underpin the good provision. Activities are very well chosen to encourage concentration and motivate learning. Children are encouraged to behave well and this results in them feeling secure and experiencing the fun of learning. The teacher and classroom assistant work well together and support the children sensitively, ensuring they enter Key Stage 1 with good knowledge, skills and understanding. The effective teaching ensures that the children make good progress and quickly develop positive attitudes to school. Children's learning is good. Children concentrate well for their age. This leads to good acquisition of skills and knowledge. Children engage in a good proportion of self-initiated learning and put maximum effort into all they do. They are quick at their tasks and productivity is high.
22. In both Key Stages 1 and 2, the teachers' knowledge and understanding of the subjects they teach are satisfactory. In general, teachers are familiar with what has to be taught and are successful in communicating this, so enabling the development of knowledge and understanding in their pupils. The teachers have a sound familiarity with the content and methods of the literacy strategy and a good understanding of the numeracy strategy which enables pupils to make good progress in these areas. There has been improvement in the teaching of science and most of the foundation subjects since the previous inspection. However, although there have been improvements, there are still some weaknesses in the teaching of information technology and design and technology. Teachers do not yet have sufficient knowledge of software to plan accordingly for its effective support of all subjects, nor are they aware of the full range of design and make opportunities to offer their pupils the full entitlement in these subjects. The quality of planning has improved since the previous inspection. There are now clear procedures for planning and teachers are much more aware of what is planned in other year groups. In some classes, the planning for more challenging activities for higher-achieving pupils is unsatisfactory.
23. The teaching of basic skills within other subjects is satisfactory. Teachers ensure that in science, for example, opportunities for the development of numeracy are not missed. Year 6 pupils were involved in the plotting and interpretation of a graph whilst carrying out investigations into forces.

Within the literacy hour, pupils were gaining in information technology skills whilst involved in the writing of poetry on a word processor.

24. Teachers' expectations of what pupils are able to achieve are good in Key Stage 2, but are not high enough in Key Stage 1. In some of the lessons observed in Key Stage 1, teachers were not setting an appropriate challenge for the higher-achieving pupils. This sometimes led to restless behaviour and poor learning. In the older classes in Key Stage 2 and in Year 3, teachers are more aware of the importance of challenging their pupils, resulting in the higher-achieving pupils being more productive.
25. The effectiveness of teaching methods is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers organise their pupils effectively, often grouping them by ability and giving different work to different groups. Frequently, a lesson will consist of a whole-class input where the outcome is clearly detailed and expectations are set. Teaching is effective where lessons have a session at the end where pupils can talk and discuss their findings, such as the plenary sessions at the end of literacy and numeracy hours. Often, teachers enhance learning by careful questioning at this stage and, by drawing on pupils' experience, help to extend their learning and deepen their understanding. For example, in Year 6 the teacher had her pupils looking at their homework results in mathematics and seeing how they could simplify the calculation in order to achieve the correct answer. The majority of teachers in Key Stage 2 are good at effective questioning and ensure that opportunities are given for pupils to discuss their findings.
26. The management of pupils is very good in the under-fives class and good in Key Stage 2. The majority of teachers insist on high standards of behaviour and the pupils respond accordingly. In some Key Stage 1 lessons and in Year 4, however, where challenge was low, pupils' behaviour was not of the expected standard and this affected their learning.
27. In general, teachers ensure that their lessons have a good pace and that pupils are involved fully throughout the lesson. Good use is made of the classroom assistants who are kept well informed, especially when working with pupils with special educational needs. The assistants form an effective addition to the school staff and have a positive impact on pupils' learning. Teachers use resources effectively to illustrate their lessons and stimulate the pupils. The Year 3 class, for example, had a collection of real teeth to investigate during their science lesson on healthy eating. Most classes use both literacy and numeracy resources imaginatively to help develop literacy and number skills. The use of information technology as a resource for all subjects is under-developed. The teachers' use of ongoing assessment during lessons is satisfactory in Key Stage 1 and good in the under-fives and in Key Stage 2. The teachers give the pupils good quality help and guidance, especially during group activities.
28. Quite a number of parents are concerned that their children are not given enough work to do at home. Until recently, the school has not had a coordinated policy with regard to homework, although the expectation that children should read regularly at home has, for a long time, helped to improve standards of reading. There has been a recent increase in the amount of homework given in some classes, and teachers have acknowledged that this has had a beneficial impact on the work which is done in class. The school has recently formulated a policy on homework which outlines the school's expectations clearly. The policy has yet to be formally ratified or communicated to parents, and has not yet been properly implemented. The proposals are appropriate and should rectify the concerns expressed by parents.
29. Pupils' learning is good in the under-fives class and in Key Stage 2 and satisfactory in Key Stage 1. Learning is better where teachers link activities to previously learned knowledge, so building on the pupils' skills and understanding. Often, lessons begin with a résumé of the previous lesson or an illustration of how a recently learned skill can be applied in a different context. Year 5 pupils had carried out work on fractions and were extending this to the calculation of fractions of money. Pupils' intellectual, physical and creative effort is good in Key Stage 2 and satisfactory in Key Stage 1. Pupils' effort and productivity is linked closely to the teachers' expectations; where this is

high then the pupils' productivity is also good. During a Year 5 science lesson, the productivity was good as the teacher had set clear expectations, managed the class well and gave good support throughout the lesson, keeping all pupils on task. Pupils' interest, concentration and independence are satisfactory in Key Stage 1 and good in Key Stage 2. Opportunities for independent learning are at least satisfactory throughout the school.

30. The quality of teaching support for pupils with special educational needs is generally good, especially at Key Stage 2. The support teacher and classroom assistants have a sympathetic, but firm approach and are sensitive to the needs of individuals. The coordinator for special educational needs plans all lessons to reflect the targets identified in pupils' individual education plans. These lessons are delivered daily to small groups of pupils whose learning is at the same level. Where support is given, either in withdrawal sessions or in class, pupils make good progress. However, support in classes is limited because of a shortage of classroom assistants and the good progress is not maintained because tasks, worksheets and teachers' vocabulary and questioning are not sufficiently adapted to meet pupils' learning needs, especially at Key Stage 1. The separate literacy hour at Key Stage 2, which ensures the appropriate pace and challenge suited to pupils' individual needs, gives very good support to pupils and takes their learning forward at a good rate. It also makes a positive contribution to the spiritual and cultural development of pupils through their study of classic poetry and tales from other cultures around the world.

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

31. Since the previous inspection, the balance of the curriculum has improved. Sufficient time is allocated to the core subjects of English, mathematics and science and now, with the inauguration of the computer suite, to information technology. Overall, the school provides a broad and relevant curriculum which is generally balanced and meets the requirements of the National Curriculum. However, design and technology still does not receive an appropriate allocation of curriculum time. The recently introduced national strategies for literacy and numeracy are given appropriate prominence, and newly adopted schemes of work give teachers a secure structure from which they can plan their lessons with increased confidence.
32. The curriculum for under fives is good overall. It meets statutory requirements and the children receive teaching according to the national Desirable Learning Outcomes for this age group. The transition into the National Curriculum is very well handled. Children with high levels of attainment can access the curriculum at the appropriate level regardless of age. A high priority is given to self-initiated learning, and a good breadth of structured experiences is provided. There are clear learning outcomes for the work that the pupils undertake and these provide a good basis for the detailed assessment of their progress. However, there is no access to a safe outside area and no large play equipment and, consequently, there is no structured planning or development of outdoor play. The under fives' curriculum makes a good contribution to the children's spiritual, moral, social and cultural development. Arrangements are adequate to adapt the curriculum for those children who have learning problems. There is no formal curriculum policy document for this age range.
33. All pupils have equal access to the full curriculum and are fully integrated into the life of the school and its various activities. The school makes good provision for pupils with special educational needs and they make good progress. Individual education plans are used to inform teachers' planning and ensure that classwork is appropriate to the pupils' needs and attainment levels. Regular withdrawal of pupils with special educational needs in Years 4 and 5 for literacy classes is very effective and has a positive impact on their learning. Classroom assistants are kept closely informed of pupils' needs and they offer very good support for pupils' learning in the classroom. The school does not have a policy for higher-attaining pupils. In general, teachers offer appropriate activities for the faster workers, with challenge for higher-attaining pupils being better in Key Stage 2.

34. Teachers are implementing the national literacy and numeracy strategies successfully. Lessons are appropriately organised and pupils are familiar with the daily classroom routines that accompany these activities. Information technology is used to support the development of literacy skills, especially in Key Stage 2. Staff are not yet familiar enough with relevant software to ensure information technology is used effectively to support learning in mathematics or other subjects.
35. The school provides a satisfactory range of extra-curricular activities, although these are heavily biased towards sporting activities. The school has plans to extend the range of activities in the near future. A number of parents would like the school to offer a wider range of activities. A particular strength is the provision of residential visits which are welcomed by parents and greeted enthusiastically by pupils. These visits make an important contribution both academically and socially.
36. The planned provision for personal and social education has been successfully implemented since the last inspection. There is a structured whole-school scheme of work covering all aspects of this important area of the curriculum. Pupils are given appropriate sex education and information concerning drugs misuse which is usually given within the context of science lessons.
37. The school has established links with a number of outside institutions such as the Devon Air Ambulance Authority and the school is involved in regular money raising for a number of different charities. It has very close links with the local church, and the parish priest is a frequent visitor to the school where he takes the monthly Eucharist. This regular service is well supported by parents and so emphasises the quality of links the school has with the community.
38. The spiritual development of pupils is good. The acts of collective worship provide opportunities for pupils to sing hymns, pray together and to listen to Bible and other stories. They are well prepared and provide a worthwhile educational experience within the context of Christian worship. In religious education, pupils learn about beliefs and values, and there is further scope for reflection at other times during the day. Other curriculum subjects, such as geography, history and art, also offer opportunities for reflection on spiritual issues.
39. The school promotes high moral standards. Teaching and non-teaching staff set a good example by valuing pupils' ideas, fostering positive values and celebrating their achievements. Moral issues are covered in the curriculum and pupils are taught the difference between right and wrong. Classes have sets of rules displayed, and the pupils know them and respect them.
40. Good provision is made for the social development of pupils. The positive and caring ethos of the school promotes good relationships between pupils and staff and amongst pupils themselves. Attention is given to the teaching of social skills, particularly to the youngest children. Adults who work in the school provide good role models of social and personal behaviour. The opportunities for residential visits at Key Stage 2 make a particularly strong contribution to the pupils' social development. All pupils are expected to take responsibility for class routines, although more opportunities could be given for increased responsibilities throughout the school. Pupils' social awareness is enhanced through regular involvement in fund-raising for charities.
41. The school makes good provision to extend pupils' knowledge of their own and other cultural traditions. The pupils' cultural experiences have been enriched through visits from professional musicians and through their involvement in school productions and concerts. The curriculum in art, geography and history offers further insights into other cultures, for example the South American studies in Year 6 and Indian village work carried out in Year 4.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has established good systems for ensuring the health and safety of its pupils. Regular checks are made of the premises, and thorough risk assessments are carried out. Evacuation practices take place frequently. The school is well cleaned and maintained, and provides pupils

with a safe and healthy environment. Issues reported at the time of the last inspection have now been satisfactorily addressed.

43. Arrangements for child protection are also good. The school complies with local area guidelines and provides staff with clear guidance on the procedures they should follow. Pupils are taught appropriately about keeping safe through their carefully planned programme of personal, social and health education. First aid is well organised and facilities for this are good. The school's accident books are particularly well kept. Incidents are recorded by pupil rather than chronologically, so that details of each child's history can be found quickly in an emergency. Daily routines in the school run smoothly, although levels of supervision for pupils are not always adequate.
44. Attendance is well monitored and promoted in the school. Registers are well kept and are checked daily by office staff for any frequent or repeated absences. The school liaises closely with its educational welfare officers and makes good use of the services they offer. Good behaviour is satisfactorily maintained across the school. There is a clear structure for sanctions which is uniformly applied, and most teachers share high expectations for behaviour which they succeed in achieving. However, there are no whole-school guidelines on behaviour management and a few teachers have difficulties in maintaining consistent control of and good relationships with their class. Any instances of bullying are taken seriously and handled firmly.
45. The monitoring of the under fives' performance is good. An initial assessment of each child is undertaken within a few weeks of the child joining the school. This information is used to adapt the learning programme to the needs of individuals. Ongoing assessments are then undertaken in all areas of academic and personal development on a regular basis by all staff. Targets are set and met. Procedures are good and are used well.
46. Since the last inspection, the school has improved its procedures for assessing pupils' attainment and progress at Key Stages 1 and 2. Systems for recording pupils' achievements and tracking their progress have been introduced recently, but the newness of the system means that teachers have not had time to build up a picture of individual pupils' progress, and the procedures have yet to make an impact on teachers' planning. Although the results of assessments are used to group pupils for activities within the class, the use of assessment to inform the teachers' planning of the curriculum is still unsatisfactory. Even where teachers have a clear idea of how well their pupils are doing, they are not using this information constructively to provide work which takes account of what children have already achieved and which is well matched to their capabilities. In mathematics, for example, pupils start Year 1 at the beginning of the numeracy strategy, despite the fact that they have already achieved many of these expectations in the Reception class.
47. The assessment of pupils with special educational needs is good and is used well to provide them with effective and well-targeted support. When a class teacher has identified a pupil who needs extra learning support, the child is placed on the register of special educational needs. When they are moved to a stage higher than that of initial concern, they are provided with a well-thought out individual education plan drawn up by the special needs coordinator and the class teacher. Individual targets are revised weekly and appropriate new ones set. The governor designated as responsible for monitoring provision for special educational needs is well-known to parents and, where a child's needs are behavioural or emotional, he gives the necessary pastoral support. The school makes effective use of external support agencies, such as the educational psychologist, when required.
48. Pupils are given sound support and advice in their daily life to guide them both personally and academically and help them make the most of their time at school. Teachers know their pupils well and intervene appropriately in lessons to help them with their work. All staff supervise pupils with care and attention around the school. The school does not keep records for individual pupils, however, and so has no means of building up a satisfactory pastoral overview of each child's development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school continues to work well with its parent community. Parents are happy with the school, its values and its achievements. They are especially pleased with the expectations the school has for their children and the approachability of the school's staff. Almost all say that their children like school. A sizeable percentage of parents is dissatisfied with the amount of homework their children have to do. Some have concerns about the information they get about their children's progress, about the extra-curricular activities provided for their children, and the school's ability to work closely with parents.
50. The information provided for parents by the school is good overall. The school produces a good induction booklet for parents whose children are joining the Reception class. In addition, the class teacher produces curriculum information each term and welcomes contact with parents. The prospectus and governors' annual report are well presented and welcoming, and regular newsletters keep parents well informed about the school's daily life, events and organisation. The topic overviews sent out each term by teachers are a particular strength, giving parents full details of the work their children will be covering and enabling them to support their children's work at home. Reports to parents on their children's progress are satisfactory, but are still inconsistent in quality across the school. Parents' concerns here are justified. Most reports focus appropriately on what pupils know, understand and can do in the core subjects, and some give helpful targets for improvement, but this is not universal practice. Few indicate how well pupils are doing compared with national standards, so that parents cannot be sure of what their children have achieved.
51. The school has established good links with parents. They are encouraged to take a part in the school's life and work, through the parent-teacher association and as helpers in the classroom. The school has made a good start in finding out parents' views over matters which are of concern to them, but does not yet consult parents widely over school issues. Parents make a good contribution to the work of the school. For example, classroom helpers give pupils extra practice with their reading skills. The efforts of the parent-teacher association raise valuable funds to provide extra resources for the school, such as computers and reading scheme books. Parents support their own children's learning well, by hearing them read regularly at home and ensuring that any homework set is completed. This support reinforces the work of the teachers and helps pupils to make progress with their learning.
52. Parents of pupils with special educational needs are kept fully informed from the time their child is first identified as having special educational needs. The special needs coordinator is always available to meet parents during school time and at parental consultation evenings. The pre-inspection survey and meeting of parents show that parents are very pleased with the school's provision for special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The overall quality of the leadership and management within the school is satisfactory. The main strength has been the way in which the senior management team has moved the school forward since the last inspection, resulting in better educational provision for the pupils and higher standards at the end of Key Stage 2. The main weakness is a tension which exists between the governing body and the headteacher, which reduces the effectiveness of the governing body and is detrimental to the smooth running of the school. The previous inspection indicated that management and efficiency required substantial improvement. Much has been done to rectify the problems, but some further improvement is still required.
54. The headteacher and deputy headteacher have learnt to work together as a team. Their individual strengths complement each other well, providing a good personal impact on the pupils and a greater urgency in moving the school forward. National initiatives, such as the numeracy and literacy strategies, have been implemented effectively. Good features of the school have been maintained and the team has sought to deal with weaknesses which were identified in the last

inspection. The effect has also been to draw staff together more closely, moving from a situation where individuals worked in isolation, to a team where there is mutual support and help, and a desire to work towards a common goal. The senior management team has been strengthened through the addition of a Key Stage 1 coordinator, although the role of this person has not been fully clarified. Recent changes of staff and long-term absence have affected the way in which subjects are coordinated. The present situation is unsatisfactory, as the headteacher and deputy have each assumed too many subject responsibilities. There are plans to delegate some of these responsibilities.

55. The provision for pupils with special educational needs is managed well, although classroom assistants and teachers are not sufficiently involved in the planning of lessons and the assessment of the progress made by pupils. Apart from a few minor omissions, which are to be rectified in the current revision, the school's policy for special educational needs complies with the national Code of Practice. The coordinator for special needs is well-qualified by her long experience and has a good understanding of the roles of support teacher and of the management of this area of the school's work. The designated governor has a very good understanding of his role, which is conscientiously carried out, and he very effectively fulfils his function of being a 'critical friend'. Through the provision of booster classes for literacy and numeracy at Key Stage 2, the provision for both higher and lower-attaining pupils has improved.
56. A temporary teacher is providing good leadership and management of the provision for children under the age of five. The teacher has produced substantial, good, written guidance for current planning, assessment and curriculum cover. Targets for the children work well and there is a shared commitment to improve. The mentor and the local authority have monitored the teaching recently. However, there is no written school policy for this age group, the efficiency of the department is not monitored and there is no forward written development planning.
57. The governors show a good sense of commitment to the school and a good understanding of the school's strengths and weaknesses. They are well informed and have a strong desire to be fully involved in the work of the school. Each governor, for example, has a specific subject or aspect responsibility and most governors have attended appropriate training courses. Meetings are efficiently minuted and the governing body fulfils all of its statutory responsibilities. However, relationships between the governing body and the headteacher are strained, and lead to an unsatisfactory working partnership, which affects the overall effectiveness of both the governing body and the headteacher. Governors feel, for example, that their ability to fulfil their responsibilities in the way they would like and to play a part in shaping the direction of the school is hampered by lack of availability of important information. There is an urgent need to determine the root causes of the current problems and to establish a positive, fruitful and cooperative working partnership.
58. The school has taken effective action to secure improvements since the last inspection. The curriculum is much better planned, and this has led to improvements in many subjects. Better procedures for assessment are being developed. Greater attention is given to the pupils' spiritual and cultural development. The teachers' daily planning is more focused, and greater attention is given to the differing needs of pupils, particularly through additional support classes for pupils in Key Stage 2. Health and safety issues have been addressed. The quality and range of resources have improved. There has been some improvement in overall management and financial planning, and all staff are involved in discussing ongoing developments. The action plan produced in response to the previous inspection, for which external help was given, provided a good starting point for improvement. However, since that time, the school has not produced a clearly documented development plan based on its own monitoring, evaluation and diagnosis of strengths and weaknesses. There is a clear schedule for examining all aspects of the work of the school, and scheduled items are discussed in depth at regular staff meetings. This has resulted in improvement, but this approach does not allow for careful forward planning, prioritising of objectives or ensuring that these are adequately linked into the school's financial planning procedures. Training was provided for subject coordinators to enable them to monitor planning,

teaching and standards within their subject areas. Since then, however, staff and coordination roles have changed considerably. Whilst some helpful monitoring, both of teaching and pupils' work, has taken place, the current coordination structure does not allow for regular monitoring and analysis of each area of the school's work.

59. The school makes satisfactory use of its staffing, accommodation and resources. Additional grants have allowed the school to provide extra support teaching and these sessions have been used effectively to support the needs of both lower and higher-attaining pupils, thereby helping to raise standards. However, there is insufficient support available for pupils in Key Stage 1, the effect of which impinges on the progress of higher-attaining pupils. The school applies the principles of best value in its spending decisions, although governors do not always have sufficient information to make an effective input into deciding the priorities for financial planning. A recent audit determined that financial systems and controls, in general, demonstrate a good standard of effectiveness and internal control.
60. The school is adequately staffed, although considerable problems have been caused by long-term staff absence. Parents have been rightly concerned, as the absence has affected the progress of their children. The school has taken reasonable steps to minimise the effects of this disruption. Two newly-qualified teachers appointed at the start of the school year are providing some very effective teaching for children in the Reception class and pupils in Year 3. These teachers have been well supported by the school.
61. The school's accommodation is satisfactory, although it lacks a suitable outdoor area with accompanying large resources for the under-fives. The classroom for these children is also small which leads to organisational problems when activities overflow into the area shared with the Key Stage 1 classes. The school has a good playing field, but the effectiveness of the indoor facilities for physical education is reduced because of the multi-purpose nature of the hall and the space occupied by items such as a grand piano and the altar for school services.
62. Resources have improved significantly since the last inspection, particularly in areas such as English, mathematics, history, geography, and design and technology. These improvements are having a positive impact on pupils' attainment in these subjects. There are still some shortage areas, for example, more advanced texts and reference materials in English for pupils in Year 6, resources to teach pupils with special educational needs, and outdoor resources for children under five. Resources for information technology have improved significantly and the school is now well placed to make much better provision for pupils in this subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The headteacher and staff should raise standards of attainment in information technology by:
 - ◆ making more effective arrangements for the coordination of information technology;
 - ◆ providing all staff with further training in the use and implementation of information technology;
 - ◆ ensuring that all pupils have access to all aspects of the curriculum for information technology;
 - ◆ using information and communication technology more frequently to help pupils with their learning in other subjects.

[Paragraphs 10, 22, 27, 34, 80, 81, 85, 121-126 – The school has already identified information technology as one of its priorities for development]

64. The headteacher and staff should ensure that there is sufficient challenge in the work given to pupils at Key Stage 1 by:

- ◆ making better use of information gained from assessment in order to plan appropriately challenging work for the more able pupils, particularly in mathematics;
- ◆ ensuring that sufficient assistance is available in order to meet the needs of lower-attaining pupils;

[Paragraphs 8, 24, 26, 46, 86, 93]

65. The governors and headteacher, in conjunction with the senior management team, should establish closer working relationships by:

- ◆ engaging in open and honest discussion about the root causes of the current tensions;
- ◆ determining the steps which need to be taken to establish a closer and more effective working partnership.

[Paragraphs 53, 57, 59]

66. The governors, headteacher and staff should improve the school's procedures for development planning by ensuring that:

- ◆ the teachers' planning, the quality of teaching and the standard of pupils' work is monitored more regularly and evaluated more critically;
- ◆ a clearly documented development plan is devised which sets out clearly and prioritises the school's strategies for improving standards and provision for the coming year and for the longer term;
- ◆ all coordinators and governors have an effective input into the development plan.

[Paragraphs 56, 58, 85, 102, 108, 116, 120, 135]

67. The governors and headteacher should ensure that there is a more equitable distribution of subject coordination responsibilities.

[Paragraph 54 – The school already has plans to delegate some of the responsibilities currently undertaken by the headteacher and the deputy headteacher]

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

68. In addition to the key issues for improvement, the school should consider the following areas for improvement:

- ◆ the record-keeping system for individual pupils [*paragraph 48*];
- ◆ the consistency, standard and helpfulness of reports to parents on pupils' progress [*paragraph 50*];
- ◆ ensuring that the recently produced homework policy is properly implemented [*paragraph 49*];
- ◆ improving the swimming programme at Key Stage 2 [*paragraph 13, 134*].

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	29	50	4	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	Y0 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	–	204
Number of full-time pupils eligible for free school meals	–	29

FTE means full-time equivalent.

Special educational needs	Nursery	Y0 – Y6
Number of pupils with statements of special educational needs	–	1
Number of pupils on the school's special educational needs register	–	51

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.7
National comparative data	0.2

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	11	11	12
	Total	26	26	29
Percentage of pupils at NC level 2 or above	School	87 (91)	87 (94)	97 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	11	11	11
	Total	26	27	27
Percentage of pupils at NC level 2 or above	School	87 (94)	90 (91)	90 (90)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	23	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	21	22	21
	Total	25	27	26
Percentage of pupils at NC level 4 or above	School	81 (84)	87 (68)	84 (68)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	20	20	21
	Total	24	25	26
Percentage of pupils at NC level 4 or above	School	77 (76)	81 (72)	84 (72)

	National	68 (65)	69 (65)	75 (72)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	179
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y0 – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	22.6
Average class size	27.4

Education support staff: Y0 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	69

Qualified teachers and support staff: nursery

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

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

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

Exclusions in the last school year

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

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

Financial information

Financial year	1999
	£
Total income	£325,248
Total expenditure	£322,137
Expenditure per pupil	£1,619
Balance brought forward from previous year	£2,512
Balance carried forward to next year	£5,623

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	53	38	6	2	2
Behaviour in the school is good.	55	41	3	1	0
My child gets the right amount of work to do at home.	35	38	20	6	1
The teaching is good.	54	36	4	4	3
I am kept well informed about how my child is getting on.	41	44	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	66	27	5	1	1
The school expects my child to work hard and achieve his or her best.	66	30	3	0	1
The school works closely with parents.	44	44	12	0	0
The school is well led and managed.	59	35	3	3	0
The school is helping my child become mature and responsible.	52	41	3	1	4
The school provides an interesting range of activities outside lessons.	38	42	15	2	4

Other issues raised by parents

69. A large amount of correspondence was received from parents. A number of parents acknowledge the good extra-curricular sporting provision, but would like to see a wider range of extra-curricular activities. Further concerns were expressed about the amount of homework which is given. A number of parents expressed concern about the teaching of mathematics. A few parents feel that their concerns are not dealt with as quickly as they should be, or that problems are not communicated with them at an early enough stage. Many parents are concerned at the effect which prolonged staff absence is having on the education of their children. A few concerns were expressed about the relationships between one or two members of staff and the pupils. There were many positive comments about the dedication of the teachers, the level of support for the pupils and the fact that parents, generally, are pleased with the education which their children are receiving.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. The children display a wide range of skills and experiences when they start school. In the initial assessments undertaken when they enter the school, their achievements are above average in language, mathematics and personal development. By the time they are five, the children exceed the expectations outlined in the Desirable Learning Outcomes in all areas of learning. The good features mentioned in the previous inspection have been maintained.

Personal and social development

71. Children settle well into the routines of school, reacting well to the stimulating and caring environment provided for them. Because the activities are so interesting and at the right level, the standard of concentration is high. Children become absorbed in many activities, for example, shopping, hospital role-play, information technology and construction work. They solve problems unaided in starting off their listening tapes and in investigative mathematics. The children are well behaved. They take turns and share equipment without a fuss. They cooperate in partner work. A minor disagreement during snakes and ladders is resolved without recourse to an adult. Some of the new children are a little reluctant to talk at first to visitors. They are not shy with each other or the staff. They show concern for the environment and respond to their religious setting. The teacher and classroom assistant have a very good understanding of the needs of young children. They act as good role models and their expectations of behaviour and application to learning tasks are high. Relationships at all levels in the reception class are good. The children show a high level of independence and the older ones change for physical education without assistance. The children are quick to learn. The new under-fives are not yet as fully confident as their older classmates. The children's personal and social development is above average overall, and they are making good progress.

Language and literacy

72. The teaching of language and literacy is very good, and the children achieve above average standards. Nearly all children will exceed the expectations of the Desirable Learning Outcomes by the age of five. Through well-planned classroom activities, the children make good progress in language and literacy. The teacher has a very good knowledge of how to develop language and teaches basic skills well. The management of behaviour is very firm, and some very good methods ensure children are all actively learning and concentration spans are long. Children listen attentively and use a growing vocabulary to express their thoughts. They explain their tasks and discoveries well. The more able children hold good conversations with their peers. They all respond well to stories such as *The Very Hungry Caterpillar*. They use information from the text to make deductions and predictions. For example, at the start they think that a mummy caterpillar might have laid eggs, but then realise the mistake. When they see the beautiful butterfly, one child reasons that the colours come from the colourful food consumed. They enjoy books. The teacher and the classroom assistant are proficient at focussing children's learning. The children are beginning to learn and apply sounds to letters and words. The teacher uses every opportunity to have children rehearse sound associations. They read the very simple reading books well by telling from the picture until they know a small bank of words. Then they can use the repetitive text as a clue. The books are taken home regularly and there is a useful sheet to inform parents how to help their children with reading. Most children can write their names. Pencil control and letter-formation are improving, and their writing is very neat. All can compose thoughts for the teacher or helper to write. Many can copy out and some are beginning to write independently. They have opportunities for pretend writing. Good targets are set and the more able are well extended.

Mathematics

73. The teaching of mathematics is very good, and nearly all children will exceed the expectations of the Desirable Learning Outcomes by the age of five. The children engage in a variety of mathematical activities and their learning is good. They use mathematical language to compare sizes of children and can draw taller and shorter trees. They are familiar with some number rhymes and can count objects up to nine. In a group, they can count to 45, and some can identify the numeral on the hundred-square. Most can write numerals, but the new children lack practice as yet. The teaching of mathematics is very resourceful and stimulating. High expectations are set. For example, in capacity work, the children understand that it is the smaller container that overflows. The teacher has very good subject knowledge and basic skills teaching is good. For example, all children are involved with counting aloud in an enjoyable way. The teacher builds in number structure around tens well. For example, one child explains that it is easier to put up ten fingers and take two down to form eight. The children's readiness for addition is similarly underpinned by the teacher via finger work during oral sessions. Children are competent at sequencing pictures when they use the sorting programme in the computer suite. In the café-shop, the children pretend to buy refreshments with plastic money. These good activities are having a positive impact on their progress. Adequate recording is done. The work is well chosen to match the children's ability. The good assessment, setting of targets and close tracking of children means that new work builds accurately on that known already.

Knowledge and understanding of the world

74. Good quality teaching enables the children to learn well in a variety of activities, which increase their knowledge and understanding of the world. By the age of five, they exceed the expectations outlined in the Desirable Learning Outcomes. The children are good independent learners. They put in the maximum effort, and concentration spans are relatively long for their age. They talk about a limited range of past events. For example, one child remembers falling in the playground amid the other bigger children. They can talk about Christmas and they remember being ill. They describe their homes and make pop-up cards to show the outline shape and details, drawing the family inside. They can give precise details of their routes to school. Children spoken to all know their addresses. Their personal experience of buying things in a real shop is limited, but their role-play is competent. They can name several species of minibeast. They keep snails in the class and have models of several other minibeasts. They can distinguish three types of worm. They are building up knowledge of living things through activities linked to literacy. The children are competent at making three-dimensional shapes with modelling compound but, at this stage in the term, other media are not displayed. They show confidence when using a computer and are developing basic information technology skills. Teaching is good because it links the subject areas together, for example linking science to model-making. The teacher is very well organised and uses a range of very good resources. The mini-beast hospital is a good example of resourcefulness. Children give good descriptions of their world and remember what they have learnt. Learning is good overall.

Physical development

75. The children make good progress in their physical development and achieve standards above those expected for their age. Their awareness of space in physical education lessons is good, although they occasionally forget about spacing when concentrating on dance instructions. They use the classroom space well and make lines without pushing. They move confidently in physical education lessons and control their movements on the floor. There was no opportunity to see work involving apparatus and there is no designated outdoor provision. Many children are agile, and few movements are stiff. They handle tools and construction sets with good control, with few children showing under-developed finger dexterity. The teaching of physical skills is good. Good subject knowledge sets the tone for light movements. Lots of activity with small apparatus and pencils gives children some good finger-skill practice. Learning is good overall. The children are not able to make enough progress at climbing, balancing and manipulation of large equipment due to the lack of outdoor provision.

Creative development

76. In the creative area of learning, the teacher provides the children with a good range of experiences which result in good attainment and sufficient progress. The children explore sound using a variety of musical instruments. They handle instruments with care, describe the sounds and most clap accurately in time. They know the names of colours and how to mix colours, for example, when painting Humpty Dumpty. They paint a range of human figures, some of which are beginning to have mature proportions. Most drawings are firmly done, with a great deal of detail. A few children are less well experienced and their work is still largely explorative. Pattern work has come from their mathematical sequencing. Children can follow on with a sequence and reproduce shapes well. They use the computer program well to add variety. Three-dimensional work is seen in giant bumble-bees and other minibeasts made from scrap. Shapes are modelled in plasticine. There are sufficient opportunities given for role-play in the café and hospital in class. Acting out of stories and children's own scenarios are limited due to lack of outdoor space and the relatively small size of the room. Overall, the children's learning is good. They concentrate well, put in good creative effort and are acquiring new skills well. This is because of the teacher's good subject knowledge, for example, in demonstrating music. High expectations of behaviour and learning are set. Discipline is firm and the activities are well planned and organised to maximise learning. The teaching of the creative curriculum is good.

ENGLISH

77. Standards of attainment in the latest National Curriculum assessments at the end of Key Stage 1 were above average overall. The results in reading were close to the national average and in writing they were above average, with a high percentage of pupils achieving at the higher levels. The school has identified the downward trend in reading scores and is addressing the issue through clearer evaluation of pupils' performances in group-reading sessions. As a result, standards are now rising again. Boys slightly outperformed girls in the reading test but there was no difference between the sexes in writing. In comparison with similar schools, reading results were close to the average and in writing they were above average. At Key Stage 2, standards of attainment were above the national average, with the percentage of pupils achieving the higher Level 5 well above average. There was no difference in the attainment of boys and girls and, in comparison with similar schools, standards were well above average. Taken over four years, results have been well above the national average and the trend in improvement is broadly the same as the national trend.
78. Standards in speaking and listening are well above average at the end of both key stages. Pupils demonstrate their very good listening in the answers they give to questions and in the contributions they make to class discussions. Most speak confidently and clearly. They are quite articulate and express themselves well, showing an increasingly precise use of an extended vocabulary as they move through the school. They respond very well to the many opportunities for discussions during lessons and perform well on special occasions like assemblies, the monthly Eucharist and school productions. A few pupils with special educational needs have to be prompted and helped to expand monosyllabic answers to questions.
79. Inspection evidence shows that standards in reading are above average at the end of both key stages, with some outstanding performance at Key Stage 2. By the end of Key Stage 1, most pupils read accurately and with good comprehension. Those with higher prior attainment use a variety of clues in the text to help work out unfamiliar words. They recognise their errors and correct them. Most pupils have good phonic skills and use their knowledge and understanding of sounds to build up words. Those with lower prior attainment find their enjoyment and enthusiasm for books limited by their lack of skills. They know their sounds but do not use them for building words, preferring to guess or wait for adult help. Pupils explore the themes of traditional tales such as 'Cinderella' and compare versions old and new thoughtfully. Pupils with special educational needs correctly identify keywords, sounding out the individual letters in the daily support lessons. By the end of Key Stage 2, pupils read fluently, accurately and expressively. They make inferences and deductions from the texts to support opinions and arguments. They use a variety

of strategies to cope with unfamiliar words, recognise their errors and correct them. During the inspection, pupils in Year 6 took part in a very thoughtful discussion on books and authors, explaining how authors use language to create atmosphere and character. In guided reading sessions, most pupils read with good understanding, and their knowledge of writers and writing is extended in the texts they study in the literacy hour. Many of these texts are from other cultures around the world, for example 'Baira and the vultures who owned fire' from Africa, and their use makes a positive contribution to the spiritual and cultural development of the pupils. Pupils with special educational needs in their separate literacy hour in Years 4 and 5 show their understanding of rhyming words and onomatopoeia in identifying the appropriate words, for example 'trees and seas', 'clatter' and 'whistle'.

80. Standards in writing are average at the end of Key Stage 1. Pupils write for a variety of purposes, including accounts of their home news and their personal experiences and are making satisfactory progress in story-building from the use of writing frameworks to independent and creative work. They rewrite stories they have previously heard and read, correctly sequencing events and showing their good understanding of the themes and characters. They extend their vocabulary and understanding of synonyms and antonyms and demonstrate this in the plenary activity of compiling lists on the board. Sentences are usually correctly marked off with capital letters and full stops, and some are expanded through the appropriate use of simple conjunctions such as 'and, so, but.' However, there are insufficient opportunities for independent writing and the use of information technology as a tool for drafting and redrafting is under-developed. Handwriting among pupils with higher prior attainment improves more rapidly in girls' work than that of boys and the rate of progress is roughly the same in the lower abilities. Letters are, for the most part, well formed and legible, but most spacing and sizing is erratic and there is much confusion of upper and lower-case characters. Since last September, satisfactory progress has been made towards joined-up handwriting, but the good work in practice books has not been transferred to everyday work.
81. In the early years of Key Stage 2, handwriting is still largely printing and there is still much inconsistency and confusion. The spelling of simple words and basic punctuation is generally correct and there is some reflective and creative writing, including poetry. By the end of the key stage, pupils produce a very good volume and range of work. They extend their knowledge and understanding of longer classic poetry such as 'The Highwayman' effectively and show this through their own imitations of the style and in dramatic performances of events in the poem. There is much evidence of drafting and redrafting, but very little of the use of information technology. Pupils express thoughtfully their personal responses to classic and pre-twentieth century literature such as 'The Secret Garden' and 'Oliver Twist.' In the work of the majority of pupils, the content is mature and shows good development in the higher order skills of inferring and deducing from texts, organising individual thought into persuasive and argumentative writing, and in exploring personal thoughts and feelings. This work is spelt and punctuated correctly, and handwriting and presentation are generally above average. Although there is some good imagery in poems on the theme of winter, there is a disappointing lack of adventurous and exciting choice of words. Pupils with special educational needs extend their knowledge and understanding of how poets create dramatic effects and produce work which is close to the national average in their separate literacy hours in Years 4 and 5. All pupils in the school use dictionaries, thesauruses and word books with competence and confidence.
82. Pupils use their literacy skills well and appropriately in other subjects, such as history and science, and in personal and social education. At Key Stage 1, science experiments are written up with the use of writing frames and are generally clear, although there is little evidence of independent writing and some work is copied from the board. There are examples of reflective writing in history and personal and social education, along with a little empathic writing and some poetry connected with topics being studied. Most pupils understand alphabetical order, but other library skills are under-developed. At Key Stage 2, science reports are well organised and generally well-written, spelt and punctuated with an accurate and increasingly precise use of the appropriate vocabulary. Geographical surveys and questionnaires are clear and well-presented,

and pupils make very good attempts at empathic writing in history, for example as an evacuee in World War Two which give a good sense of period flavour. Recently, work has begun to be organised into paragraphs. All pupils are secure in the knowledge and understanding of library and research skills, including the use of computers.

83. The quality of teaching is satisfactory overall at Key Stage 1, with occasional examples of good teaching. Teachers provide good opportunities for the discussion and interpretation of illustrations in the texts used, with questions which probe pupils' thinking. They give clear instructions and, when focusing on a guided reading group, make notes on assessment to enable individual pupils and the group to improve their understanding. They use their good subject knowledge to help pupils understand the organisation of books and demonstrate the correct use of punctuation marks like the comma. In the daily support lessons for pupils with special educational needs, classroom assistants are well briefed by the special needs coordinator and have a sensitive and sympathetic approach, making effective use of praise and encouragement to help build confidence and raise pupils' self-esteem. Occasionally in these lessons, there are too few opportunities for pupils to talk or expand their one-word answers. Whilst support in these withdrawal sessions is satisfactory, there is insufficient support in classes, and teachers sometimes do not make sufficient modification of worksheets and vocabulary to enable pupils to make best progress. Teachers monitor pupils' reading records monthly, but do not always provide texts which are closely matched to the abilities of pupils with higher prior attainment. Pupils' work is generally well annotated by teachers and marking reminds pupils of their individual targets to sustain and increase effort and improve on past achievement. There is, however, insufficient emphasis laid on presentation so that much work, particularly among the lower abilities, is untidy and some is undated. The teachers make sure that pupils understand what is required of them and are familiar with classroom procedures like checking spellings on display around the walls before asking for help. The pupils' concentration levels are usually satisfactory but, on occasions, when pupils are without direct supervision from the class teacher or classroom assistant, they lose the sense of urgency and dawdle their way through initial tasks. Not enough is done to ensure that pupils take up the teachers' suggestions to extend their work by using their new vocabulary in sentences.
84. At Key Stage 2, the teaching is generally good. There are instances of very good and a little unsatisfactory teaching. In the best lessons, teachers' pleasant, but firm approach encourages pupils to try hard to fulfil their expectations. The teachers make good use of questioning in the whole-class sessions in the literacy hour to ensure that all pupils thoroughly understand the points they are making and also to extend their vocabulary and help them to complete group tasks. They encourage pupils to expand their answers to questions, adding appropriate detail to satisfy listeners and readers. They also monitor reading records and move pupils on to more complex and challenging texts. The separate literacy hours for pupils with special educational needs are taught by the experienced coordinator who has a very good understanding of the needs of these pupils. New learning is related to past experience, and activities are changed regularly to ensure the active participation of all pupils. In the less successful lessons, teachers ignore pupils' already existing knowledge and set tasks which are pitched at too low a level and are undemanding. This is an unsatisfactory use of time and the low expectations add nothing to pupils' knowledge, understanding and skills. Marking is usually interactive and developmental, referring pupils back to their individual targets for improvement and subjecting these targets to regular review, and includes pointers for handwriting and presentation. Although teachers' exhibits enhance the learning environments in some classrooms and public areas, there is a disappointingly small amount of pupils' work on display which indicates that it is used neither as a means of celebrating pupils' achievement or of stimulating further curiosity to take learning forward, and it is much under-developed as a learning resource. The positive attitudes shown by most pupils contribute to their learning. Most pupils concentrate hard on their work which is particularly challenging towards the end of the key stage. They put great efforts into understanding the texts they are studying and into the good presentation of the work. Those with prior higher attainment expect to complete a good volume of work during the lessons and usually do so. Pupils with special educational needs concentrate very hard and persevere with their tasks even when they are quite demanding.

85. The coordinator has a good understanding of the role, which is satisfactorily developed in terms of the monitoring and evaluation of provision and classroom practice, but there is insufficient liaison between key stages. The problem with reading in Key Stage 1 is recognised, but there is no non-contact time to allow the coordinator to monitor teaching and progress. The management function of the role in terms of financial decision-making and input into the school development plan is limited. Planning adheres closely to the National Literacy Strategy, but is too rigid to take account of the needs of higher-attaining pupils, apart from the 'booster' sessions in Year 6. Currently, there is no specific guidance for teachers on the uses of literacy and information technology, but this is to be rectified in the new policy which is currently being revised in the light of new national guidance. The assessment of pupils' attainment and progress is acknowledged to be an area for further improvement. Resources are good for the literacy hour, but there are shortages in more advanced reading texts and reference materials, for instance, etymological dictionaries for pupils with higher prior attainment at the end of Key Stage 2. There is also a lack of reading texts appropriate to the age and experience of older pupils with special educational needs. The library is very small, and the range of books is barely adequate to support learning. Library improvement is also featured in the school development plan for next term along with improvements in the classroom collections. At present, the small and often tatty books set out for pupils' use contradict the message of the literacy hour, that books are valuable and reading is enjoyable.

MATHEMATICS

86. The results of the 1999 National Curriculum assessment tests at the end of Key Stage 1 were above the national average. When compared to similar schools, the results were average. Nearly all pupils achieved the national expectation of Level 2, although the attainment of a third of the pupils was at the lower end. Just over a quarter of the pupils exceeded the national expectation by achieving Level 3. The 1999 results were slightly lower than those achieved in 1996 and 1998. Inspection findings show that the level of attainment at the end of Key Stage 1 is average. Whilst there are few pupils who are not achieving at the nationally expected level, middle and higher-attaining pupils are not being sufficiently challenged by the work they are given.
87. The results at the end of Key Stage 2 in 1999 were well above the national average and the average for similar schools. Nine out of ten pupils achieved the national expectation of Level 4 and, of these, half achieved the higher Level 5. The school's results have improved steadily over the last four years and at a faster rate than the national trend. Inspection findings confirm that standards in mathematics by the end of Key Stage 2 are well above average, and are much higher than at the time of the last inspection.
88. There have been considerable changes in the way mathematics is taught in the school; there has been a significant change in teaching staff, much in-service training has been provided and the school has implemented the National Numeracy Strategy. These factors have led to significant improvements and the school has overcome most of the weaknesses identified in the last inspection. The provision of booster classes for pupils at the top end of the school enables teachers to target work more effectively to the needs of pupils, and this is particularly beneficial in meeting the needs of the more able pupils at Key Stage 2. The implementation of the National Numeracy Strategy has ensured that the curriculum is more balanced than it was at the time of the last inspection, and sufficient attention is given to all aspects of mathematics. In particular, weaknesses in mathematical reasoning and data-handling have been rectified. Some parents expressed concern over the teaching of mathematics at Key Stage 2. The standards achieved by the pupils, their understanding of mathematical concepts and their ability to manipulate numbers show that there is little cause for anxiety overall, even though the teaching in some classes is better than in others.
89. By the end of Key Stage 1, the pupils have developed sound number concepts and, in most areas of mathematics, they are working at the level expected for seven-year-olds. However, given their prior level of attainment, the achievement of the more able pupils is not high enough. They have a secure knowledge of addition and subtraction facts using numbers to 20. They identify hundreds,

tens and units in three-digit numbers. They tell the time correctly and work out which coins are used to pay sums of money up to one pound. Most of the pupils' work is completed on worksheets. Although these provide appropriate tasks for some pupils, they limit the progress of the more able pupils. During the inspection, for example, many pupils finished their tasks very quickly and there was insufficient extension work provided to enable them to make further progress.

90. By the end of Key Stage 2, the pupils have very good computational skills and well-established concepts of addition, subtraction, multiplication and division. They use a good variety of strategies for carrying out mental calculations. For example, they can identify and explain clearly a variety of ways to multiply two two-digit numbers. They show clearly on paper how they do complex calculations mentally. They have a good grasp of mathematical vocabulary. Their written work shows very good understanding of how to interpret data and draw conclusions from tables and charts. Earlier in the key stage, the pupils find it difficult to transfer their ability to handle numbers into dealing with problems which are stated in words.
91. By the time they leave the school, the pupils have developed good numeracy skills. They have a good sense of the size of a number, know number facts by heart and use what they know by heart to figure out an answer mentally. They calculate accurately and efficiently, both mentally and with pencil and paper. They make sense of number problems, and recognise the operations needed to solve them. They recognise whether their answers are reasonable and have strategies for checking. They explain their methods and reasoning using correct mathematical terms. Numeracy skills are developed effectively in other areas of the curriculum, although little use is yet made of information and communication technology to develop mathematical skills.
92. The overall quality of teaching in mathematics is good, although the quality of the teaching varies across classes. The teaching is particularly effective in Years 3 and 6, where all of the lessons observed during the inspection were very good. The school has worked hard to improve the quality of teaching since the last inspection. All teachers have at least a sound understanding of the National Numeracy Strategy and of the concepts which need to be taught. Generally, this understanding enables the teachers to provide clear explanations which help pupils to understand that there is frequently more than one way to solve a problem. In a Year 2 lesson, for example, the teacher's explanation of different strategies to add numbers helped pupils to use facts they already know to help them to add up numbers. Basic skills are taught well and there is good emphasis on the acquisition and use of mathematical vocabulary.
93. Throughout the school, the teachers' weekly planning is sufficiently detailed and methodical, and provides them with a good basis for teaching effective lessons. However, the planning at Key Stage 1 does not successfully meet the needs of all pupils. Too rigid adherence to the syllabus of the National Numeracy Strategy ignores the information the school has gained from assessment and the teachers' own knowledge that many pupils are already reasonably competent in dealing with the work which has been planned. Whilst lessons meet the needs of the lower-attaining pupils very effectively, there is insufficient challenge for some middle and most higher-attaining pupils. Lack of classroom assistance also hampers the teachers' ability to deal with the wide range of needs within the same class. The expectations of what pupils should be achieving at this key stage are not high enough. Expectations of what pupils should be achieving in Year 4 are also low, but this is partially due to the disruption caused by staff absence and changes of teachers. The work in Years 3 and 6 provides a strong contrast. Here, the teachers' expectations are much higher; they are reflected in briskly paced lessons, challenging questions and the quantity of work which the pupils are expected to produce. The provision of challenging work for the more able pupils in Year 6 is facilitated by additional assistance three times a week; whilst the class teacher provides challenging work for the more able pupils, an assistant teacher provides booster sessions for the remaining third. This additional support is not available for Key Stage 1 classes.
94. Most lessons are well structured, providing an appropriate balance between whole class, small group and individual activities. Most mental mathematics sessions are conducted briskly and

effectively. Some, however, are less effective. In one session, for example, questions were directed at individual pupils and did not guarantee the involvement of all. In another session, the pace was dictated by the slowest pupils, leading to some frustration for the more able. Most teachers set high expectations for behaviour and participation but, in a few classes, the teachers allow too much unnecessary noise and chatter. In one class, relationships between teacher and pupils are somewhat strained; this affects the working atmosphere within the classroom and the pupils' willingness to participate.

95. The positive attitude shown by most pupils contributes to their progress. In most classes, the pupils apply themselves well to their learning tasks. They are responsive during mental mathematics sessions and complete their written work conscientiously.
96. The school has made good strides in improving its provision for mathematics. The National Numeracy Strategy has been implemented effectively, although the school has given insufficient attention to pupils' prior levels of attainment at Key Stage 1 in order to determine how to apply the strategy to the needs of the school's pupils. At Key Stage 2, the strategy is being used effectively, particularly in Years 3 and 6. Staff have received appropriate training, and this has been responsible for an improvement in approaches to teaching mental mathematics.

SCIENCE

97. The results of the 1999 National Curriculum teachers' assessment in science at the end of Key Stage 1 were similar to the national average. Nine out of ten pupils reached the nationally expected standard of Level 2, and almost a quarter achieved the higher Level 3. The results of the National Curriculum assessment tests at the end of Key Stage 2 were above both the national average and the average for similar schools. Eighty-four per cent of the pupils achieved the nationally expected Level 4, and 35 per cent achieved the higher level 5. Over the last four years, results have improved steadily, and at a slightly greater rate than the national trend. There is no significant difference in the results of boys and girls.
98. By the end of Key Stage 1, pupils are beginning to making predictions as to what might happen in an investigation. They work well collaboratively on a variety of investigations and are able to share resources and discuss their findings using appropriate scientific language. Their recording skills are developing well. Some pupils are developing an understanding of a fair test. During the inspection, pupils in Year 2 were involved in work on forces. They carried out an investigation to determine what effect different surfaces had on their ability to push along different objects. They were able to make sensible predictions, take careful measurements and most were able to explain their findings.
99. By the end of Key Stage 2, pupils set out and record their work with increasing accuracy and with careful presentation. They produce clearly labelled diagrams, use tables to record their data, and set out investigations in the appropriate manner. Pupils are familiar with the processes of fair testing and can explain why this is necessary. Year 6 pupils were investigating the results of hanging different weights on a rubber band. Accurate measurements were taken and a graph plotted to illustrate their findings. There is insufficient use of information and communication technology to support their work in science.
100. Since the previous inspection, there has been a steady improvement in the school's provision for science.. The new science coordinator has introduced a good scheme of work for the subject which is being used enthusiastically by teachers. The scheme ensures pupils build their knowledge, understanding and skills in a progressive way and ensures continuity from one year to the next and across the key stages. Standards have improved since the previous inspection, helped by better planning by the teachers and the introduction of a system of regular termly assessment. These assessments allow teachers to know their pupils' needs and enable them to match tasks to pupils' abilities.

101. The overall quality of the teaching in science is good. Of the lessons observed during the inspection, a quarter were very good, just over a third were good and the remainder were satisfactory. The teachers' subject knowledge is good and this allows them to give clear descriptions and explanations of scientific concepts. They take care in explaining scientific terms to their pupils and give them opportunities to question. Often, teachers link science lessons to aspects such as personal and social education, such as healthy eating or drugs awareness. Teachers enhance their lessons through imaginative use of resources. In Year 3, pupils were learning about different kinds of teeth. Resources for this lesson included plaster casts of a set of teeth for each group and real teeth for the pupils to look at in detail. In all of the lessons observed, the teachers used appropriate teaching methods, such as a whole-class introduction, setting of the task, resources readily available and opportunities to come back together to discuss findings and evaluate the activity. Some teachers use overhead projectors most effectively in helping to illustrate and explain scientific detail. The teaching was better when additional support was available from a classroom assistant, allowing the teacher to concentrate on particular groups or individual pupils. During the inspection, the best lessons were characterised by good pace and challenging activities, enabling the pupils to make good progress. The pupils' positive attitudes and their ability to concentrate and collaborate with each other also contribute to the good quality of learning.
102. The management of science is satisfactory, and a number of priorities have been set up to develop the subject further. There is no school development plan for the subject, but the coordinator has a personal development plan for her coordination. The coordinator is aware of the additional resources required to support the new scheme of work. However science is not a priority in the school improvement plan and the coordinator has no budget to enhance science resources. The coordinator has little time to monitor any science teaching although she does monitor pupils' books and teachers' plans. Little in-service training has taken place in school in the subject, as literacy and numeracy have dominated during the past two years. Resources are satisfactory and could be enhanced through collections of posters and photographs to help illustrate science topics. There were some colourful displays in classrooms and corridors with work produced by pupils, but these could have been more scientifically informative.

ART

103. In Key Stage 1, pupils, including those with special educational needs, make satisfactory progress overall. They learn a wide range of basic skills. Their figure drawing becomes more sophisticated and composition improves. Some projects produce better results than others. For example, there are some fine sketches of African drums by Year 2. This success is because the pupils are well motivated by an exciting stimulus. The observation of facial features in portraits produced by pupils in Year 2 is less good. Pupils in Year 1 try to capture the effect of various forms of light in their paintings. The pupils' knowledge and understanding of art has increased through exposure to famous paintings or cultural stimulation. Pupils are given more opportunities to develop their own skills than they were at the time of the last inspection.
104. In Key Stage 2, pupils, including those with special educational needs, make satisfactory progress overall, but there are variations within the key stage. There is little artwork on display in Year 3, but the sample file shows that the pupils have produced careful sketches of Greek vases. Pupils in Year 4 have used Tudor portraits as their inspiration to produce some good portraits of Henry VIII in pastels. Further examples of good artwork are oil pastels of fabulous imaginary beasts and three-dimensional Aztec warrior masks made from card. Copying the work of Paul Klee, pupils in Year 5 produce pleasing Christmas and Hannukah cards on the computer. They do some very sensitive sketching of the Victorians. In their portraits in the style of Andy Warhol, pupils in Year 6 demonstrate close observation of light and shadow, and produce some good still-life pictures of fruit in oil pastels.
105. Art also supports other areas of the curriculum effectively, for example, history and geography and also adds a further dimension to pupils' writing and mathematics. Particularly successful are

sketches of Viking warriors and Victorian people as part of pupils' history projects. Careful Mehndi hand patterns link effectively with an Indian project in geography. Pupils illustrate written work in English using curve stitches and shape patterns. Even the youngest children produce some pleasing designs using a computer graphics programme.

106. It was not possible to see enough art lessons during the inspection to report on the teaching of each key stage separately. On the basis of the few lessons observed and an analysis of displays and samples of pupils work, the teaching of art is satisfactory. The best learning is produced when resources are good. For example, pupils had observed some good examples of Mehndi patterns before producing their work, and pupils in Year 2 had experienced a live African drumming session, which acted as a stimulus for their sketches. In one of the lessons observed, the teacher demonstrated good subject knowledge when helping the pupils to examine a painting by Picasso.
107. The pupils' learning is satisfactory overall, as are their attitudes. The pupils enjoy art activities and there are some good gains in skill, knowledge and understanding in all the work seen. Their behaviour is generally satisfactory, although an unnecessary amount of chatter and fidgety behaviour in a few classes detracts from the quality of learning and is not managed effectively by the teachers.
108. There has been satisfactory improvement in art since the last inspection. There is now an adequate whole-school policy. The subject is managed efficiently. The scheme of work ensures that skills are developed progressively and that all aspects of the National Curriculum are covered. The coordinator provides good direction for other staff and there is a shared commitment to improve the subject. Resources are well organised. The coordinator monitors the subject through regular sampling of pupils' work. However, the teaching of art is not systematically monitored. Systematic training is provided for staff. There is no forward written development planning in the subject.

DESIGN AND TECHNOLOGY

109. The timetable during the inspection week made it possible to observe only two lessons of design and technology. However, evidence from teachers' planning, the scrutiny of a small amount of pupils' work, discussion with the acting coordinator and pupils, and scrutiny of the coordinator's documentation indicates that standards of attainment are below average in both key stages. Design and technology activities are limited to food technology, textiles and levers and cranks. Where possible, such activities are integrated into on-going themes such as in Year 4's study of food in connection with an Indian Village. There were examples in Year 6 of the use of bell cranks to make and break electrical circuits to light up a Christmas design. From work seen at the end of Key Stage 2, pupils' abilities at design and evaluation are good, but their making skills are below average.
110. Some satisfactory progress has been made in the management of this subject since the previous inspection. There has been improvement in the provision of a scheme of work and increased resources. However, the scheme of work is limiting and does not enable teachers to plan for progression of skills and understanding in design and technology, nor does it offer a full range of design and make activities across the key stages. The design and making of more common artefacts such as wheeled vehicles, the use of cams or constructions using Jinx frames is under-represented. Insufficient time is allocated to the subject to enable the pupils to develop their skills adequately.
111. It is not possible to make secure judgements on the quality of teaching but, from the evidence seen, teachers' knowledge is not sufficient to ensure satisfactory learning throughout the key stages. Although good attention was given to in-service training following the last inspection, there have been significant changes in staffing since then. Currently, the teachers do not have a good enough subject knowledge and understanding of the curriculum, and in-service training is once

again required to ensure that design and technology contributes effectively to developing a broad and balanced curriculum.

GEOGRAPHY

112. Pupils, including those with special educational needs, make satisfactory progress in acquiring geographical knowledge and skills in both key stages. However, in Key Stage 2, the progress is variable, with pupils making less than satisfactory progress in Year 4. Some of the work given to the pupils in this class has been little more than drawing, and has done little to develop their geographical skills. Standards have improved since the last inspection following the introduction of a new scheme of work. The standard of work produced by pupils in Key Stage 1 is average but, by Year 6, the standard of the pupils' work is good.
113. At Key Stage 1, good use of the locality helps pupils to acquire satisfactory map-making skills and to understand how to describe a route. From their study of Benin City in Africa, pupils in Year 2 understand the effects of a hot climate and are able to contrast the way of life there to their own.
114. At Key Stage 2, pupils in Year 3 make perceptive comments when comparing the village of Galmpton to Betws-y-Coed in Wales. They interpret photographs perceptively, even when the quality of the reproduction is poor. Through their study of a small village in India, pupils in Year 4 develop a sound understanding of how the local environment can affect people's lives. Pupils in Year 5 are developing their ability to understand weather patterns as they monitor the weather for a term and compare the monthly averages of temperature, rain, wind direction and strength. This task provides them with a useful opportunity to develop information technology skills as they record their findings and produce graphs of the results. Pupils in Year 6 show a good ability to analyse information using geographical lines of enquiry as they study a location in South America. They are acquiring a good knowledge of continents, countries and places. They also have a good understanding of environmental influences and concerns. For example, the pupils have changed their initial perceptions of the undesirability of a local building project for a water treatment plant after they have conducted research and carefully considered the advantages and disadvantages of the project. They can explain well the arguments that were put forward by both sides and draw out a balanced view.
115. No teaching was observed at Key Stage 1 as it was not on the timetable during the period of the inspection. In Key Stage 2, the teaching is satisfactory overall. The teaching is good in Year 6, where the main strengths are the teacher's subject knowledge and good use of resources, which lead to good gains in knowledge and clear understanding. In some lessons, poor planning leads to unchallenging or uninformative work, with the result that pupils are not always gainfully occupied. Fidgety and talkative behaviour, which is not adequately controlled, affects the quality of learning in a few lessons. Generally, however, the pupils' positive attitudes to the subject enhance the quality of learning. Pupils cooperate well in discussions. In Year 6, the pupils have a particularly mature approach. They appoint table leaders to hold meaningful discussions and solve problems, and they consider the views of others well.
116. Since the last inspection, the coordinator has received training and has introduced a sound policy and scheme of work, which covers all aspects of the National Curriculum. Resources have improved. The geography curriculum also makes a sound contribution to pupils' cultural development through the projects on distant places. Two residential trips are used well to supplement the school's resources. The coordinator gives a good lead to the subject. She monitors standards by sampling pupils' work, but these are not annotated with the level of attainment, with the result that assessment measures are not as useful as they might be to track individual progress. There is no systematic monitoring of teaching and no written development plan for the subject.

HISTORY

117. As only one class in Key Stage 2 had history on the timetable during the inspection, judgements are based on an analysis of the pupils' work and discussions with pupils. Pupils, including those with special educational needs, make satisfactory progress overall in history in both key stages. Within Key Stage 2, good progress is made by the oldest pupils as they begin to link cause and effect and become aware of various interpretations of past events. This good progress is due to good teaching, where pupils are suitably challenged and provided with stimulating work tasks. Within the key stage, the progress is least where pupils are given too many repetitive work tasks and the focus is on picture-making or just colouring worksheets. Standards have improved since the last inspection. They are average at Key Stage 1, but the quality of work at the end of Key Stage 2 is good. The improvement in standards has been brought about by the introduction of a new scheme of work, a greater consistency in the approach to teaching history. The teachers are also better prepared to teach the subject, and key skills are developed systematically.
118. In Key Stage 1, pupils are gaining an understanding of how life and customs have changed. They can point out, for example, differences in the way Christmas is celebrated today and in the way it was celebrated in Victorian times. In Key Stage 2, pupils in Year 3 have acquired knowledge of famous events which took place in Ancient Greece. They write very well about the differences between the rich and the poor in those times. Pupils in Year 5 write good descriptions of the Victorians, in which they empathise with the poor people. They are able to describe the impact which trains had in modernising Britain. Pupils in Year 6 have a good range of factual knowledge about Britain since the 1930s. They describe characteristics of life earlier in the century, accounting for times of poverty and the need for health reforms. They write good accounts of a range of influential people. They explain the consequences of events, such as World War II, particularly well. The oldest pupils are good at assembling the points for and against a particular opinion.
119. No teaching was observed at Key Stage 1 and only one lesson at Key Stage 2. The teachers' planning is usually good, as it stems from the comprehensive scheme of work, and offers pupils stimulating and varied activities which motivate the pupils and encourage good learning. For example, a wealth of interesting activities is provided for pupils in Year 5 for their study of Victorian Britain. These include a Victorian day when all come dressed in costume. The pupils play Victorian games and are taught Victorian crafts. They have a go at making a barrel and are given demonstrations of the agricultural tools of the period, and are shown spinning with a spinning wheel. External visits, such as the annual residential trip to the Jorvik Centre in connection with the study of the Vikings, are used well to stimulate the pupils' interest in history. The teachers make good use of a wide range of sources. In Year 6, for example, these include data from CD-ROM, personal research, journalism, video, cookery, artefacts and visitors. All of these factors engender a positive response from the pupils and ensure that the quality of learning is good. Pupils cooperate well in discussions and consider the views of others. In a minority of lessons, the pupils are offered unchallenging worksheets, which make the quality of learning unsatisfactory.
120. Since the last inspection, the coordinator has written a sound policy and scheme of work, which covers all aspects of the National Curriculum requirements. Resources for the subject have improved and are used well to stimulate the pupils' interest. The curriculum makes a good contribution to the pupils' cultural development through the study of our past heritage. Visitors, visits, events and residential trips are used well to supplement the school's resources. The coordinator gives a good lead to the subject. She monitors standards by scrutinising samples of pupils' work, but these are not annotated with the level of attainment. Overall, assessment procedures are not as useful as they might be to track individual progress, although an effective procedure is used in Year 3, where the teacher encourages pupils to evaluate what they have learnt at the end of each project. Teaching is not monitored. There is no written future development plan for history.

INFORMATION TECHNOLOGY

121. At the end of Key Stage 1, pupils' attainment is below national expectations. Pupils work with a limited range of software to support their learning. A group from the Year 1 class was logging onto the network and accessing Tizzy's Toy Box. They were able to make their way through menu options and interact with the software successfully, carrying out a number of different activities supporting numeracy and literacy. However, planned activities are not fully integrated by teachers into curriculum subjects, and much of the pupils' access is to familiarise themselves with software and develop early skills in the use of the network.
122. By the end of Key Stage 2, pupils' attainment is below national expectations. During this key stage, pupils are not offered the full range of software to develop information technology capability satisfactorily. Pupils are more competent in aspects of communicating information through such software as TextEase and Word, than in other aspects of the information technology curriculum. Pupils use word-processing software effectively to create poems and write stories. Pupils in Year 6 had produced some newspaper simulation material in connection with a history theme on Britain since the 1930s. They also use graphics and clip art to enhance their work and there were some imaginative uses of the graphics program Dazzle to support work in art. However, there is no extension towards desk-top publishing or multimedia activities to further these skills. The use of information handling software is limited, and pupils do not yet use spreadsheets or learn to use advanced search routines available on some CD-ROMs. Their use of control software is limited, although some pupils are familiar with programming in Logo to make sequences and draw patterns on the screen. Older pupils do not use data-logging equipment or monitoring software.
123. The school has made very good progress since the last inspection in improving the range of hardware and software. It has also begun to train teachers in the use of the networked computers in the school's new computer suite and the available software. However, pupils are not yet given full entitlement to all aspects of the National Curriculum. The school has a comprehensive development plan for the strategic use of information technology resources, staff training and a strategy for the replacement and upkeep of hardware. It has used National Grid for Learning funding to develop the network and computers were purchased for the computer suite through generous parental support. The school buys in technical support from the local secondary school and there are plans to provide more permanent technical support. The school staff are soon to undergo a training programme funded through the New Opportunities Fund. This should raise teachers' expertise and confidence and allow them to exploit the full range of software available on the network. This in turn should help to raise standards of information technology capability in the pupils and make better use of the school's investment.
124. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers use software they are familiar with effectively. A Year 3 class was using TextEase to support a literacy exercise in the use of adjectives. Pupils were able to load the software, carry out the activity, print their results and log off the network. Year 5 pupils were using Word to create five line poems in connection with work on *The Highwayman* as a literacy activity. Most were able to use basic word-processing facilities such as centring, changing the font size and colour, printing their work and logging off from the network successfully. The teachers' planning, however, is not always clear as to the learning outcomes of the activity.
125. Pupils' learning is good throughout the school. They respect the equipment and are able to concentrate for long periods of time. Frequently, they work successfully in pairs but are quite able to work independently. The management of pupils is not straightforward when using the computer suite. Only half a class can access the computers at one time and the other half has to be supervised by a classroom assistant back in their classroom. The teachers use time within the computer suite well and network sessions are productive. Teachers are beginning to use information and communication technology activities to support basic skills such as literacy and numeracy, and they give pupils good feedback if they experience difficulties.

126. The coordination of the subject has been disrupted twice through teachers' absence and, at the present time, is being carried out by the headteacher and deputy. The school has adopted the government's exemplar scheme of work but, as yet, there is no longer term assessment nor monitoring of information and communication technology within the curriculum. The manner in which classroom-based hardware and computer suite hardware is used should be clarified. Staff training and the new scheme of work have started to ensure pupils have better access to the subject. Further training should help to extend this and enable the full range of software to be planned for within all subjects of the National Curriculum including Internet access and the use of e-mail.

MUSIC

127. Only one lesson was observed during the inspection. Judgements are, therefore, based on a scrutiny of teachers' planning and discussions with staff.

128. Pupils are offered a range of musical experiences, including performing, composing and critical listening. Standards of attainment, however, are below average. The pupils are learning to appreciate music from countries around the world, for example, India and Africa and the works of musicians of the past. Younger pupils at Key Stage 1 are beginning to understand how rhythm and tempo are indicated in a musical score by drawing pictorial diagrams of their own clapping exercises. They extend their knowledge of African drumming for dancing and as a means of communication through visits from musicians, and follow up these sessions with reasonably good attempts at imitating the sounds and singing they have heard. At Key Stage 2, music is linked effectively with science topics, such as how sound travels, through the study of how musical notes are produced in a variety of ways, such as striking, plucking and blowing. In the one lesson observed, pupils in Year 5 practised their critical listening faculties on tracks of music reconstructed from the Viking age and progressed to trying to reproduce the sounds on modern instruments. All pupils have regular opportunities to perform in public at assemblies and in school productions which are very popular and well supported by parents and the local community.

129. Medium-term planning for the subject gives useful pointers towards ensuring that lessons are planned to take account of what has gone before and what is to follow. There is a lack of detailed guidance for the non-specialist teacher and this leads to a lack of confidence in teaching. The absence of a coordinator has adversely affected teaching and learning, because of the lack of written guidance. The lack of display on music reflects the subject's low priority within the school, where the amount of time allocated is too low to sufficiently deepen and extend pupils' learning. Where display is used, it lacks challenge and is not sufficiently developed as a learning resource to inspire further curiosity and effort. The management of music is unsatisfactory in terms of the monitoring and evaluation of provision and the lack of non-contact time for observing classroom practice. Resources are barely adequate for the delivery of the curriculum and many are in need of repair and replacement.

PHYSICAL EDUCATION

130. Pupils produce work in dance which is above average at both key stages. In gymnastics and outdoor games they achieve standards which are average. At Key Stage 1, pupils run, jump, twist and turn with some control and increasing spatial awareness, for instance, working at high and low levels, and avoiding collision. They build on their previous experience and practise a variety of turns. They demonstrate fairly effectively how a moment of stillness can be incorporated into a dance sequence of their own making. Higher-attaining pupils explain clearly the difference between twisting and turning and the purpose of their warm-up routine before they begin the lesson. Dance lessons give good opportunities for self-expression through movement stimulated by music.

131. At Key Stage 2, most younger pupils run competently, stopping with control, but there are few who are very clear on the importance of spatial awareness and the necessity of avoiding collisions. Most devise and perform their own simple sequences of movements, with girls demonstrating

greater control than boys. Pupils' self-evaluation is developing well. Older pupils successfully devise, perform and repeat sequences, combining stretching, curling and bending, and reflecting changes in the tempo and mood of Indian music. Dance lessons make a positive contribution to the development of aesthetic appreciation and personal expression of a response to musical stimulus from another culture. In games, most pupils dribble a ball around cones on the playground competently and are developing a satisfactory level of hand-eye coordination. They sustain physical activity for a reasonable period of time, especially on a cold afternoon!

132. Pupils enjoy their physical activities. They generally listen well to their teachers and each other when evaluating their own and others' work. They usually try hard to fulfil their teachers' expectations and concentrate on improving their own performances. Occasionally, the level of chatter during warm-up and closing routines is inappropriate and, in some lessons, pupils make unnecessary fuss when organising themselves into pairs and groups for games. In some lessons, pupils are careless with equipment, for example dragging hockey sticks across the playground instead of lifting them, with the inherent danger of breaking them.
133. The quality of teaching is satisfactory. There are instances of good teaching, particularly in dance at Key Stage 2. Teachers plan lessons carefully to ensure that pupils practise the skills they have already acquired and extend their knowledge and understanding of how they use their bodies. Teachers give clear instructions and appropriate guidance on safe movement and use of equipment. They make good use of selected pupils to demonstrate to others, and give effective demonstrations themselves to ensure that pupils understand what is required and to stimulate suggestions for extending activities. Teachers question individuals of all abilities effectively to support pupils' attempts at self-evaluation. They do not lay sufficient stress on the effects of physical activity upon the body.
134. In the past, the school's provision for swimming has been very good. Because of constraints on the curriculum and the distance to the nearest pool, the school has changed its policy on swimming. At present, the provision is unsatisfactory and does not meet the requirements of the National Curriculum. The school provides a course of swimming during the summer term only for pupils in Year 6 who are identified as non-swimmers. In selecting pupils for this course, the school relies on information from parents as to whether their children can swim, but keeps no record of pupils' achievements.
135. The school is aware that the subject as a whole is in need of further development and has made it a priority within the school development plan for the summer term. The coordinator has a satisfactory understanding of the role which is currently under-developed. At present, there is insufficient time and opportunity to monitor and evaluate teaching plans and classroom practice. Accommodation is just adequate. The school has a useful field adjacent to the playground which is well marked out for games. The hall, however, is also used for singing, music lessons and assemblies and space is taken up with a grand piano, a drum kit and the altar used for religious occasions, which make it unsuitable for many indoor physical education activities. There is insufficient storage space for physical education equipment.
136. Provision for extra-curricular sport is good. The headteacher and physical education coordinator offer after-school sessions for football, netball and cricket on a regular basis, and other activities on an occasional basis. By the end of Key Stage 2, all pupils have had the opportunity to join a sports club. A number of pupils have participated at lunchtime in a sports programme run by Sixth Form pupils on a sports leadership programme, which provides a good link with a local secondary school. Football coaching sessions have been taken by professionals from Torquay United. Matches are played against other schools, and the school has a successful record in competitive fixtures in football and cricket. Pupils have the opportunity to participate in adventurous activities during the residential visit for pupils at the end of Key Stage 2.