

INSPECTION REPORT

STOKENHAM AREA SCHOOL

Stokenham, Kingsbridge, Devon

LEA area: Devon

Unique reference number: 113223

Headteacher: Mr D Griffiths

Reporting inspector: Ms Ruth Frith
2490

Dates of inspection: 5th – 8th March 2001

Inspection number: 191473

Full 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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Stokenham
Kingsbridge

Postcode: Devon
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Brooking

Date of previous inspection: 2nd – 5th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2490	Ms R E Frith	Registered inspector	English; Information and communication technology; Music; Equal opportunities; Special educational needs.	What sort of school is it? What should the school do to improve further? School's results and achievements. How well are pupils taught? How well is the school led and managed?
13874	Ms J E Chesterfield	Lay inspector		Pupils' attitudes, values, personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20010	Mr J A Sangster	Team inspector	Science; Geography; History; Religious education.	How good are curricular and other opportunities offered to pupils?
13307	Mr R I Hancock	Team inspector	Mathematics; Art and design; Design and technology; Physical education; Foundation Stage.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stokenham Area Primary School is a smaller than average community school for boys and girls of all abilities aged from four to eleven years. There are 167 pupils on roll, including five children aged under five. The school is situated in a small village and serves families from a variety of backgrounds who live in the surrounding area. Many of the children travel to school on one of the three school buses, with some living up to seven miles away from the school. The percentage of pupils claiming free school meals is below the national average although the headteacher believes that not all families are claiming their entitlement. On entry to school, pupils have average standards of attainment and most have had some form of pre-school experience in a nursery or playgroup. No pupils come from minority ethnic groups or speak English as an additional language. The percentage of pupils with special educational needs is below the national average and includes three pupils with a statement of special educational needs. Most of the pupils with special educational needs who require regular additional support have moderate learning difficulties. A significant minority of pupils either join or leave the school part way through the key stages.

HOW GOOD THE SCHOOL IS

After a period of stability, there have been significant changes in the school over the last two years, particularly in relation to staffing and the creation of mixed-age classes. Teaching is good for reception age children and for pupils in Key Stage 1, who reach well above average standards by the time they are seven. However, there has been a fall in standards for eleven year olds over the last two years, which staff have been anxious to address. Teaching is inconsistent in Key Stage 2 and consequently pupils do not always make the progress of which they are capable. There are indications that standards are beginning to improve and in most classes pupils are encouraged to work hard. The management structure of the school has also changed and there is a lack of clarity about the new roles, particularly in relation to the monitoring of practice. The school provides satisfactory value for money.

What the school does well

- Pupils reach well above average standards in reading, writing and mathematics by the time they are seven. Pupils also reach above average standards in art and design and information and communication technology by the ages of seven and eleven.
- The quality of teaching is good for pupils in the Foundation Stage of learning and for those in Key Stage 1.
- Pupils enjoy going to school and have good attitudes towards their learning. The attendance rate is above the national average.
- Provision for pupils' moral development is good and this helps to promote good relationships and good behaviour.
- Parents make a positive contribution to the children's learning both at home and at school and this supports the progress which pupils make.
- Finances are well managed and the school runs efficiently on a day-to-day basis.

What could be improved

- Attainment in writing, mathematics and religious education by the end of Key Stage 2.

- The breadth and balance of the curriculum for pupils at Key Stage 2, in relation to the allocation of time spent on each subject throughout the school day.
- Procedures for assessing pupils' work and progress in order to identify the next stage in their learning and set challenging targets for improvement.
- The leadership of co-ordinators and unit managers.
- The amount of supervision in the playground during lunchtime and breaktime.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in December 1996 found that the standards achieved by pupils, the quality of education provided and the climate for learning were all good but the management and efficiency of the school were requiring some improvements. The school has successfully addressed most of the issues identified in the last inspection report and improvement has been satisfactory apart from in the levels of attainment reached by pupils by the end of Key Stage 2 and the assessment of pupils' work and progress. Overall, there has been an improvement in the quality of teaching due to the reduction in unsatisfactory teaching. A teaching and learning policy now guides practice in the classroom and teachers are monitored in order to identify strengths and areas for improvement. Policies and schemes of work were developed but several of these are currently under review in response to the new National Curriculum requirements and the introduction of the Early Learning Goals for children of reception age. There has been some improvement in the assessment of pupils' work but more needs to be done. Teachers do not systematically assess in all subject areas or use the information gained from this to modify the curriculum or set individual targets for pupils on a regular basis. The pupils' progress and attainment in physical education have improved at the end of Key Stage 2 but pupils do not reach satisfactory standards in religious education. The role of curriculum co-ordinators has developed but because of recent changes in the management structure, more changes still need to be made. Staff have improved the opportunities to develop pupils' cultural education and the school now meets the requirement for a daily act of collective worship. The school development planning process is now systematically evaluated and the effects of financial decisions are formally monitored. When the roles of the co-ordinators and unit managers are clarified, the school will be in a position to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	D	E*	E*
Mathematics	A	C	D	D
Science	B	C	C	D

Key

well above average A
above average B
average C
below average D
well below average E
very low E*

These results show that pupils' performance in English, mathematics and science has fallen since 1998 and this has had a significant impact on the school's trend of improvement over

the last five years, which is below the national trend. These results in English place the school within the bottom five per cent of schools nationally. In 2000, the school failed to achieve its targets in English and mathematics at the end of Key Stage 2. Teachers are working hard to improve their practice in order to raise standards and evidence from this inspection confirms that pupils in Year 6 are expected to improve on last year's results in English. This is partly to do with the differences in cohort; for example, last year 33 per cent of the pupils in Year 6 were identified as having special educational needs. Currently, pupils are reaching average levels of attainment in science, history, geography, design and technology and physical education, and above average levels in information and communication technology and art and design. Standards are below average in writing, mathematics and religious education. By the age of five the majority of children reach the Early Learning Goals expected by the end of the reception year in all areas of learning, and many achieve above the expected levels of attainment in speaking and listening, reading, writing and numeracy. Pupils in Year 2 are currently reaching average levels of attainment in science, religious education, history, geography, design and technology and physical education, and above average levels in English, mathematics, art and design and information and communication technology. Insufficient evidence was gained to make a judgement on pupils' attainment in music. Pupils achieve well in the Foundation Stage and in Key Stage 1, but could do better at Key Stage 2. No significant difference was noted in the progress and achievement of boys and girls. Pupils with special educational needs achieve satisfactorily overall but some potentially higher attaining pupils are not making as much progress as they should, for example, in mathematics, science and geography.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy coming to school and are interested in what they do. They are keen to talk about their work and proud of their achievements.
Behaviour, in and out of classrooms	Good. In class, pupils settle quickly and show consideration for others. Behaviour is sometimes boisterous in the playground.
Personal development and relationships	Relationships are good. Pupils get on well with one another and with adults. They show respect to staff and listen to the views and ideas of others. Pupils' personal development is satisfactory.
Attendance	Good. The school has sustained good levels of attendance since the last inspection and the rate of attendance remains above the national average. Punctuality is satisfactory.

The pupils' good attitudes, behaviour and relationships provide a good basis for their learning and make a positive contribution to the standards that they achieve.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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Lessons seen overall	Good	Good	Satisfactory
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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 quality of teaching is good in 48 per cent of lessons, satisfactory in 50 per cent and unsatisfactory in two per cent. This represents an improvement since the last inspection when there was a higher percentage of unsatisfactory teaching. The school meets the needs of its pupils well in the Foundation Stage and in Key Stage 1. The teaching of children in the Foundation Stage is particularly effective in developing their personal and social skills and their attitudes to learning. These strengths are built upon successfully in Years 1 and 2, where teachers focus on developing the core skills of literacy and numeracy within a broad curriculum. Teaching is inconsistent in Key Stage 2 and evidence from the scrutiny of work suggests that pupils in Year 4 are not being consistently challenged. Teachers have effectively adopted the National Literacy Strategy and the teaching of English is generally good. The school has satisfactorily adopted the National Numeracy Strategy. The teaching of mathematics is generally satisfactory with a weakness in Year 4. Overall, pupils' learning is good in the Foundation Stage and in Key Stage 1, and satisfactory in Key Stage 2. In the best lessons, teachers help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and by encouraging them to review their achievements at the end of the lesson. The school targets valuable additional support for pupils with special educational needs and this helps them to make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Higher attaining pupils are usually sufficiently challenged. Teachers manage pupils well and consequently little time is wasted. Most pupils try hard to do their best. Teachers are encouraging and this results in pupils becoming confident, keen to answer questions and put forward their own points of view.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children in the Foundation Stage and satisfactory at Key Stage 1. The statutory requirements for religious education at Key Stage 2 are not met due to the inappropriate allocation of time.
Provision for pupils with special educational needs	Good in Key Stage 1 and satisfactory in Key Stage 2. Provision improves and is more focused when pupils receive specialist support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' moral development is good and helps to support their good behaviour. Provision for pupils' social and cultural development is satisfactory but provision for their spiritual development is unsatisfactory.
How well the school cares for its pupils	All staff show a genuine interest and concern for the pupils' personal needs. Some of the formal monitoring procedures used in school, such as assessment, are in need of improvement.

The links established between the school and parents are satisfactory, and reports to parents on their children's progress are generally good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are satisfactory overall but the roles and responsibilities of co-ordinators and unit managers are unclear.
How well the governors fulfil their responsibilities	Governors play an integral part in the leadership and management of the school. The chair of governors is experienced and knowledgeable and tries to ensure that the new governing body members are well informed and fully involved in any decisions. All statutory requirements are met.
The school's evaluation of its performance	The school has a satisfactory structure in place which helps management to identify and analyse strengths and weaknesses and decide what needs to be done next in order to improve.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Staff and governors seek to obtain the best value for their spending.

The school has sufficient, appropriately trained teachers to ensure that class sizes are not too large. There are insufficient midday staff to supervise the pupils properly in the playground at lunchtime. The accommodation is good and the quality and quantity of learning resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are confident, involved and happy. • Children enjoy school visits and theatre workshop performances. • Most teaching is good and children make good progress. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • Closer working relationships between the school and parents and more information about how their children are getting on. • The quality of teaching in Year 4, particularly in relation to the challenge with which children are presented. • Bullying type behaviour in Year 4 and on the buses. • Leadership and management. • Activities outside formal lessons. • Provision of homework.

Inspectors endorse the positive views held by most parents and the regard they have for the school. Some parents are dissatisfied with various aspects of the school, such as the range of extra-curricular activities available, the homework given to pupils, the leadership and management of the school, the closeness of the school's partnership with parents, and the information provided about their children's progress. Although these aspects of the school's work are broadly satisfactory, they could all still be improved further. There is some evidence to suggest that pupils are not always sufficiently challenged in Year 4. No incidents of bullying were seen during the inspection but pupils stated that it did sometimes occur. They had confidence in the staff to deal with any issues should they arise.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with a range of abilities and experiences but most have average attainment across the areas of learning. They make good progress due to the good quality and breadth of the curriculum and good teaching. By the time they are ready to start Year 1, the large majority of children reach the nationally expected standards in communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative, physical, personal, social and emotional development. A significant minority attain above the expected standards in speaking, listening, reading, writing and numeracy.
2. Results of the 2000 standard assessment tests and teacher assessments for seven year olds indicate that in comparison with all schools and also with similar schools, pupils' attainment was well above average in reading, writing and mathematics. At the age of eleven, pupils' attainment in the 2000 standard assessment tests, when compared with all schools, was very low in English, below average in mathematics and average in science. When these results are compared with those of similar schools, pupils' attainment in English was very low and in mathematics and science was below average. The very low standards in English place Stokenham Area School in the lowest five per cent of schools across the country, in relation to the English National Curriculum test results in 2000.
3. Over the last five years the school's trend of improvement in English, mathematics and science at Key Stage 2 was below the national trend and the school failed to achieve its targets in English and mathematics last year. Standards had been improving up until 1998 but began to fall during a period of considerable change when a reduction in pupil numbers, due to demographic changes, resulted in staff redundancies, the introduction of mixed-age classes and changes in the management structure. Also during this time, national initiatives such as the National Literacy and Numeracy Strategies were being introduced when the literacy co-ordinator left the school and the numeracy co-ordinator became part-time. Despite these changes, staff have maintained good provision for children in the Foundation Stage and in Key Stage 1, and high levels of attainment have been maintained. However, last year's results at Key Stage 2 were disappointing, particularly in relation to writing. The school has spent considerable time analysing reasons for the pupils' performance and developing appropriate strategies for improvement. Approximately a third of this group of pupils were identified as having special educational needs and had particular problems with writing during the tests. Evidence supplied by the school indicates that the level of writing in class work and assessed by the teacher was at a higher level than that indicated in the tests. Also, a third of this group of pupils had joined the school during Key Stage 2 and five had joined within the previous year. Consequently there had been some considerable change to the structure of the class.
4. The school has identified the need to provide pupils with more opportunities to produce extended pieces of writing and is looking at how project work can be more closely linked with literacy work. All staff have attended courses to improve their own knowledge and understanding, and a specialist English teacher has been appointed to teach the current Year 6 pupils.

Staff have also introduced writing progress books which help with assessing pupils' work, target setting and pupils' progress. Although insufficient time has passed for this initiative to be fully evaluated, early indications are that it is proving useful for ensuring that pupils are working at an appropriate level and being challenged fully. Teachers are working hard to improve their practice in order to raise standards, and evidence from this inspection confirms that pupils in Year 6 are expected to improve on last year's results in English but standards are still below average.

5. Evidence from this inspection confirms that the standards achieved by pupils in the current Year 2 are above average in speaking, listening, reading and writing. Pupils develop confidence from an early age and receive a good curriculum. This ensures that they have regular opportunities to read a good range of books and write for a variety of reasons. By the end of the key stage, pupils have good speaking and listening skills, and indicate by their answers and their actions that they fully understand. Most read confidently and expressively and in their writing use a good range of vocabulary, punctuation and correct grammatical structures. Pupils currently in Year 6 display average standards in their speaking, listening and reading, and below average standards in writing. They listen well to their teacher and each other and are clear about their own views and how they can put these across in a formal way. They read with sound understanding, both fiction and non-fiction books, and have satisfactory research skills. However, few write imaginatively and a significant number misspell words and use punctuation incorrectly. The introduction of the National Literacy Strategy has had a positive impact in the school by helping to focus teaching in English, particularly reading and writing, but this has not yet resulted in improved standards at the end of Key Stage 2. Overall, standards in literacy are good in Key Stage 1 and below average in Key Stage 2.
6. Pupils currently in Year 2 and Year 6 attain standards that are, respectively, well above and slightly below those expected for their ages in numeracy and mathematics. In Key Stage 1, the National Numeracy Strategy has been introduced successfully and has resulted in the maintenance of high standards. However, in Key Stage 2 this is not the case and progress is uneven across the key stage. Insufficient attention is given to using and applying mathematics, which restricts the learning made by pupils, who have little opportunity to apply skills and knowledge to problem-solving activities. Also, the school has not clearly identified how pupils can practise their numeracy skills when studying other subjects.
7. Standards for science in the current Year 2 and Year 6 are broadly average. Seven year olds show a satisfactory understanding of the scientific process of prediction, observation and recording, although they do not always present their findings neatly. Eleven year olds conduct investigations with guidance but there is limited evidence to suggest that they plan their own investigations in response to scientific questions. This particularly restricts opportunities for more able pupils to achieve high levels of attainment.
8. Pupils in Year 2 are currently reaching average levels of attainment in religious education, history, geography, design and technology and physical education, and above average levels in art and design and information and communication technology. Pupils in Year 6 are currently reaching average levels of attainment in history, geography, design and technology and physical education, and above average levels in art and design and information and communication technology. Standards are below average in religious education. Insufficient evidence was gained to make a judgement on pupils' attainment in music at the end of both key stages.

9. Pupils with special educational needs make good progress towards the targets identified on their individual education plans when they receive additional support from the specialist teacher or teaching assistants. By the time they leave the school, they generally reach standards in line with their abilities. No significant difference was noted in the progress of boys and girls during the inspection. More able pupils are not always sufficiently challenged, for example, in mathematics and consequently do not always make good progress in line with their abilities.

Pupils' attitudes, values and personal development

10. The school has been successful in maintaining good standards in this area of its work since the time of the last inspection. Pupils have good attitudes to their learning. They listen attentively in lessons and are interested in the tasks they are set. Most concentrate well and are keen to complete their work. Pupils cope well with their lessons even if work is not always well matched to their different needs. Those pupils who are not fully challenged make the best of things, while those who find the work is too difficult for them still try their best. Those pupils who were interviewed were positive about the school and enthusiastic about what it had to offer them.
11. Behaviour too is good overall. In class, pupils settle quickly and do as they are told, so that teachers can get on with the lesson and do not have to waste time establishing order. Pupils recognise that 'it's our duty to behave well'. They move around the school sensibly and show consideration for others, although in assemblies some do not pay attention and behave unsatisfactorily. In the dining hall, they eat together sociably and amicably. In the playground, pupils generally play well together. However, the lack of adequate supervision both at morning break and at lunchtime means that boisterous behaviour often goes unchecked and can go unnoticed. Any known instances of bullying are taken seriously and handled firmly by the school. There have been no exclusions since the last inspection.
12. Relationships are good. Pupils get on well with one another and with adults. They show respect to staff and are happy to listen to the views and ideas of others. In a mixed-age recorder lesson, for example, the group of pupils present showed genuine support and encouragement for one another as they worked together on improving their joint musical efforts. Pupils' personal development is satisfactory. Although pupils carry out various jobs dutifully around the school, their opportunities to use their initiative and take on responsibility are still limited, as they were at the time of the last inspection.
13. The school has sustained good levels of attendance since the last inspection. It is still above the national average. Most absence is caused by illness, and there is very little absence for unacceptable reasons. Punctuality is satisfactory. The majority of pupils arrive promptly each day so that the morning session can begin on time.

HOW WELL ARE PUPILS TAUGHT?

14. Across the school, teaching is good in 48 per cent of lessons, satisfactory in 50 per cent and unsatisfactory in two per cent. This indicates an improvement in the quality of teaching since the last inspection when the percentage of unsatisfactory teaching was higher.
15. Teaching for children in the Foundation Stage is good and an important factor in the way children develop good personal, emotional and social skills, attitudes to learning and behaviour. Planning is good and reflects the national guidance for teaching children

of this age. Appropriate attention has been placed on settling children into school and a good range of activities is provided which maintains the children's interest and supports their learning. A good balance is made between direct adult teaching and activities which encourage the children's ability to make choices and work independently or with each other. The teaching assistants give valuable support to children, and work with the teacher to provide a consistent approach to teaching and learning. Staff have high expectations of the children and consequently, they, in turn, respond well.

16. These good features are systematically built upon in Key Stage 1, where the quality of teaching is also good. Teachers focus well on developing the pupils' literacy and numeracy skills and maintain the pupils' interest well through providing activities around key texts and topics. Teachers have good knowledge and understanding of the subjects to be taught and a good understanding of how young children learn. Their high expectations, for example in the literacy sessions, result in pupils producing work of a good quality. Pupils' learning is generally good because the activities undertaken and the work set is seen as exciting, for example, when writing about the characters in the 'Wizard of Oz'. Pupils thoroughly enjoyed reading the story, acting out the parts and watching the video and were motivated well to write about their views. Teachers also use a good range of teaching methods to encourage pupils to become involved in their learning. For example, the teacher acting in role as Louis Bleriot stimulated the pupils' interest and consolidated their learning. Through their responses to 'his' questioning they were able to remember facts and place them within an historical context. A key feature in the success of teaching in Key Stage 1 is the way that all staff work closely together to ensure through their planning that children's needs are met. In particular, attention is placed on ensuring that pupils receive appropriately challenging work within mixed-age classes.
17. Teaching in Key Stage 2 is satisfactory overall, although 40 per cent of the lessons observed were good. Evidence from the scrutiny of work suggests that pupils in Year 4 are not being consistently challenged and there are some weaknesses in the teaching of mathematics, particularly in this year. The school has begun to adopt the National Numeracy Strategy in relation to specific numeracy sessions but has not planned to ensure that pupils practise their numeracy skills systematically in other subjects. The teaching of mathematics is satisfactory overall. Teachers have effectively adopted the National Literacy Strategy and the teaching of English is generally good. Teachers are less effective in ensuring that pupils have sufficient opportunity to write at length and have not formally planned how pupils' literacy skills should be developed in other subjects. Additional booster classes were provided last year but proved unsuccessful in raising pupils' levels of attainment. Staff feel that these may have been a factor in the pupils under-performing in the National Curriculum tests as a significant number of the pupils with special educational needs became anxious. Staff are planning ways in which pupils can be better prepared for this activity in the current academic year.
18. Overall, teachers in Key Stage 2 have satisfactory knowledge and understanding of the subjects they teach and use these to plan their lessons satisfactorily. However, some teachers have insecure basic subject knowledge and/or lack confidence in mathematics and physical education. This has an adverse effect on pupils' learning.

In some lessons, for example most literacy lessons, planning is good and meets the needs of all pupils. Teachers help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and by encouraging them to review their achievements at the end of the lesson. Increasingly so, teachers are using the structure of the literacy and numeracy sessions in other subject lessons and this is contributing positively to the overall quality of teaching. Many teachers start the lessons with a clear

outline of what the class will be doing, recapitulate on previous learning and introduce new information and skills either through direct exposition or demonstration. The pupils then work either in groups or independently to consolidate this learning and come together as a class at the end of the lesson to share learning points and evaluate what they have done. Within this structure, a satisfactory range of teaching methods is used to gain the interest of the pupils and ensure that they are involved in their learning. For example, in a Year 6 literacy lesson the teacher wasted no time in starting the session and quickly involved all by presenting a dictionary and thesaurus challenge. The teaching assistant supported pupils with special educational needs effectively so that they too were able to participate by using a simplified thesaurus. The good relationships and appropriate setting of tasks resulted in a learning environment where most pupils seemed confident and enjoyed their learning. The teacher then managed a whole-class activity well during which he modelled a good piece of writing so that the pupils were clear about his expectations. This part of the lesson was followed by pupils working independently to produce their own settings for the beginning of their science fiction stories. A significant number of pupils were so interested in this writing activity that they asked to stay in class at lunchtime to continue. In this session the pace of learning was good and consequently most pupils made good progress. In contrast, in an unsatisfactory mathematics lesson in Year 4, the pace of learning was too slow and approximately half of the class lost interest and began to fidget. Activities were not sufficiently matched to meet the variety of pupils' needs within the class and low levels of challenge were presented. The teacher's planning and the use of time were unsatisfactory.

19. The quality of relationships between staff and pupils is generally good and this has a significant influence on how staff successfully manage the pupils in their care. Teachers are usually encouraging and supportive and this results in most pupils becoming confident, and keen to answer questions and put forward their views. The best learning takes place where teachers use their knowledge of pupils well and encourage them to improve and work harder in lessons. Some teachers, for example in English at Key Stage 2, do not take full opportunity to comment on pupils' work through their marking, and consequently some pupils are not always clear about how they can improve. When targets are set as, for example, in the writing progress books, this helps pupils to understand and recognise the next stage in their learning. Staff work hard to improve the environment by displaying pupils' work, for example in art and design, and this supports the children's sense of self-esteem. Provision of homework is satisfactory overall. It supports the work done in school, particularly in English and mathematics and sometimes offers opportunities for pupils to develop their research skills.
20. The teaching of pupils with special educational needs is good when they receive additional specialist support from either a teacher or teaching assistant. Their needs are correctly identified and teaching is generally well focused towards reaching the targets identified on their individual education plans, particularly in relation to developing their literacy and numeracy skills. In some cases, the targets in relation to learning skills, such as developing their concentration, are less well focused. Teachers and support staff work well together and provide a consistent approach to teaching and learning which helps pupils to feel secure in their learning and willing to try hard, in most cases.

The additional weekly specialist teaching is of a good quality and used well with targeted pupils in small groups. The pace of learning in these small group sessions is good and pupils respond well to the specialised programmes of activities which are well tailored to their needs. In those lessons where pupils do not receive additional support, sometimes the pupils' learning slows but remains satisfactory. The school targets valuable additional support for pupils with special educational needs and this helps them to make good progress in Key

Stage 1 and satisfactory progress in Key Stage 2. Higher attaining pupils are usually sufficiently challenged, although not consistently in mathematics, science and geography.

21. The quality of assistance given by the teaching assistants, who often have other roles in the school to support pupils, is good. They work well with teachers and are encouraged to play a full role in the life and work of the school. Their skills are used well and directed by teachers who clearly rely on their expertise to enhance pupils' learning. Teachers generally use the time allocated for each lesson satisfactorily and the use of resources to support pupils' learning is sound.

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

22. Staff plan the Foundation Stage effectively and set clear learning objectives to ensure that the foundation curriculum is covered appropriately and that a balance between practical and knowledge-based activities is achieved in lessons. They build upon what the pupils have learned during pre-school provision and use their professional judgement well to determine the best ways to incorporate the more formal programmes of literacy and numeracy into the pupils' learning experiences. There is a good curriculum in place for the Foundation Stage, and the school prepares pupils well for Key Stage 1. The school meets the legal requirements to teach the National Curriculum and religious education. The quality and range of learning opportunities are satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. The time allocated to teaching is below the recommended minima by a quarter of an hour at Key Stage 1 and by an hour and a half at Key Stage 2. This is a consequence of the timing of the school buses provided by the local authority, but there is also some slippage within this time, for instance after morning registration or afternoon playtime in Key Stage 1. In addition, some sessions for literacy and numeracy are longer than recommended, or a whole afternoon is allocated to a geography task in Key Stage 2, and pupils lose interest before the end of the session. The school adopts a project approach to some of the foundation subjects, but when geography and history are not the focus of the project during a particular term, these subjects have not been taught directly, and so the necessary skills have not been maintained and developed. There is insufficient time given to religious education and design and technology to develop pupils' knowledge and understanding of these subjects fully. The development of schemes of work was a key issue in the previous inspection. This has been addressed, but since then the National Curriculum requirements have changed. The school has, as a priority, implementation and review of the new requirements, in line with national guidelines, but these have not yet been fully embedded in classroom practice. As a consequence, the school does not provide the breadth and balance necessary in its curriculum, particularly at Key Stage 2.
23. The school is implementing the National Literacy Strategy satisfactorily, but it is not using the opportunities offered in other areas of the curriculum to reinforce pupils' literacy skills as well as it might at Key Stage 2. Pupils do not receive sufficient opportunity to produce sustained pieces of writing or practise their writing skills across a range of subjects. Not all teachers have come to terms with the requirements of the numeracy strategy, and in Key Stage 2 some teaching does not have sufficiently clear objectives to ensure that all pupils make progress. This is having a negative effect on the standards achieved by pupils. Teachers have not fully thought out how pupils' numeracy skills should be developed and practised across other subjects.

24. Although some parents feel that there are insufficient activities for pupils outside lessons, the inspection team finds that they are satisfactory, within the limitations imposed on some pupils by the timing of buses. There is a netball club run by a parent, opportunities for football and cricket, which include competition against other schools, an art club, visits to places of interest such as Saltram House and Paignton Zoo, as well as a range of visiting theatre groups, artists and musicians, providing good opportunities for pupils to develop their awareness of their own culture.
25. The school makes satisfactory provision for personal, social and health education. Some teachers provide pupils with opportunities to discuss matters of concern to them in 'circle time', when pupils are able to talk about their concerns in front of their peers without fear of interruption, and the school provides appropriate education about sex and the misuse of drugs for older pupils.
26. The school has established appropriate links with the local community, which also add to pupils' learning. They visit the local church for services but also as part of their history and religious education. They have worked with the Field Centre at Slapton Ley and the Estuary Officer at Salcombe. The school has links with other local schools through the academic council, which brings together headteachers and others to discuss matters of common interest.
27. The school provides equality of access to the curriculum for all pupils regardless of gender or previous attainment. There are no pupils from minority ethnic groups or who have English as an additional language. More able children in the reception class are well catered for and are presented with challenging work which maintains their interest and ensures good progress. The school does not have any specific additional provision for more able pupils in Key Stage 1 or Key Stage 2 but in most lessons their needs are adequately met within the general lesson planning and teaching. In some lessons, however, the curriculum is not sufficiently differentiated to ensure that higher attaining pupils are being fully challenged, for example in mathematics at Key Stage 2.
28. Curriculum provision for pupils with special educational needs is satisfactory overall and meets the requirements for all the pupils on the Code of Practice Special Educational Needs Register. Sound procedures are in place for the early identification of these pupils from baseline assessment in reception and referrals from pre-school establishments and other schools. The special needs specialist teacher provides good quality support to pupils in small withdrawal groups. This support makes a positive impact on pupils' learning and contributes to the good progress which pupils make in these sessions. Most targets identified within the individual education plans are specific and appropriate, particularly in relation to literacy and numeracy.

In a minority of cases, targets lack clarity, for example when relating to improving pupils' independence and organisational skills. The general ethos of the school and the school's equal opportunities policy and practice underpin the school's commitment to inclusive education. The additional support provided by teaching assistants ensures that pupils have equal access to the curriculum, particularly in literacy and numeracy.

29. The school's provision for pupils' personal development is satisfactory, but the school does not provide sufficient opportunities for pupils' spiritual development or for them to appreciate the richness of the diverse cultures represented in present-day British society. These were also identified as weaknesses in the previous inspection, and unsatisfactory progress has been made on these issues. However, there has been an improvement in opportunities for pupils to understand their own culture.

30. Because of the inadequate time allocation for religious education, pupils do not gain a proper understanding of the range of religious beliefs. The school's geographical situation makes it difficult for pupils to visit centres of other cultures, but equally the school does not arrange visits from representatives of these cultures. Pupils are made aware of environmental issues, for instance through their study of the rainforests. The school grounds, with their memorial garden and the pond where pupils can watch the growth of pond life, as well as the views of the surrounding countryside, do provide good opportunities to evoke in pupils a sense of wonder at the mystery of life. However, there is no systematic planning to create such opportunities in the curriculum.
31. The provision for pupils' moral development is good. Adults in the school provide good role models for pupils, and relationships in the school are good. The school promotes self-discipline and pupils are encouraged to take responsibility for their own behaviour. Circle time also plays a part in this.
32. There are satisfactory opportunities for pupils' social development. Pupils are aware of the school's 3Rs (rights, responsibilities, reasons), which were drawn up after discussion with the whole school. Pupils throughout the school are encouraged to take responsibility for their own affairs, and the oldest pupils are also given opportunities to help further, for example in assemblies or at lunchtime. Year 6 pupils go on a week's residential trip, where they live together and also have to take responsibility for the daily chores. Pupils are also made aware of their wider responsibilities to the community by entertaining elderly people, for instance at the school's Christmas entertainment.
33. Pupils have good opportunities to appreciate their own culture, through art and music both through the curriculum and through visitors to the school, and also by visits to the immediate locality and beyond to places of historical and cultural interest. However, opportunities to appreciate non-western cultures are limited, so overall the provision for pupils' cultural development is only satisfactory

HOW WELL DOES THE SCHOOL CARE FOR IT'S PUPILS?

34. The school still provides a positive and supportive environment for pupils, as it did at the time of the last inspection. Relationships between staff and pupils are good, and all staff treat pupils with kindness and consideration. Unfortunately, though, the school's systems for pastoral care and educational guidance are not always adequate. They do not guarantee that pupils' well-being is paramount at all times, for example by providing adequate supervision at morning break and lunchtime, and they do not ensure that pupils' academic needs are always met as assessment procedures are unsatisfactory.
35. Arrangements for pupils' welfare at breaktimes and lunchtimes are unsatisfactory. Pupils are not properly supervised at morning break or at lunchtime because there are not enough staff on duty. At breaktime, one member of staff has to patrol the whole outside area, and at lunchtime there are only three midday supervisors to look after pupils indoors and outdoors. Although staff are vigilant at all times and attentive to children's needs, they are unable to monitor every area adequately. As a result,

inappropriate behaviour in secluded areas such as cloakrooms passes unnoticed. The lack of sufficient supervision also means that the unfenced stream running through the site poses an even greater risk to the safety of the pupils than it otherwise would. Many of the youngest children in the school are attracted to the stream when they play outdoors, and there is no one watching over them for much of the time.

36. Other aspects of pastoral care are satisfactory. Arrangements for child protection meet the minimum requirements, but there has been little training for any staff. First aid is administered appropriately, but minor accidents are not recorded, so the school has no way of monitoring patterns of injuries by type or pupil. Although absence is chased up efficiently, the school does not record attendance correctly in line with regulations. Behaviour is managed effectively. The school's 3Rs principles are consistently applied by staff, who provide children with good role models in their own behaviour and relationships. However, some staff and pupils are disappointed that the school lacks a reward system to motivate pupils and recognise success. Bullying is taken seriously and handled firmly, and the school tries hard to follow up effectively issues of unsatisfactory behaviour on the school buses.
37. The quality and use of assessment in the school are unsatisfactory. There is no consistent practice across the school. Assessment is carried out and used well in the reception class, and there are some good new initiatives elsewhere; progress books containing pupils' targets have been successfully started in English, for example. Although some teachers record their pupils' achievements in detail, there is little evidence of assessment being used to plan either the whole curriculum or separate lessons in a consistent way across the school. This means that work is not always systematically planned to meet the needs of individuals or groups of pupils. The results of last year's national tests for Year 6 pupils, for example, indicated that the school needed to improve standards of writing, but this is not reflected in the timetables for this year. A computer program has been set up which enables staff to track pupils' progress throughout their school careers based on the results of national and optional tests. Insufficient time has passed for this to have been of use to ensure that pupils fulfil their potential at the end of Key Stage 2.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has been effective in continuing to forge sound relationships with parents since the time of the last inspection. Most parents have positive views of the school. They feel that their children are happy at school and that it is easy to approach staff with any concerns they may have. They also believe that their children are making good progress. Some parents are dissatisfied with various aspects of the school, such as the range of extra-curricular activities available, the homework given to pupils, the leadership of the school, the closeness of the school's partnership with parents, and the information provided about their children's progress. The views of parents are partly upheld by the findings of the inspection. Although these aspects of the school's work are broadly satisfactory, they could all still be improved further. The provision for extra-curricular activities, for example, is similar to that found in many schools, but mainly consists of sporting activities. Pupils' progress, meanwhile, is good in the reception and infant classes, but unsatisfactory in the junior department. Some parents are concerned about the quality of teaching in Year 4, particularly in relation to the challenge with which their children are presented. Several believed that their children did not make the progress of which they were capable in this year and often repeated work.

39. The links established between the school and parents are satisfactory. Staff are friendly and approachable, but they are not always readily accessible to parents because of their bus duties at the end of the day. The children in the reception and infant classes are sent out through the main entrance of the school, rather than the classroom door, when their parents are visible in the playground. This means that a useful opportunity for informal contact is missed. Information for parents is satisfactory. The prospectus and the governors' annual report are well produced and well presented, but some of the details they contain about the school's test results are confusing as comparisons are made between pupils' attainment in 2000 and the national figures of attainment in 1999. Newsletters are welcoming and informative, but infrequent, and do not contain details of the curriculum the children will be studying each term. This means that parents are unable to support their children's learning at home as fully as they could. Parents of pupils with special educational needs are kept informed of their child's progress and involved in the review of individual action plans and statements of special educational needs, when appropriate.
40. Reports to parents on their children's progress are generally good. In most cases they have improved since the last inspection in line with the recommendations of the last report. They now provide a picture of pupils' attainment, together with some indication of what pupils need to do to make further progress. However, this good practice is not consistent across all subjects, for example many give areas for improvement in English but not for other subjects. In addition, reports do not compare pupils' attainments with national standards, so parents do not know how well their children are doing for their age.
41. Parents make a good contribution to the school's work and their children's learning. Most hear their children read, ensure that homework is completed and attend parent-teacher consultations. Some are able to give their time to support the school, as governors, members of the home-school association or classroom helpers. Parents successfully run activities such as the netball club and book-changing sessions in the school library. They provide the school with valuable support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management of the headteacher and key staff are satisfactory overall. Several recent changes such as the reduction in staff and the resultant mixed-age classes have been satisfactorily managed by the headteacher, and overall provision for pupils has been maintained. The time needed by the headteacher to manage these issues, together with his teaching commitment, have to a certain extent limited progress in other areas. For example, the management structure of the school has recently changed and there is a lack of clarity about the new roles, particularly in relation to the monitoring of practice. Members of senior management support each other well and are keen to improve their own practice and that of the school. They have a clear view of the school's strengths and priorities for development and are able to assist the headteacher, although each is unclear about their precise responsibilities other than those which cover their curriculum leadership responsibilities and unit leader responsibilities. Consequently, there is a lack of clear direction for the school's improvement in relation to the allocation of responsibilities. The role of subject co-ordinator is developing appropriately in most areas although they lack formal

opportunities to fully monitor and evaluate the progress of teaching and learning in their subjects.

43. The headteacher is anxious to improve standards at Key Stage 2 and central to this aim is the need to ensure consistency of quality of teaching across the whole key stage. He has spent considerable time monitoring and supporting practice where there are dips in the quality of provision and this, in some part, has detracted from the implementation of formal systems for monitoring and evaluating teaching and learning across the school. Improved systems have recently been put in place to monitor and track pupils' progress over time and consequently staff are now beginning to look more closely at data in order to develop strategies for improvement at a whole-school and individual level. The headteacher has a sound understanding of the pupils' needs and how they learn and this is reflected in his own good teaching practice, which encourages independence and learning through a range of practical activities. The school is successful in supporting pupils' personal development. By the time pupils leave school they show a mature attitude and are sensitive to the needs of others. There is a good degree of mutual tolerance and respect evident and most pupils enjoy coming to school. There remains more work to be done to ensure that pupils at the end of Key Stage 2 reach appropriate standards in line with their abilities.
44. The school has successfully addressed most of the key issues arising from the last inspection and improvement has been satisfactory apart from in the levels attained by pupils at the end of Key Stage 2 and the assessment of pupils' work and progress. There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of a satisfactory consultation process. Governors support the school and show a clear commitment to maintaining the pace of improvement.

There is a good balance of expertise and experience amongst members of the governing body. This ensures that all issues are discussed from a satisfactory level of knowledge and understanding and helps governors to be fully involved in discussions and developments. Some governors are new and are still becoming familiar with their roles and responsibilities through the guidance of others and attendance at courses. Governors fulfil their statutory responsibilities. The school now meets the requirement for a daily act of collective worship, which was not the case at the time of the previous inspection.

45. The management of the provision for pupils with special educational needs is satisfactory. Appropriate records are maintained and pupils' progress is charted. The levels and quality of support provided have a positive impact on the progress of these pupils. The governing body is well informed and committed to helping the school to meet the needs of all its pupils. No specific additional provision is given to higher attaining pupils.
46. Staffing levels are sufficient to ensure that class sizes are not too large and staff are generally suitably qualified and experienced for full delivery of the curriculum throughout the school. However, some teachers lack subject knowledge in mathematics and physical education. There are not enough midday staff to supervise the pupils properly in the playground, and children in the reception and Year 1 class do not benefit from a full-time teaching assistant. The teaching assistants make a useful contribution to standards, especially of pupils with special educational needs. The school has a clear performance management strategy in place, which has been agreed through full consultation, and there is a good strategy for supporting its effective implementation.

The school provides suitable support for teachers new to the school and for newly qualified teachers.

47. The school's accommodation is good. The grounds are particularly spacious, but no secure outdoor play area is provided for the reception age children, and they have no climbing and balancing equipment, and no ride-on toys. This limits the curriculum available to them and affects the teacher's ability to develop the children's physical education. Pupils benefit from the opportunity to swim on site during the summer term and most pupils are able to swim at least 25 metres by the time they leave school. The stream running through the school grounds is unfenced and consequently pupils need close supervision at all times to ensure their safety. This is not the case currently. The school building is clean and well cared for. Teachers and pupils use the shared areas well, for example when undertaking creative work, and for developing good attitudes to reading and a love of books. The good displays of pupils' work help to make the environment stimulating and pleasant as well as celebrating pupils' achievements.
48. Resources for learning are satisfactory overall. Since the last inspection, the school has successfully addressed the shortcomings in the library stock. Book provision has improved, so that the library offers a collection of modern, attractive books. They present positive images of different genders and cultures. Religious education artefacts have also improved since the last inspection when they were unsatisfactory. However, more resources are needed for design and technology and some aspects of physical education.
49. Good financial planning by the headteacher and governing body ensures that the school's income is used appropriately and takes full account of the cost of implementing the school's plan for development, so that priorities can be addressed. Governors have a good grasp of the school's finances, and the finance committee undertakes strategic financial planning.

Special educational needs funding is spent appropriately on teaching staff and teaching assistants and other specific grants are used appropriately. The principles of best values are applied within the school, in particular how changes in staffing best support the raising of standards in the school. Overall, the school provides satisfactory value for money. The headteacher has responded positively to the minor issues identified for improvement in the latest audit report. The day-to-day organisation of the school is efficient. The school administrative officer and other staff provide a good service which allows teachers to carry out their responsibilities, and to welcome parents and visitors to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of provision, the headteacher, governors and staff should address the following issues.

- Raise levels of attainment in writing, mathematics and religious education at Key Stage 2 by:
 - * ensuring a greater consistency of teaching across the whole of the key stage;
 - * ensuring that pupils have sufficient opportunities to practise their writing across a range of curriculum areas;
 - * providing more opportunities for pupils to develop sustained pieces of writing;
 - * improving pupils' spelling, particularly that of the older pupils;
 - * developing teachers' confidence in mathematics and the Numeracy Strategy;
 - * ensuring that planning in mathematics is sufficiently detailed to support the learning of all pupils, especially higher attaining pupils;

- * providing more opportunities for pupils to improve their mental computation and fact retention as part of the numeracy lessons;
- * ensuring that sufficient time is allocated for the teaching of religious education.

(Paragraphs 5, 6, 22, 23, 64, 71, 75, 121)

- Improve the breadth and balance of the curriculum at Key Stage 2 by:
 - * reviewing the structure of the school day to ensure the most efficient use of time;
 - * reviewing the time allocated to the teaching of each subject.
(Paragraphs 22, 96, 101, 121)

- Improve the assessment of pupils' work and progress by:
 - * developing and extending the good practice recently developed in English to other areas of the curriculum;
 - * using the information gained from assessment to identify the next stages in the pupils' learning and setting challenging targets for improvement.
(Paragraphs 37, 70, 75, 82, 87, 91, 96, 101, 116, 120, 124)

- Improve the management and leadership of the school by:
 - * clarifying the roles of co-ordinators and unit managers, particularly in relation to the monitoring of teaching and learning;
 - * developing a structure which involves more managers in the process of identifying a clear direction for the school's improvement.
(Paragraphs 42, 70, 76, 82, 87, 91, 96, 124)

- Improve outdoor supervision at lunchtime and break time by:
 - * reviewing the allocation of duties;
 - * developing a more structured approach to the supervision of all areas, especially the area around the stream.
(Paragraphs 34, 35, 46, 47)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve planned provision for the spiritual development of pupils and for raising their awareness of the diversity of cultures in Britain today.
(Paragraphs 29, 30, 33)

The school has already highlighted in its improvement plan the need to raise levels of attainment at Key Stage 2 and improve assessment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

46

Number of discussions with staff, governors, other adults and pupils

37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	48	50	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		167
Number of full-time pupils known to be eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6

Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		25

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	6	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	14
	Girls	5	5	5
	Total	17	16	19
Percentage of pupils at NC level 2 or above	School	85 (83)	80 (92)	95 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	11
	Girls	6	6	6
	Total	18	20	17
Percentage of pupils at NC level 2 or above	School	90 (92)	100 (96)	85 (92)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	200	14	17	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	12
	Girls	9	11	13
	Total	15	20	26
Percentage of pupils at NC level 4 or above	School	48 (69)	65 (76)	84 (72)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	12	11	10
	Total	22	22	21
Percentage of pupils at NC level 4 or above	School	76 (72)	71 (76)	68 (72)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	151
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: Y R – Y 6**

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	22
Average class size	28

Education support staff: Y R – Y 6

Total number of education support staff	5
Total aggregate hours worked per week	91

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
	£
Total income	313,954
Total expenditure	306,798
Expenditure per pupil	1,795
Balance brought forward from previous year	1,958
Balance carried forward to next year	9,114

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

163

Number of questionnaires returned

103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	0	0
My child is making good progress in school.	47	47	2	0	5
Behaviour in the school is good.	35	53	4	0	8
My child gets the right amount of work to do at home.	26	47	19	4	4
The teaching is good.	42	49	6	1	3
I am kept well informed about how my child is getting on.	34	45	12	4	6
I would feel comfortable about approaching the school with questions or a problem.	52	33	12	0	3
The school expects my child to work hard and achieve his or her best.	43	42	8	0	8
The school works closely with parents.	26	49	17	2	6
The school is well led and managed.	25	52	17	4	2
The school is helping my child become mature and responsible.	38	52	5	0	5
The school provides an interesting range of activities outside lessons.	23	33	23	9	12

Other issues raised by parents

Some concern was expressed at the meeting about the lack of challenge in Year 4. Parents thought that pupils were repeating work. There was also some concern about bullying-type behaviour in Year 4, which although dealt with quickly, did return. There were also instances of bullying on the buses which were reported. Four parents were concerned about the mixed-age classes, particularly when teachers had to teach very young children together with Year 1 children.

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

50. Children begin school in two groups in September and January before they reach the age of five. At the time of inspection there were 16 children in the reception year who shared a class with Year 1 pupils. The majority of children have had pre-school experience in local playgroups. There are suitable induction arrangements, which enable children to settle readily into school.
51. Attainment on entry is average overall. Baseline assessment is carried out during the children's first term in school and this information is used to inform subsequent planning. The school makes good provision for its younger children who make good gains in learning as a result of the good quality teaching. By the end of the reception year, the majority of children have reached the nationally recommended Early Learning Goals in all areas of learning and many are above the expected levels of attainment in speaking and listening, reading, writing and numeracy.

Personal, social and emotional development

52. Children's progress in personal, social and emotional development is good. Staff successfully promote a happy, purposeful environment and children, with the help of their Year 1 peers, quickly settle into the routines of school. Children work together in a friendly and supportive manner as, for example, when observing how different objects move when children use a fan to create a current of air or whether they will float or move through water. The children are eager to share their ideas and compare their findings. The children show respect for each other, staff and visitors. They take an active part in a suitable balance and variety of self-chosen and adult-led activities which ensure that they develop skills of independence and co-operation. Children handle resources sensibly, are well behaved and sustain concentration well when working. They follow instructions, listen carefully to what they are told and begin activities eagerly. Children are sensitive to the needs of others and show obvious pleasure in their friends' successes as well as their own. Staff act as good role models, and the children's skills are continually developed through the positive interactions between staff and children. Consequently, children are well behaved and form good relationships with each other and with adults. Children recognise the importance of keeping healthy and are aware of personal hygiene issues. The good gains made in pupils' personal, social and emotional development are a key feature in children feeling secure and learning well in other areas of the curriculum.

Communication, language and literacy

53. Children make good progress in language and literacy because this area receives high priority. Good opportunities for the development of these skills are given in language and literacy lessons. They show good levels of knowledge and understanding of the character and plot of 'The Wizard of Oz' and give appropriate reasons for their choice of favourite character. The majority of children demonstrate growing assurance when answering questions and many are confident speakers. Most children develop good reading skills, and standards of reading are above average.

Children handle books well and are keen to make good progress in reading by regularly reading at home and school. They enjoy sharing books and listen attentively to stories read

by the teacher but have limited opportunities to listen to story tapes. Interesting displays and activities help children's recognition of letters of the alphabet and the sounds associated with them. Children learn the correct way to shape letters and copy examples of writing with increased control, and many have developed good standards in emergent writing by the end of the Foundation Stage.

Mathematical development

54. In mathematical development, children make good progress. Most children count, sort and match to ten. Higher attainers count and calculate with much larger numbers. Many children understand simple addition presented in a practical way, sequence numbers correctly to 30 and are beginning to develop an understanding of subtraction. Children have a secure grasp of longer and shorter, lighter and heavier when directly comparing two objects. Adults make good cross-curricular links to develop mental arithmetic at every opportunity. Children demonstrate good attitudes to learning in mathematics and are well motivated by the good teaching they receive.

Knowledge and understanding of the world

55. In their knowledge and understanding of the world, children make good progress because they are provided with many opportunities for first-hand experiences. Through investigation they learn about the similarities and differences of many objects and can predict which objects move through water. They extend their general knowledge by projects such as the history of flight, and learn of the lives of famous people such as Louis Bleriot. The teacher's use of a range of teaching methods ensures that all are kept interested and fully involved. For example, as she acts in role as Louis Bleriot the pupils are very excited and stimulated by her comments and in turn use their own knowledge and understanding to ask relevant questions. Pupils are interested in their learning, listen carefully and can recall stories such as Moses and the Exodus. They operate the computer confidently, using the keyboard and mouse to dress the Teddy and many develop more complex skills through the use of various programs.

Physical development

56. Overall, children make satisfactory progress in their physical development, which includes physical education lessons and swimming during the summer season. Children travel in various ways such as hopping and jumping to the sound of instruments and can balance on different points. They control scissors or a pencil appropriately. Children play happily and co-operatively and are confident when using space in the playground. However, there are insufficient opportunities in the winter for outside play in the patio area where there is a lack of ride-on toys or equipment to encourage climbing and balancing. This has an adverse effect on certain aspects of the children's physical development. Also, the heavy gymnastic apparatus in the hall is not suitable for younger children.

Creative development

57. Children make good progress, overall, in creative development. They use a good range of media to draw, paint, print and make models. They have good opportunities for

imaginative role-play, dressing up in costumes and exploring ideas and feelings such as to the theme of 'The Wizard of Oz'. Children enjoy playing percussion instruments and singing fun songs. Adults provide a good range of activities to extend learning as part of other lessons such as during literacy and numeracy sessions.

58. The good provision for children under five has been maintained since the last inspection. The quality of teaching is good and the teaching assistants provide valuable additional support when available. However, the younger children do not always have the benefit of a teaching assistant in every lesson and consequently the teacher has to work hard to ensure that all in this mixed-age class are receiving good support. Lessons are carefully planned to focus clearly on what is to be learnt. Adults, including the teaching assistants, use conversations and questions effectively to draw out children's ideas and develop their confidence. They fully understand the content and the Early Learning Goals of the activities they supervise and this makes a significant contribution to children's progress and the standards achieved. Expectations of children's performance are high and a positive classroom ethos creates an environment in which children are encouraged to make good progress. Children under five have access to a satisfactory range of resources, which are used well. However, children have no opportunity for water and sand play in the winter months and there are insufficient outdoor toys and equipment to support their learning. Children's systematic development in learning is aided by detailed record keeping, careful observations and ongoing assessment.

ENGLISH

59. Pupils currently in Year 2 attain standards that are above average in speaking, listening, reading and writing when compared with pupils of the same age nationally. This indicates a maintenance of standards since the last inspection. In the 2000 National Curriculum tests, pupils achieved well above average standards in reading and writing when compared with all schools nationally and when compared to schools with pupils of a similar background. The percentage of pupils achieving the higher level 3 in both reading and writing was significantly higher than the national average and reflects the good level of challenge with which the pupils are presented. Any difference between previous National Curriculum test results and those for the current Year 2 will be down to the varying abilities in the cohort of pupils and not to any significant differences in teaching or curriculum provision. Overall, pupils in Key Stage 1 are achieving well as a result of the good quality of teaching and their very good attitudes to learning.
60. Pupils currently in Year 6 attain standards which are below average when compared with pupils of a similar age nationally. Although standards of speaking, listening and reading are broadly average, standards in writing are below average. Few pupils are reaching the higher levels of attainment in writing and a significant minority display unsatisfactory levels of punctuation and spelling. These standards show improvement from the previous year when in the 2000 National Curriculum tests pupils attained very low standards in English. These results were at variance with the teacher's assessment of pupils' attainment and pupils obviously did not achieve as well under test conditions as staff expected.

Approximately a third of this year group were identified as having special educational needs and although the school provided additional support through, for example, booster classes, many achieved below their expected standard in writing. No pupils achieved the higher level 5. Staff were very concerned at this fall in standards but felt that many pupils did satisfactorily in relation to their prior attainment. They have subsequently focused attention on developing

pupils' writing skills and the specific expertise of the Year 6 teacher is being used well with this group of pupils. Consequently, standards are improving.

61. When children enter the school, most are interested in their learning and the activities provided although a small minority lack confidence in speaking. Due to the good provision and encouragement of the teacher and teaching assistants, the latter soon begin to join in with class discussions and are keen to answer specific questions. By the age of seven, pupils demonstrate that they have made good progress in developing their speaking and listening skills. When reading 'The Wizard of Oz', the teacher's good questioning encouraged confidence in the pupils to answer and put forward their views. The teaching assistant also encouraged the pupils to respond and kept them fully involved. By the end of Key Stage 2, pupils have growing confidence in expressing their own opinions on a range of issues. They listen well and show by their actions and their answers that they have understood. The encouragement from the teacher and challenging questions result in the pupils becoming clear about their own views and their ability to put these across in a formal way.
62. Staff work well to develop and build on the pupils' interest in reading. They encourage parents to be fully involved with their child's development and the parents' support is a significant feature in the progress which pupils make and their responses to reading. Staff stimulate the pupils' interest and develop their knowledge of letter sounds from an early age and this helps the pupils to tackle words that are unfamiliar to them. By the age of seven, most pupils are confident and fluent readers who can express their preferences and give appropriate reasons for their choice. Pupils in Year 6 read with sound understanding, both fiction and non-fiction books. Research skills are satisfactory, with pupils understanding the use of indexes, glossaries and contents of reference books. The library areas between classrooms and the library itself are good resources which encourage pupils to read. There has been an improvement in the selection and quantity of books since the last inspection which have helped to maintain pupils' interests. Parents give valuable support by organising the library and helping pupils to choose books in their weekly library book-exchange session.
63. Pupils in Key Stage 1 make good progress with developing the content of their writing and the use of punctuation and correct grammatical structures. The teachers' expectations are high and focus on encouraging pupils to write in a variety of forms. For example, some pupils in Year 1 wrote confidently about their favourite characters in 'The Wizard of Oz' whilst others completed speech bubbles for the characters. In Year 2, the style of teaching and good questioning by the teacher encourage pupils to improve their writing by identifying specific words for the effect that they have on the reader. By the age of seven, the majority of pupils' handwriting is consistent in size and legible, and the spelling of unfamiliar words is plausible.
64. In Year 3, pupils are encouraged to improve their writing by identifying interesting story beginnings, and they do so enthusiastically. The teacher used a good range of teaching methods throughout the session which maintained the pupils' interest and consequently the pace of learning was brisk. The pupils particularly liked using their individual whiteboards as they felt confident to 'have a go' as they could more easily correct their work, if necessary. In Year 4, pupils extended their vocabulary satisfactorily in order to improve the quality of their writing and were aware of how the use of words changes over time. Pupils in Year 5 enjoyed their study of poetry and used their knowledge of similes, metaphors, alliteration and personification to write their own poems. Although the structure of these was satisfactory and pupils worked hard to

use their newly acquired skills and understanding, a significant minority of pupils lacked imagination and breadth of vocabulary. Although the progress made in the lessons observed was usually good at Key Stage 2, some pupils in Year 6 have not yet reached the standard in writing expected for pupils of the same age nationally. There are a few who write imaginatively, for example, when using a good range of vocabulary to describe the setting of their science fiction story, but a significant number misspell words and do not use a good range of punctuation correctly. Below average pupils try hard and use their knowledge of letter sounds to write unfamiliar words when working with a teaching assistant. Overall at Key Stage 2, pupils lack sufficient opportunities to complete pieces of sustained writing and to practise their writing across different areas of the curriculum.

65. Most pupils take care with their presentation and respond positively to the teachers' comments. The teachers' marking is generally satisfactory but does not always clearly indicate how pupils can improve their work. All pupils have appropriate writing targets which are referred to and reviewed. These help them to know the next stages in their learning. The provision of homework is satisfactory and consolidates the learning in school.
66. The quality of teaching and learning observed in all lessons but one was good and this indicates a slight improvement since the last inspection. Teachers' subject knowledge has improved and they are now more clear about the learning intention for each lesson in relation to developing pupils' speaking, listening, reading and writing skills. Also, more effective use is made of the teaching assistants to support individuals or groups of pupils. The good quality of this support and the increased adult teacher ratio means that pupils' needs are more readily met.
67. The climate for learning is generally good and results in pupils developing very good attitudes to their work and very good behaviour in Key Stage 1 and good attitudes and behaviour in Key Stage 2. Teachers are generally polite and encouraging with their pupils who, in turn, respond positively. Pupils listen to the views of others carefully and accept those that are different from their own. They are helpful to one another and collaborate well in pairs or groups. In the good lessons, teachers have high expectations and the pace of learning is good. They use their own good subject knowledge to ask questions of pupils that challenge their thinking and stimulate their learning. In the one satisfactory lesson observed in Year 4, although the quality of learning was satisfactory for most of the lesson, too much time was spent on the shared reading activity so pupils got restless and consequently their rate of progress slowed. No significant difference was noted in lessons between the learning of boys and girls.
68. When pupils with special educational needs receive additional support, the work is well targeted to meet their needs and consequently they make good progress during this time. They are encouraged to participate fully in all class activities and this develops their confidence and skills in a structured way. They receive a weekly session with a specialist teacher whose good knowledge of the pupils, assessment and planning are used well to ensure that the tasks set are appropriate. The teacher managed the pupils well in one lesson observed and reinforced learning in a challenging environment, which motivated the pupils well. Consequently, they all did the best they could and made good progress. The targets in pupils' individual action plans are specific and appropriate and teachers and teaching assistants use these to inform their planning in most cases. No additional provision is made for more able pupils across the school but

in the lessons observed their needs were satisfactorily met within the general class teaching. However, pupils would benefit from the school developing a clearer policy for the teaching of these pupils in order to ensure that their needs are fully met regardless of which class they are in.

69. The whole-class sessions in literacy lessons are used well and the quality of teaching here is usually good. Teachers use and present texts well to teach reading and writing skills, which build up gradually throughout the week. Pupils are successfully encouraged to respond to texts and answer questions. There is good use of praise, giving value to pupils' answers and thus improving their self-esteem, as well as improving their understanding of the skills being taught. Pupils react very positively when teachers use questioning well to challenge them at their own level of attainment. Another significant feature in the development of literacy lessons is the teachers' planning, which is usually of good quality. There is good stress placed on the provision of clear learning objectives in most lessons and appropriate details of activities. In the best lessons, teachers share these learning objectives with the pupils and consequently all are clear about what they are expected to learn. End of lesson summaries are often used effectively to demonstrate how well pupils have done in meeting the aims of the lesson. This gives them a helpful understanding of their progress.
70. The profile of literacy has been raised successfully over recent years and developments have been satisfactorily managed by the two co-ordinators over the last year. Following the retirement of the previous specialist co-ordinator, those currently in post have worked hard to improve their own knowledge and expertise and to identify clear strategies for improvement. A clear and appropriate action plan is in place, which highlights the school's concern to raise standards in writing at Key Stage 2, and to develop policy and more formal systems of assessment and monitoring. The recent introduction of the progress writing books is a good example of how the school has identified an area for improvement and developed specific strategies to address a key issue. Here, establishing criteria for improvement helps to identify clear targets for individual pupils and the teacher discusses with them how they can raise their standard of work. A range of assessment procedures is in place and staff are currently bringing these together in a more coherent way so that pupils' progress over time can be tracked more easily. The co-ordinators have also identified the need to develop a more systematic programme of monitoring teaching and learning although some lesson observations take place and plans are monitored. Although not subject specialists, the co-ordinators are well motivated to improve the quality of teaching and learning across the school and, together with a newly appointed member of staff, have a range of experience and expertise on which they can draw and bring about further improvements.

MATHEMATICS

71. In the 2000 national tests for pupils aged eleven the school's standards were below the national average and lower than in similar schools. Test results indicate that boys achieved better than girls but the school's analysis indicates that this was more to do with that specific group of pupils than any deficiencies in teaching. Since the last inspection, and particularly since 1998 when standards were well above average, test results have fallen. Currently, attainment at the end of Key Stage 2 is slightly below the national average. In the 2000 tests for seven year olds performance was well above the national average and that of similar schools. Inspection findings indicate that attainment of pupils currently in Year 2 is also well above average. In Key Stage 1 teachers use the National Numeracy Strategy more effectively to teach the subject.

However, in Key Stage 2 some teachers lack confidence teaching mathematics and many are still coming to terms with the new strategy, particularly in relation to how pupils' numeracy skills are to be developed in other subjects. Planning is insufficiently detailed to support the learning of all pupils, especially higher attainers who are underachieving. Although the regular group mathematics sessions for older pupils offer more opportunity for smaller classes, insufficient attention is given to improving mental computation and fact retention as part of numeracy, where expectations are too low.

72. By the age of seven, the majority of pupils can add and subtract to 20 and higher attainers confidently use numbers to 100. Pupils can estimate and measure with an acceptable degree of accuracy using centimetres. Most pupils can recognise and identify the properties of two and three-dimensional shapes and understand basic symmetry. They have a good understanding of simple fractions and can interpret simple bar graphs. However, there is an over-dependence on using work sheets, where much of the work is not sufficiently differentiated.
73. By the end of Key Stage 2 the oldest pupils have extended their knowledge of number, measurement and shape and begun to develop data-handling skills. Most pupils use a range of methods to add, subtract, multiply and divide accurately with larger numbers but many do not know number facts by heart. Higher attaining pupils have a good understanding of the relationships between these operations and check their answers by inverse operations. Many pupils have a good understanding of equivalent and improper fractions and the use of decimals. Most pupils use two figure co-ordinates with confidence. Higher attaining pupils classify quadrilaterals, work out areas and perimeters of shapes and name angles to construct different triangles. However, insufficient attention is given to using and applying mathematics which restricts the learning made by pupils, who have little opportunity to apply skills and knowledge to problem-solving activities.
74. Pupils throughout the school, including those with special educational needs, have positive attitudes and are keen to succeed. Most pupils' behaviour in the classroom is good, which has a positive impact on standards achieved. They listen well and are eager to answer questions. However, when lessons are not well planned to match and challenge the needs of different abilities, pupils lose concentration, which slows the pace of their learning. Most pupils enjoy lessons and are keen to complete tasks. They work well individually and collaborate well when asked to work in groups. They have respect for their teachers and each other.
75. The quality of teaching is satisfactory overall at both key stages with one unsatisfactory lesson observed in Key Stage 2. Pupils with special educational needs are well supported by classroom assistants, often working in small groups to effectively support their learning. Teachers manage their pupils well and teach basic skills effectively. However, where teaching and learning are unsatisfactory as in a Year 4 lesson, pupils are insufficiently challenged, time is not used effectively, the pace of lessons is too slow and there is an over-dependence on using work sheets and low-level activities. Where homework is regularly set it is beginning to have a positive effect on pupils' learning. The quality of teachers' marking is inconsistent and targets to help pupils improve are rarely identified. Assessment procedures are unsatisfactory and national test results are not carefully analysed to target individual pupils' learning. Assessment is not used effectively to plan pupils' work. This can lead to inappropriate tasks being set for individual pupils, which consequently have a negative effect on their learning. There is no up-to-date portfolio of pupils' work, annotated at different levels, to provide

consistent judgements of attainment and a record of pupils' progress throughout the school. This has contributed to the disparity between teacher assessment and test results in the 2000 national statutory tests.

76. Leadership and management of the subject have not resulted in the raising of standards at Key Stage 2. The co-ordinator has no opportunity to monitor teaching and learning of pupils in lessons but has identified the need to make more use of information and communication technology to support pupils' learning.

SCIENCE

77. In the National Curriculum teacher assessments for seven year olds in 2000 the percentage of pupils achieving the expected level 2 was just below the national average, but the number achieving the higher level 3 was above the national average. In the tests for eleven year olds in 2000 the school's results were close to the average for all schools nationally, but below those for schools with pupils of a similar background, based on eligibility for free school meals. This is because the number of pupils achieving the higher level 5 was below average. Over the previous three years, results in science had broadly followed the national upward trend. In 1999 boys performed significantly better than girls, which the school ascribes to the make-up of that particular group of pupils, because in other years there has not been a significant difference.
78. The findings of the inspection are that standards achieved by pupils aged seven and eleven are broadly average for their age. Pupils in Year 2 can distinguish between plants and animals. They are able to classify animals into different groups, such as those that can run or those that can fly. They can identify which items use electricity and which do not. They understand the difference between pushes and pulls and have also investigated resistance, by rolling cars down a ramp covered with different materials. They show a satisfactory understanding of the scientific process of prediction, observation and recording, although they do not always present their findings neatly.
79. Eleven year old pupils are able to conduct an investigation into what happens to the solid in a solution when the liquid evaporates. They understand the factors which could affect the rate of evaporation and the need for a fair test. They understand the interdependence of the natural world and the need for creatures to adapt to their surroundings. They have carried out an investigation into magnetism, predicting whether a range of objects are magnetic or not, but their recorded work shows no evidence of pupils designing their own investigations.
80. Pupils, including those with special educational needs, make satisfactory progress. In lower Key Stage 2 they link cause and effect in simple explanations of the differing lengths of shadows. They understand what conditions plants need to grow, and some of the changes caused by heating materials. They have measured the effect of exercise on their own bodies, but again the opportunities for carrying out their own investigations are limited, and so higher attaining pupils are not always fully extended. Pupils in both key stages have good attitudes. They listen attentively and work well together in groups and individually when required.

81. The overall quality of teaching observed was good. In Key Stage 1 teachers asked good questions, for instance stimulating pupils to think about the reasons why some objects float and some sink. Pupils' learning was also promoted by the good relationship between teachers and pupils and the good level of support from classroom assistants. In Key Stage 2, some of the teaching is done by a specialist teacher who has a good knowledge of the subject and uses questions well to extend pupils' understanding, for instance of the factors which could influence the rate of evaporation. Teachers use resources well and encourage the use of specialist vocabulary, but occasionally the lessons lack pace and challenge for more able pupils.
82. The school has not yet developed satisfactory procedures to check on pupils' knowledge and understanding as they move through the school, although this has now been identified as a priority. They do not make full use of the information from statutory assessments to analyse weaknesses in teaching and learning. The school is now implementing national guidelines to provide a scheme of work for the subject, and resources are satisfactory. However, the use of information and communication technology to support learning is limited, and the co-ordinator has not had the opportunity to monitor provision in science throughout the school. The subject makes a good contribution to pupils' social development in encouraging them to work co-operatively, but the school has not yet realised the contribution science can make to their spiritual development. The subject has not been a priority for development since the last inspection but has been satisfactorily managed so that, broadly, standards have been maintained.

ART AND DESIGN

83. Standards of attainment exceed national expectations at the end of both key stages and have been maintained since the last inspection. All pupils, including those with special educational needs, make good progress in art and design. During the inspection it was only possible to see two lessons at Key Stage 2 and no lessons at Key Stage 1 due to timetabling arrangements. However, a wide range of pupils' work was examined, including sketchbooks and evidence of pupils' past and present work on display in the school. Numerous high quality interactive displays in classrooms and corridors provide the school with an attractive lively environment and provide a good stimulus to pupils.
84. Younger pupils use paint to print their own pictures using different shapes, and with the help of adults have produced a large collage depicting the story of the Three Billy Goats Gruff. By the end of the key stage, pupils have a good awareness of a variety of materials and processes used in art, craft and design. They effectively press different shapes into clay to produce their own plan as part of their project work. Junior pupils have the opportunity to use a wider range of media and techniques, including printing, papier-mache and three-dimensional models. They study the work of famous artists, such as Marc Chagall and Henri Rousseau, and produce good quality artwork in the style of these artists, using pencil and oil pastels. Older pupils have good opportunities to develop a sense of colour, balance and insight into perspective and shading to match skin tones as they produce three-dimensional mummified cats. They also produce rotational symmetrical printing patterns, which are part of their project work on the Ancient Egyptians. A teaching assistant makes good use of her professional pottery skills by helping pupils to learn various techniques using clay. This was well demonstrated during the inspection, where older pupils made detailed three-dimensional models of animals from the rainforest.

85. Pupils enjoy their artwork and their attitudes are good. Many are keen to produce pleasing work and complete the tasks they are set. They share their resources well and discuss their work with other members of the group. They listen attentively to instructions and throughout activities pupils can be trusted to behave well and act responsibly.
86. The quality of teaching in the few lessons observed was good and has been maintained since the last inspection. This has a positive impact on pupils' learning. Lessons are well prepared with quality resources organised and ready in advance. Teachers have high expectations of the standards pupils are capable of attaining and provide effective support to their learning. The open-ended nature of many tasks ensures that pupils of all levels of prior attainment are suitably challenged. Many adults have good subject knowledge and effectively share their skills with pupils. Questioning is used well to encourage pupils to reflect on their work and decide how it might be developed. Teachers have good relationships with their pupils and this creates the right climate for learning.
87. The co-ordinator is enthusiastic and has worked hard to improve the quality of pupils' learning. Management and leadership in the subject are good. The co-ordinator encourages staff to contribute pupils' work to the local Harbour House Exhibition in Kingsbridge and arranges visits by local artists to broaden pupils' experiences. This has a positive impact on standards attained and provides plenty of stimuli for pupils to carefully observe, record and discuss their findings. The co-ordinator has no opportunity to monitor teaching and learning and has identified the need to support staff more closely to help develop their confidence and expertise. She has identified the need to improve assessment opportunities, to include the consistent use of sketchbooks, and to provide more discrete teaching to further raise the profile of art throughout the school.

DESIGN AND TECHNOLOGY

88. Standards of attainment in design and technology are broadly in line with national expectations at both key stages. During the last inspection insufficient evidence was provided to make a judgement but indicated that teachers' planning did not always ensure that the National Curriculum programmes of study were followed at Key Stage 2. During the inspection it was only possible to see two lessons, due to timetabling arrangements, and only a limited amount of pupils' work was available. Observations were made from other sources including planning documents and discussions with staff and pupils.
89. Infant pupils design and make their own toys using levers. They develop their skills of cutting and joining using different materials to make a full size model of the Tin Man and Wicked Witch as part of their literacy work on 'The Wizard of Oz'. They identify the moving parts of a vehicle in order to help to design and make their own vehicles using simple axles and wheels. Junior pupils use their sketchbooks to design their own wooden mask, making accurate drawings from different perspectives. They ably draw the outline of their masks on a piece of wood but most pupils have very limited skills when using tools and need much guidance and support.

90. Pupils' attitude to their work in design and technology is good. Most pupils have enthusiasm for their work but older pupils become frustrated when they are unable to complete tasks due to the lack of skill development and expertise. Pupils behave well and work co-operatively in groups sharing equipment and materials.
91. The quality of teaching in the two lessons observed was satisfactory but the scrutiny of pupils' work and teachers' planning, and discussion with pupils, indicate that some aspects of teaching are unsatisfactory. Planning is often linked to the current project or theme. However, although plans identify what pupils will do, they do not always identify the skills and knowledge pupils are required to learn. The tasks set are often very prescriptive and there is little opportunity for pupils to experiment or develop their own creative skills. There are no effective assessment procedures and as a consequence it is difficult to track how much progress pupils are making. Insufficient attention has been given since the last inspection to raising the profile and standards of attainment in design and technology mainly because the school has prioritised the introduction of the National Numeracy and Literacy Strategies. However, the new co-ordinator is enthusiastic and has identified the need for a clearly defined logical approach to developing pupils' skills, knowledge and understanding for each age group and providing better resources to support pupils learning. Currently, she has no opportunity to monitor teaching and learning to support colleagues throughout the school.

GEOGRAPHY

92. Because of the way the school organises its curriculum, it was not possible to see geography being taught in Key Stage 1 during the inspection, but the analysis of pupils' written work shows that the standards achieved by seven year olds are average for their age. They understand the difference between a side view of an object and a plan. They can draw a plan of their own classroom and identify items from a key. They have drawn an imaginary map of Pigland. In the summer term they will study the overseas locality of St Lucia.
93. At the age of eleven, pupils show a good understanding of some of the effects of human activity on the environment through their study of the rainforests of South America. They can identify the rainforests on a map of the world. They carry out their own individual research on the different kinds of animals found in the rainforest, using a computer program as a resource. Standards achieved are average for their age.
94. Pupils make satisfactory progress. In Year 3 they consolidate their understanding of the weather, recording the daily temperature, wind speed and direction. They know the difference between hot and cold climates. They use appropriate geographical vocabulary in describing the weather. Pupils in Year 4 identify some of the similarities and differences between their own lives and life in an Indian village. From this study they develop a sound understanding of the importance of the local environment. In Year 5, pupils find out about the difference between the self-sufficiency of some of the inhabitants of the rainforest, and contrast this with the interdependence of their own society. Pupils have good attitudes to the subject. They maintain their concentration in lessons and work well.
95. The overall quality of teaching is satisfactory. Teachers use the immediate environment of the school well, for instance to enable pupils to develop their skills in their study of the weather. They plan lessons effectively and give good support to individual pupils and to groups, but there is not always sufficient challenge in the activities for potentially higher attaining pupils. For instance, all pupils in Year 6, in one lesson observed,

worked from the same photocopied sheets when investigating the way of life of the Amazonian Indians, and they were not given the opportunity to do their own research from books or with the computer.

96. Pupils in Year 6 have good opportunities to develop both geographical and social skills on the annual residential field trip. Geography makes a satisfactory contribution to pupils' spiritual and cultural development by raising their awareness of some of the effects of human activity on the environment, and also of the distinctiveness of different cultures. There is as yet no systematic assessment of pupils' attainment in the subject, and the co-ordinator has not had the opportunity to monitor teaching and learning directly. Within the topic programme, there has not been sufficient planning for the development of geographical skills. The school is now in the process of implementing the new national guidelines, which have yet to have an impact on learning. There has, however, been satisfactory improvement since the previous inspection, when the standards of work seen in Key Stage 2 were below average.

HISTORY

97. Because of the way the school organises its curriculum, it was not possible to see history being taught in Key Stage 2 during the inspection. However, from the lessons observed in Key Stage 1 and the analysis of pupils' work in both key stages, the standards achieved by seven and eleven year olds are as expected for their age.
98. Seven year olds have developed a good sense of chronology through their study of the history of flight, from the Montgolfier brothers to Concorde. They can empathise with characters from the past, such as Louis Bleriot. They also understand some of the changes that have occurred, for instance in entertainment. Eleven year old pupils show a good ability to select and combine information from different sources in their project on the Ancient Egyptians, including aspects of their religion, such as the creation myth or the story of Osiris. There is evidence of individual research, for example on pyramids.

Pupils present their findings well. They have developed some of these skills in Years 3 and 4 when they study the Ancient Greeks. They compare Greek schools and houses with their own. However, because history has been mainly taught through a topic, there has not been the opportunity to consolidate regularly the skills involved and this has meant that progress has been only satisfactory.

99. In Key Stage 1 pupils behave well and have good attitudes to their work. They take part enthusiastically in lessons, entering fully into the spirit of the time when, for instance, the teacher takes the role of Bleriot. In Key Stage 2 they take care and pride in their project work.
100. The overall quality of teaching seen at Key Stage 1 was good. In a mixed class of reception and Year 1 pupils the teacher promoted good learning by dressing as Louis Bleriot and being interviewed as 'he' landed in England. This resulted in pupils being fully engaged in the lesson and reinforcing their understanding of the geography of the English Channel as well as their knowledge of the life and times of Bleriot. In the Year 1 and 2 class the teacher used the same episode well to reinforce pupils' literacy skills, by getting them to write first person accounts or newspaper reports. There was not sufficient evidence to form a judgement on teaching in Key Stage 2, but the quality of pupils' project work suggests that teachers have a good understanding of the subject.

101. The school is in the process of reorganising its curriculum in line with the most recent national guidelines. The project approach adopted so far has allowed pupils to study a topic in depth but not to continue the development of the necessary skills throughout the year. The headteacher is managing the subject, and in his role as headteacher has monitored teaching in the classroom, providing feedback to teachers. There has been no formal assessment of individual pupils' progress. The school makes good use of its immediate locality, for instance visiting the church and the old school building, and also of the local museum service, to supplement its own resources. Standards have been maintained since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Standards in information and communication technology have been maintained since the last inspection and pupils in Years 2 and 6 continue to reach levels of attainment which are above those expected for their age nationally. Pupils, including those with special educational needs, make good progress in the subject as a result of their good attitudes to the subject and the good quality of teaching.
103. In Key Stage 1, pupils are encouraged to use the computers as part of their everyday learning, and soon develop confidence in the use of the mouse and keyboard, through the use of a program, for example, where they have to dress a teddy. Teachers also encourage the use of specific programs which extend the pupils' literacy and numeracy skills as well as consolidating their general information and communication technology skills. For example, pupils in the reception and Year 1 class use a dictionary program to help with their spelling and reading, and a mathematics program which encourages them to count. Pupils work through a program independently and clearly explain what they are doing. They use art packages to design and make their own Christmas cards and, in Year 2, design their own rooms and houses.

The use of word processing is encouraged to develop a pride in the presentation of pupils' work, for example by making labels for display purposes and when presenting project work, such as that undertaken by Years 1 and 2 pupils on Louis Bleriot. Although the school does have resources for the pupils to use a programmable floor robot, little of this work had been undertaken recently.

104. A key factor in the development of pupils' skills and use of software in Key Stage 2 is the provision of specialist teaching for small groups of pupils on a weekly basis. Here, new skills are successfully introduced and pupils are encouraged to develop and consolidate their newly acquired skills throughout the week. Teaching in these small group sessions is good, as with, for example, Year 5 pupils. The session observed started well, by the teacher explaining what the learning objectives for the session were, so that pupils were clear about what they were expected to learn and to do. The underlying concepts behind the task were introduced through a practical activity using cards, which resulted in pupils understanding how to develop appropriate questions when undertaking complex searches to gain information. By the end of the session, all pupils had clearly understood the process and made good gains in their learning. In a Year 4 lesson, similar good teaching effectively developed the pupils' understanding and use of a branching database. They worked confidently in pairs, moving through the program by answering questions correctly.
105. The work of pupils in Year 6 was linked to their project on the rainforests, where they gained information from a database which assisted them in correctly answering a series of questions on animals. Their work on display showed how they had

successfully added pictures to their own text on the topic and used appropriate fonts and colour to enhance the presentation of their work. Pupils were confident about using a range of websites to gain information and were aware of the possible problems, for example, when using chat rooms. They had a good understanding of the use of information and communication technology in the modern business world and in their homes.

106. Access to the curriculum is enhanced for pupils with special educational needs by the additional use of computers. For example, a pupil in Year 4 regularly receives additional support to encourage the development of his touch-typing skills. The teaching assistant is positive and provides a systematic programme which develops the speed and accuracy at which the pupil operates. The pupil's achievement is regularly assessed and the results of this are used to plan his next stage in learning. As a result, he has developed confidence and is keen to learn.
107. Pupils have good attitudes to the subject and co-operate well with each other when using computers and other equipment. Pupils sometimes voluntarily undertake additional research at home, for example using the Internet. This not only enhances their information and communication technology skills but also adds to their learning in other subjects.
108. Teachers' subject knowledge is variable, ranging from satisfactory to very good. The teaching by the specialist teacher is consistently good and class teachers ensure that an appropriate range of work is provided to consolidate the use of new software and to practise specific skills. As a result, pupils of all abilities are making good gains in their learning. The school has had an appropriate scheme of work in place for many years and consequently the older pupils have developed their skills well over a period of time.

The subject is well co-ordinated and managed. This year the co-ordinator has reviewed the Qualifications and Curriculum Authority's scheme of work and is developing this to fit in with the pupils' needs. Skills sheets are in use which indicate the level of skill pupils should be reaching, and indicate which pupils achieve above or below this level.

109. Information and communication technology is seen as a priority in the school and this is supported by the focus on keeping up to date with new developments, training and resources. Parents support the subject well by raising funds through the Home School Association activities, which are used to support the leasing of computers. The school is now in a position to identify more clearly how pupils' information and communication skills can be developed in subjects such as mathematics, science and religious education.

MUSIC

110. Due to timetabling constraints, insufficient evidence was gained during the inspection to make an overall judgement on the quality of teaching in music or pupils' levels of attainment by the end of each key stage. Only two lessons were seen during the inspection but in the lessons observed, pupils were attaining standards broadly in line with those expected for pupils of the same age nationally. Pupils with special educational needs make similar progress to that of their peers.
111. There is no music specialist on the staff so the school has improved provision by providing a teacher who takes each class for singing practice once a week. This ensures that all pupils receive specialist singing tuition and as class teachers are also present in these lessons, they develop their own skills by working with the singing

teacher. Pupils also have the opportunity to receive additional tuition in learning to play the guitar, violin, woodwind and brass instruments. These activities are well supported by pupils, who enjoy their lessons and the opportunity to perform in front of an audience during concerts.

112. The quality of teaching and learning was good in the lesson observed in the reception and Year 1 class. The teacher created good opportunities for the pupils to develop their listening skills and consequently they were fully involved and keen to participate. There was a good range of short and varied tasks, which ensured a good pace of learning and kept the attention of the younger children. This indicated that the teacher understands how young children learn. By the end of the session, pupils had a good understanding of the differences in the length of sounds and were able to imitate sounds and sound patterns.
113. Good teaching was observed when a small group of pupils from Key Stage 2 were seen playing recorders. The teacher's good subject knowledge was used well to explain clearly how to read and interpret music. She used a good range of subject-specific vocabulary, which, in turn, encouraged pupils to use technical language. The teacher's approach was enthusiastic and encouraging and this acted as a motivating force for the pupils' learning. Work was challenging and the pupils responded well to this. These pupils further developed their skills by practising with the teacher at lunchtime. Pupils in Year 4 made satisfactory progress when creating a sequence of sounds using three notes. The learning objectives were explained at the beginning of the lesson so all pupils were clear about what they should do and learn. The teacher's subject knowledge was satisfactory as a specific lesson from the published scheme of work was used and this gave effective support.

The teacher used correct terminology which resulted in pupils using vocabulary such as 'pitch' and 'score' when talking about their compositions. A satisfactory range of teaching methods was used and pupils improved their work as a result of the teacher giving specific support to each group. The main differences between the good and satisfactory teaching were to do with pace and challenge.

114. The majority of pupils observed enjoyed their music lessons and were keen to take part. They showed respect for the instruments and generally handled them with care. Activities, for example in the Year 4 class, encouraged pupils to work together and share their expertise and they expressed satisfactory levels of co-operation and collaboration. They were keen to play their compositions to the rest of the class at the end of the session. Pupils in Year 1 remained interested and enthusiastic throughout the lesson as the tasks were well matched to their abilities and pupils found them enjoyable.
115. The development of the music curriculum has not been a priority for the school during the last two years when staff have focused on introducing the National Literacy and Numeracy Strategies. The co-ordinator is aware of the differences in subject expertise and confidence amongst staff, and has introduced a published scheme of work to give them support with their teaching and ensure that pupils receive a broad musical experience. This is resulting in a satisfactory curriculum for pupils. In addition, pupils in Key Stage 2 have the opportunity to receive recorder tuition from a class teacher.
116. Music provision has been maintained since the last inspection and the co-ordinator has identified the need to develop a clearer way of assessing pupils' progress and attainment across the school. The school has a wide range of instruments and the use of the music scheme ensures that the pupils listen to music from a variety of cultures.

The school benefits from the provision of a music room where pupils can play music and sing without disturbing others in the school.

PHYSICAL EDUCATION

117. Standards of attainment are similar to those expected nationally by the end of both key stages. Standards have risen in gymnastics and games at Key Stage 2 since the last inspection where they were reported to be unsatisfactory. Pupils have good opportunities to learn to swim in the unheated school learner swimming pool during the summer months. However, older pupils have no opportunity to swim in deeper water. Most pupils are able to swim at least 25 metres by the time they leave school.
118. Pupils know the importance of warming up at the beginning of lessons and the contribution of physical activity to a healthy life style. In Key Stage 1, pupils improve and practise large ball skills. They are able to throw, catch and bounce a large ball accurately. In Key Stage 2 pupils perform various floor movements at different levels, showing good control and co-ordination. They perform basic jumps and develop controlled landings in a balanced position. In games, older pupils are beginning to develop appropriate techniques in throwing a rugby ball using the outside throw, and by catching the ball on the move to play tag rugby.
119. Most pupils participate enthusiastically and enjoy their physical education lessons. They respond quickly to their teachers' instructions but lose concentration when lessons are too long or not well planned. Pupils work effectively together, behave well and encourage each other.
120. The quality of teaching is satisfactory with no unsatisfactory lessons as reported in the previous inspection. Effective use is made of resources but the large apparatus in the hall is inappropriate for the use of younger pupils and children in the reception class, which restricts opportunities for their gymnastic work. Most teachers manage their pupils well but some lessons lack challenge and pace and are too long. This has an adverse effect on pupils' learning. Some teachers lack subject knowledge and have little opportunity to attend in-service training to increase their confidence to teach all aspects of the subject. Assessment procedures are unsatisfactory and consequently inappropriate tasks are set to challenge individual pupils. The extra-curricular activities and sporting fixtures, together with the extensive grounds, greatly help to promote the subject.

RELIGIOUS EDUCATION

121. At the time of the previous inspection, the standards achieved by seven year old pupils did not meet the expectations of the local authority's syllabus, which the school is required to follow, and there was insufficient evidence to make a judgement on the standards achieved by eleven year olds. Currently, seven year olds achieve standards which are average, but eleven year olds do not meet the expectations of the syllabus. This is because they do not receive regular or sufficient direct teaching to acquire a sufficient knowledge and understanding of Christianity and other major world faiths. For instance, pupils in Year 6 find it difficult to distinguish between the Old and New Testaments. Individual pupils can recall isolated facts about Sikhism, Hinduism or Judaism, but they do not have an adequate understanding of the significance of belief to a follower of these faiths. They have very limited knowledge about Islam.

122. In Year 1, pupils have a good recall of the story of Moses. They understand why some days are special, leading to their study of the festival of Passover. They are also familiar with New Testament stories, such as the story of Zacchaeus or the parable of the houses built on rock and sand. In Year 2 they have also worked on Passover and understand the symbolism of the elements in the Passover meal. They listen to the parable of the prodigal son with understanding, for instance of the situation of the older brother. They ask thoughtful questions about the 'truth' of the story or the role of the mother. Pupils in Year 3 show a sound understanding of the significance of the Christian practices of baptism and confirmation, but there is little evidence of recorded work. This is the case throughout Key Stage 2, which makes it difficult for pupils to build on their knowledge and understanding. As a consequence, their progress is unsatisfactory, as they do not relate different pieces of knowledge to each other. For instance, pupils in Year 6 were able to retell the story of the blind men and the elephant but did not link it to the Hindu understanding of the nature of God.
123. Pupils have good attitudes to the subject. They maintain their interest when listening to stories in Key Stage 1 and respond positively to teaching in Key Stage 2. The quality of the teaching observed during the inspection was good. Teachers have a good understanding of the subject and their good relationship with pupils makes the pupils keen to listen and learn.

They use resources, such as posters and artefacts, well to engage pupils' interest. However, the effect of the good teaching in Key Stage 1 and Year 3 is diminished by the lack of regular opportunities for pupils to consolidate and extend their knowledge and understanding in a systematic way as they move up through the school. Apart from visits to the church, pupils have no opportunities to go to places of worship of different faiths or to meet members of other faith communities. This also limits the contribution of the subject to pupils' spiritual and cultural development.

124. There are separate co-ordinators for Key Stage 1 and Key Stage 2. The two Key Stage 1 teachers work well together, but the Key Stage 2 co-ordinator does not have sufficient opportunity to monitor what is going on in the subject in other classes. Consequently, it is difficult to ensure that appropriate provision is being made. Also, teachers have not yet devised any system for the regular assessment of pupils' knowledge and understanding of the subject, which would enable them to plan more effectively the next stage in pupils' learning. Teachers use literacy well to support the subject, for instance when pupils in Year 6 are asked to write complex sentences about Buddhism. The school has improved its supply of books and artefacts to support religious education since the previous inspection. However, little use is made of information and communication technology to support learning. There has not been sufficient improvement in the subject since the previous inspection.