

# INSPECTION REPORT

## **WILLAND COMMUNITY PRIMARY SCHOOL**

Willand, Cullompton

LEA area: Devon

Unique reference number: 113114

Headteacher: Miss Sue Calderbank

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 21 - 24 May 2001

Inspection number: 191688

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Gables Road  
Willand  
Cullompton  
Devon

Postcode: EX15 2QL

Telephone number: 01884 820367

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Appropriate authority: Governing body

Name of chair of governors: Mr Anthony Hancock

Date of previous inspection: January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2118 4	Alan Fullwood	Registered inspector	Information and communication technology Music Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9644	Michael Whitaker	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2391 7	Tony Clarke	Team inspector	English Physical education English as an additional language Special educational needs	
2103 4	Stewart Smith	Team inspector	Mathematics Religious education Art and design History	
2341 4	Janice White	Team inspector	Science Design and technology Geography Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Willand Community Primary School is an average sized primary school situated in the village of Willand near to the town of Cullompton. There are 258 pupils on roll, taught in ten mainly single-aged classes. Currently, there are slightly more boys than girls. At the time of the inspection there were 36 children in their foundation year. The school mainly serves the immediate area around the school and pupils live in a mixture of owner occupied and rented accommodation. Approximately 20 per cent of pupils are on the school's register of special educational needs, which is broadly in line with the national average. Approximately nine per cent of pupils are entitled to free school meals, below the national average. There are three pupils from ethnic minority backgrounds. Approximately two per cent of pupils speak English as an additional language, above the national average, but none is at an early stage of English language acquisition. Last year there was a ten per cent movement of pupils to and from the school at times other than their normal first admission or when they transfer to secondary school. The attainment of the pupils on entry to the school, although wide ranging, is generally below average.

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

Willand Community Primary is an effective school where the vast majority of pupils make good progress in relation to their previous attainment. It provides a good education for its pupils, and successfully encourages most of them to develop good attitudes to learning and to behave well. The headteacher, governors and staff work together well to improve pupils' learning and the standards they achieve. The school provides good value for money.

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

- The progress pupils make through the good teaching they receive.
- The provision made for pupils with learning difficulties.
- The good standards pupils achieve in art and design and technology across the school and in science, and religious education at the end of Key Stage 2.
- The provision made for pupils' spiritual, moral, social and cultural development.
- Creates a happy, caring ethos where pupils feel well supported and the vast majority develop good attitudes to their learning and behave well.
- The strong leadership of the headteacher in providing a clear educational direction for the work of the school.

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

- The consistency with which the procedures of the school's good behaviour policy are applied to a small minority of pupils at Key Stage 1, who have poor listening skills.
- The consistency with which the school's marking policy is used.
- The use made of the computer suite in the mornings to support pupils' learning.
- The provision made for children's outdoor play during the Foundation Stage<sup>1</sup>.

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

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

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

The school has made good progress since the time of the last inspection in January 1997 when it received a good report. At the end of Key Stage 2 standards of attainment in English, mathematics and science have improved. Between 1996 and 1999 the results were broadly in line with the national improving trend but in 2000 fell below this. The number of pupils achieving the expected Level 4 or above is higher than at the time of the last inspection. Standards in information and communication technology, art, and design and technology have improved, as have the standards in religious education. The key issues mentioned in the last report have been addressed effectively. The school continues to provide a good education for its pupils and enables them to make good progress. The good leadership and management of the school have been maintained and pupils are well cared for in a supportive learning environment. The provision for pupils' cultural development is now good. Procedures for monitoring the work of the school are good. The school is well placed to make further improvements.

## STANDARDS

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

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

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

The above table shows, for example, that pupils' standards of attainment in English in the year 2000 national tests were below average in comparison with all schools and well below average in comparison with schools who admit their pupils from similar backgrounds. These results are not typical of the school and relate to a group of pupils whose attainment was lower than normal. However, these pupils made good progress in relation to their attainment at the end of Key Stage 1. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English and mathematics is at expected levels, and attainment in science above expectations. Pupils make good progress in these subjects. The schools ambitious targets for 2000 were not reached in English and mathematics but pupils are on track to achieve the targets set for 2001. Attainment in geography, history, information and communication technology, music, and physical education are at expected levels and pupils make satisfactory progress in these subjects. Attainment in art, design and technology and religious education are above expectations and pupils make good progress in these subjects. Since the time of the last inspection, standards in art, design and technology, and information technology have improved.

National test results at the end of Key Stage 1 in 2000 showed standards of attainment in writing to be at expected levels and attainment in reading to be below this. However, their attainment was below average or well below average when compared to schools who take their pupils from similar backgrounds. Attainment in mathematics was above average when

compared to all schools and similar schools. Inspection evidence indicates that the current group of Year 2 pupils are achieving in line with national expectations in reading, writing and mathematics. Attainment in other subjects is average, except for art and design and technology where pupils' attainment is above expected levels.

By the end of the Foundation Stage the majority of children reach the standards expected in the Early Learning Goals<sup>2</sup> of language, literacy, mathematics, personal and social development, creative and physical development, and knowledge and understanding of the world. Some children are working within the early stages of the National Curriculum. This represents good achievement, and the Foundation Stage prepares all children well to enter the next stage of their education.

Pupils with special educational needs make sound progress in relation to the targets set for them and receive good support from teachers and classroom assistants.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. The majority of pupils have positive attitudes to lessons, concentrate well and persevere in their learning. A few pupils, particularly at Key Stage 1, have poorer attitudes to their learning.
Behaviour, in and out of classrooms	Good overall. Children generally enjoy school and are open, friendly and polite to adults and other pupils. They move about the school in an orderly fashion. At break-times their play is lively and sometimes boisterous, but during the inspection there was no sign of any sort of aggressive behaviour. In lessons, the majority of pupils are polite, co-operative and behave well. Generally, pupils understand the impact of their actions on others and take responsibility for them. A small minority of pupils in some classes have yet to appreciate that their selfish behaviour impedes the learning of others.
Personal development and relationships	Good. Pupils are given frequent opportunities to show initiative and take responsibility for the smooth running of the school. This they willingly do. Pupils have good relationships with one another and with adults in the school.
Attendance	Attendance is good and above the national average. Pupils' arrive at school on time and are punctual for lessons.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>

<sup>2</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.



Lessons seen overall	Good	Satisfactory	Good
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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 overall and varies from excellent to satisfactory. It was good or better in 53 per cent of lessons, of which 12 per cent were very good and one per cent excellent. This is an improvement since the time of the last inspection, particularly at Key Stage 2. Throughout the school the teaching of literacy and numeracy is good overall, as is the quality of teaching in science, art, design and technology, geography and information and communication technology. Significant strengths of teaching are teachers' good subject knowledge, their enthusiastic approach, and the relationships they enjoy with most pupils. There are inconsistencies in the application of the school's behaviour and management procedures with a small minority of Key Stage 1 pupils. Pupils make good progress and achieve well during the Foundation Stage and Key Stage 2, and make satisfactory progress at Key Stage 1.

Homework is used satisfactorily to consolidate and extend what pupils have learned at school. Pupils' work is marked regularly but the quality of marking varies and teachers do not always clearly indicate how pupils can improve their work. Good assessment procedures are in place and these are used well to provide suitably challenging work to meet the needs of the different ability groups within classes.

The teaching of pupils with special educational needs is good. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of these pupils. They are given very good, skilled assistance from the well-qualified, experienced and committed support staff.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is planned well to ensure that pupils' skills and knowledge are progressively developed. The National Literacy and Numeracy Strategies have been implemented well. There is a satisfactory range of extra-curricular activities, including visitors to the school and visits to places of interest.
Provision for pupils with special educational needs	Good. Pupils with learning difficulties are well supported by classroom assistants and teachers adapt work effectively to match the needs of pupils' individual education plans. The quality of the individual education plans is good. They are detailed, clear and generally give precise attainable learning targets. These pupils receive their full curriculum entitlement.
Provision for pupils with English as an additional language	Good. There are no pupils at an early stage in learning English but pupils are well supported when needed.
Provision for pupils' personal, including spiritual, moral, social and cultural	Good. There is a strong, caring Christian ethos, which permeates all aspects of school life. Good role models of staff and clear codes of behaviour ensure pupils develop a mature understanding of moral and social responsibilities. Good

development	provision is made for pupils to appreciate cultural traditions.
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How well the school cares for its pupils	Good. There are good procedures for child protection and for ensuring pupils' welfare. Procedures for monitoring and promoting pupils' good behaviour are good but are not always consistently applied. Procedures for recording and monitoring attendance are good as are the procedures for tracking pupils' attainment and progress. However, the standard of marking of pupils' work varies.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher provides good, strong and purposeful leadership, which gives a very clear educational direction to the work of the school. She is ably assisted in carrying out her duties by her deputy, and the other member of the senior management team. Subject co-ordinators manage their responsibilities well and have a clear idea of the future developments necessary in their subjects. The provision for special educational needs is managed well.
How well the governors fulfil their responsibilities	The governing body is fully involved in the work of the school and is very supportive of the staff, parents and pupils. Governors are effectively informed about the work of the school through regular headteacher reports and their own monitoring of the work of the school. Governors fulfil their statutory duties well.
The school's evaluation of its performance	Good. Procedures for monitoring the work of the school are well established. The results of national tests are closely analysed and used to improve the quality of education provided. Curriculum provision is monitored effectively through the sampling of pupils' work and the monitoring of teaching.
The strategic use of resources	Good. There are good procedures for financial planning and the budget is managed well and resources are carefully considered before purchase. Day-to-day financial administration is very good. All grants the school receives are spent appropriately and the governor's finance committee applies the principles of best value well in seeking services for the school.

There are sufficient suitably qualified and experienced teachers to meet the needs of the pupils in the school and deliver the requirements of the National Curriculum. Classroom assistants provide extremely good support for pupils with special educational needs. There are good induction programmes to support teachers new to the school. Procedures for staff development are good. The inside accommodation is good and has been considerably improved since the time of the last inspection. However, there is no secure outside play area for children during the Foundation Stage. This has been identified as a target in the school development plan. In all subjects resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children enjoy school.</li><li>• Staff are approachable.</li><li>• The school expects their children to work hard.</li></ul>	<ul style="list-style-type: none"><li>• The information they receive on how well their children are getting on.</li><li>• The activities provided by the school outside of lessons.</li></ul>

Parents' positive views are supported by inspectors' judgements. A small minority of parents expressed concern over the range of extra-curricular activities provided by the school and the information they received about children's progress. The evidence of the inspection does not support these concerns. There is a satisfactory range of out-of-school activities, both sporting and cultural, together with a residential visit for Year 6 children and additional activities for the more able. The information about children's progress is good. Regular opportunities for parents to consult the school about their children's progress are provided through both formal consultation evenings and less formal occasions before and after school. Pupils' written annual reports are informative and give details of what individuals know, understand and can do.

## **PART B: COMMENTARY**

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

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

1. The attainment of the children on entry to the school is generally below average in their speaking and listening, and in their personal and social skills. Their attainment in mathematics is average. Evidence from the inspection indicates that, by the end of Key Stage 2, standards in English and mathematics are at expected levels, and standards in science are above the expected level. Pupils make good progress in these subjects and achieve well in relation to their previous attainment, particularly during the Foundation Stage and at Key Stage 2. The low results in last year's national tests are not typical of the school but show that these pupils made good progress in mathematics and very good progress in English and science, in relation to their attainment at the end of Key Stage 1. Pupils with special educational needs make satisfactory progress towards meeting the targets in their individual education plans.
2. By the end of the Foundation Stage the majority of children reach the standards expected in the Early Learning Goals of language, literacy, mathematics, personal and social development, creative and physical development, and knowledge and understanding of the world. Some children are working within the early stages of the National Curriculum. This represents good achievement, and the Foundation Stage prepares all children well to enter the next stage of their education. The main reason why pupils achieve well is that the quality of teaching is good for this age group. Teachers plan lessons very well. They have a very clear idea about what they want the children to learn, and in the majority of lessons the organisation of teaching and learning shows a good understanding of the needs of all the reception children. Children have positive attitudes to learning and settle quickly into school routines. They are well behaved and play well together. Through good teaching, children make good progress in the development of their communication and language skills. They generally listen appropriately and talk with growing confidence. However, many children still find difficulty in not calling out in class and group discussions. Most children form their letters correctly and write their own names. The majority of children can write their own name unaided and are attempting to write independently. Higher attaining pupils are successfully developing their independence as writers, spelling a number of common words correctly. Most children have made a good start in learning to read and a third of the children read simple books confidently. Children achieve well in mathematics and count using numbers to ten. More able children count to 100. Most children recognise common shapes, such as triangle, square and rectangle. Children make good progress in their knowledge and understanding of the world. The majority find their way, using simple directions and make use of their five senses to observe and describe what is around them. They are learning about their own development and life in past times. They use computers confidently to access programs. Children's physical skills are developing appropriately as they grow in confidence in their co-ordination. However, the lack of a secure outside play area restricts the opportunities that can be provided for the development of children's physical skills. Children make sound progress in using their imaginations to respond to music and to draw and paint using a variety of media.

3. In the year 2000 national tests at the end of Key Stage 1, pupils' attainment in reading was below average when compared with all schools and well below average in comparison with schools who admit their pupils from similar backgrounds. However, the percentage of pupils reaching the expected Level 2 was close to the national average. Pupils' attainment in writing was close to the national average for all schools but below average when compared with similar schools. In both reading and writing few pupils achieve the higher Level 3. Over the last four years standards of attainment have generally maintained an upward trend and are higher than at the time of the last inspection. Girls performed better than boys but not significantly so. Inspection evidence indicates that the attainment of the present group of pupils in Year 2 is in line with national expectations in all aspects of English and that pupils, including those with special educational needs, make satisfactory progress during the key stage. Frequent opportunities are provided for pupils to talk and many children do so with confidence. However, the restricted vocabulary of many pupils restricts their oral responses. Most pupils listen well but a minority are not good listeners by the end of the key stage. Standards of attainment in reading are at expected levels by the end of the key stage. Pupils enjoy reading stories together and most of them read a widening range of texts appropriately and make use of a range of strategies, including phonics, to read unfamiliar words. They use and understand terms such as 'title', 'author' and 'illustrator'. Higher attaining pupils read with some fluency and draw upon their growing sight vocabulary and knowledge of letter sounds to make sense of unknown words. Most pupils enter Key Stage 1 with writing skills appropriate for their age and make satisfactory progress throughout the key stage. By the end of the key stage, most pupils are able to write in a range of different formats, including reports, stories and accounts. They retell incidents in stories with some detail and more able pupils use a widening range of descriptive words and choose words for effect. Most pupils spell commonly used words accurately and make use of a range of punctuation correctly, including speech marks, in their work.
4. In mathematics, the results in the year 2000 national tests at the end of Key Stage 1 show pupils' attainment to be above average in comparison with all schools and schools which take their pupils from similar backgrounds. The trend in standards since 1996 has varied from year to year but has generally been an improving one. Overall standards of attainment have been improved since the time of the last inspection. Inspection evidence indicates that standards of attainment in the present group of Year 2 pupils are in line with national expectations. By the end of the key stage pupils, including those with special educational needs, make sound progress. Most pupils add and subtract confidently and accurately using numbers to 20. They use a variety of strategies to add and subtract numbers mentally and can describe the strategies they use to explain their calculations. Poor language skills restrict some pupils' abilities to solve mathematical problems when they are written in words. Most pupils are developing an appropriate knowledge of the properties of two- and three-dimensional shapes and can interpret information contained in simple graphs and tables.
5. Teacher assessments in science at the end of Key Stage 1 in 2000 show the percentage of pupils reaching the expected Level 2 or above, to be close to the national average. The percentage of pupils attaining the higher Level 3 was below average. Inspection evidence reflects a similar picture with most pupils achieving at the expected Level 2. Most pupils learn to understand the need for fair testing when carrying out investigations. The good emphasis given by teachers to improving pupils' technical vocabulary is evident in their discussion of their work about the

different elements needed to make a healthy diet. Most pupils know about different sources of natural and man-made light. Through work on water and ice they are aware of the three states of matter and record their observations carefully. Pupils make good progress in relation to their attainment at the start of the key stage.

6. By the end of Key Stage 1, pupils' standards of attainment are in line with national expectations in information and communication technology. This is an improvement since the last inspection when standards of attainment were below expectations. Resources, and teachers' confidence in teaching the subject, have been improved and as a result pupils have better opportunities to develop their computer skills. By the end of the key stage, most pupils are confident when using the computer to access word-processing, data-handling and control technology programs. They have a good understanding of the technical vocabulary of the subject and use this when discussing their work. Pupils make satisfactory progress, and sometimes their progress is good, because of the quality of teaching they receive.
7. Standards in religious education by the end of Key Stage 1 are in line with the expectations of the locally agreed syllabus. By the age of seven, pupils understand the importance of the Bible to the Christian religion. They are aware of the importance of some of the main Christian festivals and similar festivals from other world religions. Most pupils are knowledgeable about famous biblical stories, such as 'Jonah and the Whale'. They are aware of the main Christian festivals of Christmas and Easter and how they celebrate the birth of Jesus and commemorate His death on the cross. They are aware of the purpose of prayer and how this is used in many faiths for talking to God. Pupils have a developing knowledge of other religions, such as Sikhism.
8. By the end of Key Stage 1, pupils make satisfactory progress and attain expected standards in geography, history, music and physical education. Standards in art and design and technology are above expectations and pupils make good progress in these subjects because of the good teaching they receive. This is an improvement since the time of the last inspection.
9. At the end of Key Stage 2 the national tests show that in the year 2000 pupils' standards of attainment in English were below average when compared with all schools, and well below average when compared with schools who admit their pupils from similar backgrounds. Although standards have improved since the time of the last inspection, they have not kept pace with the nationally improving trend. Over the last four years there has been a slight decline in standards. However, standards of attainment in the previous three years were either at or above national averages. The below average performance of the 2000 cohort of 11 year olds was foreseen as the pupils moved through the school. However, these pupils made very good progress when their attainment is compared to the standards they attained at the end of Key Stage 1. Girls marginally outperform boys. Inspection evidence indicates that standards in the current group of Year 6 pupils are average overall. Standards in speaking and listening are in line with national expectations. By the end of the key stage, most pupils are confident speakers when giving their ideas and opinions or talking about their work. They distinguish fact from fiction and are aware of the characteristics of persuasive language. In more formal situations they make use of standard English. Generally pupils listen attentively to their teachers and respond well to their questions. These pupils achieve well. However, there is a small minority of pupils in some classes who find difficulty in listening to adults and other pupils. They slow the pace of work in some lessons and limit their own

learning. By the end of the key stage standards in reading are at expected levels. Most pupils read independently and understand what they have read. More able pupils read 'between the lines' when establishing the author's meaning beyond the literal. Most pupils use the contents and index pages when researching relevant information. Many pupils can access and retrieve information from a computer database. Standards of attainment in writing are in line with expected levels by the end of the key stage. Due to the systematic teaching of grammar, spelling and punctuation most pupils are able to write in a variety of formats, choosing their words carefully. They use a variety of simple and more complex sentences to gain and hold the reader's attention and use the drafting process to improve the style and clarity of their work. Pupils make good progress across the key stage. Teachers provide pupils with frequent opportunities to talk, write and read a range of more challenging texts.

10. In the year 2000 national tests in mathematics at the end of Key Stage 2, pupils' standards of attainment were well below average in comparison with all and similar schools. However, this group of pupils made very good progress when their attainment is compared with the standards they achieved at the end of Key Stage 1. Inspection evidence indicates that the attainment of pupils in the current Year 6 is in line with expected levels. Standards of attainment have been maintained since the time of the last inspection. Teachers make good use of mathematical vocabulary in lessons. Lower attaining pupils' understanding of language restricts their ability to solve number problems expressed in words. However, higher attaining pupils calculate quickly and confidently to solve number problems. Lessons contain suitably adapted work to meet the needs of pupils of all abilities and this ensures they all make good progress. The frequent opportunities pupils get to carry out practical work ensures that they have good attitudes to mathematics.
11. The school failed to meet the targets it set for itself in English and mathematics in the year 2000 national tests. This was due to the number of pupils admitted to the school during the latter part of Key Stage 2 many of whom only achieved a Level 3. Evidence from the inspection indicates that targets for 2001 will be achieved.
12. In science, the results of year 2000 national tests at the end of Key Stage 2 show pupils' attainment to be average in comparison with all schools and schools who admit their pupils from similar backgrounds. Pupils made very good progress across the key stage. Over the last three years standards of attainment have improved and standards are higher than at the time of the last inspection. Inspection evidence indicates that the standards of attainment of the current group of Year 6 pupils are above the expected level and that pupils of all abilities, including those with special educational needs, make good progress. Pupils are given frequent opportunities to carry out their own investigations and record their findings. This was demonstrated when Year 5 and 6 pupils were challenged to consider a number of variables, such as the length, thickness and type of wire they used and its effect on the brightness of the bulb in a simple electric circuit. Pupils made sensible predictions based on their previous knowledge and were able to record their findings in a variety of ways. Pupils' knowledge of the differing aspects of science is developing appropriately and their work shows a good understanding of the scientific process.
13. Pupils' attainment in information and communication technology is in line with national expectations at the end of Key Stage 2. This is an improvement since the last inspection when standards were below expectations. By the end of the key



stage, pupils are able to develop, organise and present information in a variety of formats using word-processing programs. They are able to use graphics to illustrate their texts. Pupils use simple data-handling programs to reorganise and present information. They use art programs with increasing confidence and skill and are able to access information from CD-ROMs. Pupils make satisfactory progress.

14. In religious education, standards of attainment by the end of Key Stage 2 are above the expectations of the locally agreed syllabus and pupils make good progress. Pupils develop a good understanding of the distinctive features of different religious traditions. They are knowledgeable about, and show respect for, different faith traditions such as prayer. Good opportunities are given to pupils to reflect on their feelings and to consider the spiritual dimension of life.
15. By the end of Key Stage 2, pupils make satisfactory progress and attain standards in line with expectations in geography, history, music and physical education. Pupils make good progress in achieving standards above expected levels in art and design and technology. Standards in art and design and technology have improved since the time of the last inspection because of the better provision made for teaching these subjects.
16. The provision overall for special educational needs is good and good provision is made for those pupils who have Statements of Special Educational Need. Reference to the special educational needs register, to individual education plans and to discussions with the special educational needs co-ordinator, class teachers, and learning support staff indicate that most pupils are making satisfactory progress towards meeting their individual learning targets. Provision is made well for those pupils who have specific learning difficulties in English and mathematics, including those pupils with English as an additional language. The provision for those pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and they make the same satisfactory progress towards the targets that are set for them.

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

17. Pupils' attitudes to school are good, as was the case at the time of the last inspection. On arrival at school, younger pupils play contentedly whilst older ones get on with preparations for the day. The atmosphere is relaxed but purposeful; pupils quickly settle to the day's lessons. Pupils are keen to participate in the range of activities the school has to offer. In lessons, the majority of pupils are eager to contribute, concentrate well and persevere. Where the pace of teaching is brisk and the activities challenging, pupils respond with enthusiasm as was seen in a Year 1 art lesson where they were creating sculptures with twigs and pebbles in the style of Andy Goldsworthy. In some lessons, particularly when introductions are over long, some pupils, particularly those with poor listening skills, lose interest and become unsettled.
18. Behaviour is good, as was reported in the previous inspection report. The youngest children in the Foundation Stage soon learn the school's behaviour protocols, such as lining up to come into school at the beginning of the day. Pupils are open, friendly and polite to visitors. They move about the school in an orderly fashion, opening doors and standing back for adults. At break-time, play is lively, even boisterous, but during the inspection there was no sign of any sort of threatening or aggressive behaviour. Harassment, whether gender or racially based, of any group

of pupils is unknown. In lessons, the majority of pupils are polite, co-operative and well behaved. They understand and comply with the school's requirements and are taught to reflect on their own actions and take responsibility for them. Appropriate arrangements are in place for supporting pupils with particular emotional and behavioural needs. There is, however, a minority of pupils without such special educational needs, particularly but not exclusively in Key Stage 1, who have inappropriate attitudes. These pupils impede their own learning and sometimes that of others in their classes. There have been no exclusions over the preceding year.

19. Personal development and relationships are good. Pupils take up a number of opportunities for personal development, such as service on the school council, which includes representatives from all age groups. Year 6 pupils are invited to apply, in writing, for voluntary posts in school, such as librarian. Such applications are taken seriously; candidates are interviewed and, if unsuccessful, have the reasons why explained to them. All pupils - even the youngest in the reception classes - have classroom duties which they carry out diligently and with minimal fuss. Pupils are given the opportunity to discuss and agree on their own class rules and pupils are invited to comment upon their own annual reports. Pupils take up opportunities for serving the local community, for example by helping clear the village playing field of litter or raising money for local charities. Pupils are fully involved in activities organised by the parent, teacher and friends' association.
20. Pupils are beginning to understand the impact of their actions on others, such as through debating and agreeing their class rules, through role-play in drama and class discussion during personal and social education lessons. However, a few pupils in some classes at Key Stage 1, do not respond to the clear intentions of the school's code of behaviour.
21. Relationships are good. Teachers treat pupils with respect and value their contributions in lessons, thus encouraging pupils to venture answers of which they are not sure. In classrooms, especially in Key Stage 2, there is a tangible rapport between pupils and staff and a genuine feeling of community. Pupils themselves get on well together. They work well in pairs and in both single-sex and mixed groups and co-operate well in extra-curricular activities such as the school council and music, garden and other clubs which the school provides.
22. Attendance is good, as was the case at the time of the previous inspection. Unauthorised absence is well below the national average for primary schools. Pupils arrive at school on time and are punctual for lessons.

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

23. The quality of teaching is good, overall, and varies from excellent to satisfactory. It was good or better in 53 per cent of lessons, of which 12 per cent were very good and one per cent excellent. This is an improvement since the time of the last inspection, particularly at Key Stage 2. Significant strengths of teaching are teachers' good subject knowledge, their enthusiastic approach, and the relationships they enjoy with most pupils.
24. The quality of teaching of the children during the Foundation Stage is good overall. It was never less than satisfactory and was good in approximately half of the lessons observed. Teachers have a clear understanding of the needs of young

children during the Foundation Stage and joint planning procedures ensure that all children receive a suitable range of interesting activities that successfully build upon the children's previous learning. The aims of the lessons are clear and these are shared with the children, who will evaluate how successfully they have achieved them at the end of the session. Teachers have a good understanding of the National Literacy and Numeracy Strategies and use this well to provide a host of exciting activities. Teachers question well and encourage children to think about what they are doing and the reasons for their answers. Practical activities, well matched to children's individual needs are provided in mathematics. Teachers have high expectations of what pupils can achieve and how they should behave.

25. The quality of teaching in Key Stage 1 is satisfactory overall, and varies from good to satisfactory. It was good in approximately a third of the lessons observed. Teachers have good subject knowledge and are enthusiastic in their approach and this encourages most pupils to concentrate well and give of their best. They make good use of praise and positive encouragement to keep pupils on task and complete their work. When available, support assistants are used well to work with groups of pupils. Teachers do not always make consistent use of the school's behavioural sanctions when managing the challenging behaviour of a small minority of pupils and this sometimes leads to the progress of other pupils being affected.
26. The quality of teaching at Key Stage 2 is good overall, and varies from excellent to satisfactory. It was good or better in nearly seven out of every ten lessons. A quarter of the lessons observed were very good or better. One lesson was judged to be excellent. Teachers are generally confident in their subject knowledge and manage pupils well. A wide range of teaching strategies are used to provide entertaining activities which successfully engage pupils in their learning and motivate them to give of their best. Classroom assistants are used well to provide suitable support for pupils with special educational needs, particularly those with emotional and behavioural difficulties. In the better quality lessons, teachers make good use of a tight time structure to keep up the pace of the lesson and ensure that pupils make good progress. Practical work, including games and drama activities, is used well to involve pupils in their learning. Good use is made of learning resources.
27. The National Literacy Strategy has been effectively introduced and literacy is used well to support pupils' work in other subjects. Lessons are planned in great detail and activities adapted well to meet the needs of different ability levels in the class. Teachers make use of the structure of the literacy hour to provide frequent opportunities for pupils to listen carefully and to talk about their ideas and feelings. Teachers' secure knowledge of the subject enables them to make good use of questioning to develop pupils' understanding of their work. Good attention is paid to extending pupils' written and spoken vocabulary by the use of subject specific vocabulary.
28. The National Numeracy Strategy has been effectively introduced and is used well to promote pupils' basic skills. Lessons are well planned to meet pupils' individual needs. Mental arithmetic sessions at the start of lessons are lively and enjoyed by pupils. Good questioning to encourage pupils to explain how they have arrived at their answers is more developed by some teachers than others. Teachers make good use of resources to aid pupils' learning and the quality of teaching is generally good. Pupils are given frequent opportunities to carry out their own investigation of 'real life' problems and to work more independently.

29. The quality of teaching in science, art, design and technology, geography and information and communication technology is good across the school. At Key Stage 2, the teaching of English and mathematics is also good. Teachers have good subject knowledge and provide interesting work that is appropriately matched to pupils' varying individual needs. Lessons are exciting and pupils fully involved in their own learning.
30. Homework is used satisfactorily to consolidate and extend what pupils have learned at school. Pupils' work is marked regularly and teachers are very supportive in their comments. However, the quality of marking varies and does not always include information on how pupils could improve their work. Apart from this, good assessment procedures are in place and these are used well to plan future work for pupils.
31. The teaching of pupils with special educational needs is good. All teachers are aware of the pupils on the register of special educational needs and all make regular reference to the individual education plans when planning their teaching. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Particularly notable features of the provision for pupils with special educational needs are the differentiated lesson plans, regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the special educational needs register. They are given very good, skilled assistance from the well-qualified, experienced and committed support staff. The combined attention of teachers and support staff has a positive impact upon the progress that the pupils make. Pupils with English as an additional language are given good support when needed.

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

32. The school's curriculum is broad and balanced. There is satisfactory provision for religious education. Criticisms about the range and extent of the information technology curriculum in the last report have been addressed and the provision is improving with the installation of the new suite. However, this valuable resource is underused at present.
33. The curriculum for children under five is planned very well to take account of the recommended areas of learning and the progression in the Early Learning Goals. There is a good range of learning opportunities. However, the provision for outside independent play in a safe, secure learning environment designated for these children is not yet available. This restricts children's opportunities for independent, social and physical play.
34. The role of the curriculum co-ordinators in monitoring the implementation of subject programmes of work, was highlighted as a weakness at the time of the last inspection. Monitoring procedures have been developed and are now effective in ensuring that all aspects of the National Curriculum are taught and that teachers make good use of the curricular links with other subjects in planning pupils' work.

35. Teachers' long- and medium-term planning of the curriculum is thorough and collaborative and the schemes of work for all subjects strengthen the links to national guidelines. The plans ensure coverage and progression in all subject areas and put learning objectives securely at the heart of the short-term planning. The development of clear learning outcomes for all lessons gives the pupils a clear focus for each lesson and allows time for reflection on their own learning. Lessons are carefully planned and prepared so that all pupils within each class in the same year have similar learning opportunities. A strength of the planning is the focus on practical activity giving the pupils opportunities for active learning related to everyday situations. Equal attention is given to the development of skills and the acquisition of knowledge.
36. The curriculum is enriched by a number of school events, including an arts festival week focusing on a particular area. For example, a professional dancer was invited into to school to work with each class leading to a production for parents which was very popular. Visitors to the school, visits to the theatre, as well as live theatre in school, and regular visits to places of interest all give that extra bit of magic to the curriculum. A wide range of well planned field study visits, including work on the local area and visits to Minehead, provide a rich programme of first-hand experiences for all pupils. These activities contribute effectively to their personal development. There is a sound range of extra-curricular activities offered including a choir, football, netball, clubs for drama and gardening, as well as a music group which a small number of children from Key Stage 2 attend.
37. The range of activities provided for children with special educational needs is good and includes them in a full range of learning situations. Some pupils entering school have poor speaking and listening skills and a focus on oracy through role-play activities and drama is having a good effect.
38. In both key stages, pupils' literacy and numeracy skills are effectively planned for and the National Literacy and Numeracy Strategies have been well implemented. Opportunities for pupils to improve their speaking and listening skills are offered in all subjects. Teachers give pupils frequent opportunities to explain their thinking and value all pupils' contributions. For example in science investigations, children are asked to present their findings to the whole class. In design and technology pupils were observed measuring materials accurately to construct a picture frame. Good cross-curricular links are made; for example, a floor robot was used in a mathematics lesson on direction.
39. The curriculum reflects the school's values and makes a significant contribution to pupils' intellectual, social and cultural development. The provision for pupils' personal development is also good and includes advice on the misuse of drugs. Pupils are given regular opportunities to discuss their feelings and relationships with others through 'circle times' and in all aspects of the curriculum. For example, texts in literacy hours explore matters such as racial prejudice. There are effective policies for sex education, and health education. These policies are clear and used well by staff. For example, pupils discuss the impact of their actions and how this affects other people.
40. The school successfully promotes equality of access and opportunity for all pupils. The policy for special educational needs complies with the principles in the Code of Practice. The organisation and the quality of the records kept by the school and co-ordinator, including the register of special educational needs are very good.

Individual education plans, compiled by the co-ordinator in consultation with the class teachers are reviewed regularly and learning targets modified accordingly. The overall quality of the individual education plans is good. They are detailed, clear and generally give precise attainable learning targets, which ensures that pupils receive their full curriculum entitlement.

41. The school has many effective links with its community, which benefit and advance pupils' learning. Their sense of citizenship is furthered by their work in the community, gathering litter in the public playing field, contributing to the village magazine and raising funds for local charities, such as the Air Ambulance Service. Links with local businesses further their knowledge of the world of work, for example, the management from a large supermarket talked to the school council. A local business also sponsors the school football team. Other links further curricular objectives, for example, an elderly resident talked to a Year 1 class about life in the village during her earlier life. Pupils are introduced to the wider community by e-mail links with the Middle East.
42. There are good links with partner institutions. There is a close relationship with the village pre-school group, which occupies adjacent premises. Children from the playgroup visit school to share a story and join in with activities with the reception classes twice a week. There is close liaison between the reception staff and the pre-school group. The majority of pupils transfer at the end of their primary education to Cullompton Community College with whom the school has effective links. Pupils visit the college for a familiarisation day before they move up. Information is provided for parents who wish their children to sit for the examination to enter a nearby selective grammar school.
43. The provision for pupils' spiritual, moral, social and cultural development is good and is a strength of the school. Arrangements for spiritual development are provided through acts of collective worship, in religious education lessons and through opportunities for reflection in other areas of the curriculum. During the inspection the place of faith was clearly implicit in work in Years 5 and 6, where pupils were encouraged to research the lives of people with faith and explain through class presentations the focus of their faith. The importance and place of prayer is a feature of displays across the whole school and is central both in assemblies and in class collective worship. Pupils' information and communication technology skills contribute to prayer, with pupils visiting the Wailing Wall and posting their own prayers on the Internet wall. The legal requirements of collective acts of worship are well met.
44. The school provides well for pupils' moral development. Positive behaviour codes are promoted both in and out of the classroom. Pupils are actively encouraged to articulate their understanding of appropriate behaviour. They readily recognise good or bad behaviour. Pupils are actively encouraged to show care and respect for one another and for their environment. The majority of pupils are developing a set of values which include fairness, kindness and practical help for others. A feature of the school is the secure relationships between boys and girls in mixed paired and group work. Teachers provide good role models for pupils. In assemblies and lessons pupils are invited to reflect on their own behaviour and the consideration they show to others, for example, in supporting pupils with difficulties, in charity work and in work in the community. Pupils are realising that helping others can be a rewarding experience.

45. The provision for pupils' social development is good. The school provides frequent opportunities for pupils to work together in pairs, groups or teams, and gain an understanding of being part of a class, school and wider community. Clubs, visits and taking on responsibilities all give pupils opportunities to develop their skills and use their initiative. Both within the school, and in the playground, older pupils give generous help to younger ones. Opportunities to offer suggestions about the school are given to all pupils through the work of an excellent school council. The council has representatives from the Foundation Stage to Year 6 and is ably led by two articulate Year 6 pupils. The minutes reflect a long-term commitment to the work of a school council and the importance of recognising pupils' needs.
46. The previous report noted that opportunities and resources for raising cultural awareness in curriculum topics and other areas were less developed. The school has successfully addressed this area and cultural awareness is now a strength of the school. Evidence supporting this can be found in all curriculum areas, for example, in geography Key Stage 1 pupils learn about the costumes, art and fruit found in Africa; in art pupils study aboriginal culture; in music pupils learn a range of songs from other cultures. At Key Stage 2 the contribution of literacy in raising cultural awareness is good. Texts such as 'Tough Luck' highlight prejudice and discrimination, while 'Iggie's House' causes pupils to reflect on preconceptions and stereotypes. In these lessons pupils are engaged in positive discussions of respecting and celebrating different cultures, religious beliefs and traditions.

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

47. Arrangements for child protection are good. In addition to the headteacher, two other staff members are trained in child protection procedures. All staff, including support staff and mealtime supervisors, know what action to take in cases of concern. A member of the governing body has professional experience of child protection matters. Relationships with other statutory agencies are good. There are effective arrangements for ensuring pupils' health and safety, with a member of the teaching staff having responsibility, aided by a member of the governing body. There are effective arrangements for first aid and dealing with pupils' medical needs. Contracts are in place for safety inspections of electrical equipment and physical education apparatus. Fire drills are held regularly. Pupils themselves are regularly reminded about health and safety matters, in practical subjects such as design and technology and physical education, and through their personal and social education lessons.
48. The school has good procedures for monitoring and improving attendance. Registration is carried out promptly and effectively and registers are properly maintained. They are examined regularly and any unsatisfactory attendance is followed up by the school. If necessary, the services of an education welfare officer are available. However, instances of irregular attendance are rare. When a child unexpectedly fails to arrive, the school office phones home to establish the reason.
49. Arrangements for monitoring and promoting good behaviour are good. Good behaviour is promoted by the school's strong ethos. Pupils are expected to behave well and this is made clear to them from their earliest days in the school. Staff promote the required behaviour by constant use of positive praise. The school itself is an encouraging environment; classrooms display examples of good work. Each class has its own set of rules, which are discussed and agreed by pupils and teacher at the beginning of the year. When behaviour becomes unacceptable,

there is a hierarchy of sanctions, depending upon the incident and the child. Sanctions range from withdrawal of a privilege through referral to senior staff and in particularly difficult cases the setting up of an individual behaviour contract or exclusion. During the inspection, a few teachers waited too long before applying sanctions. Bullying is discussed with pupils in their 'circle time' (a session in which pupils try to address personal issues openly and frankly). The school is free of racial harassment.

50. Procedures for monitoring and supporting pupils' personal development are good. Pupils' development is monitored and recorded in portfolios and reported to parents. Much of the support, however, is unobtrusive and informal and founded on the good relationships between pupils and staff. Staff know pupils and their personal backgrounds well.
51. In response to the last inspection an action plan was drawn up to review standards of work through scrutiny of pupils' books, moderating their work to establish a focus for future planning and target setting. The co-ordinator's role is now well developed and covers all these areas resulting in knowledgeable subject leaders who review the planning in each year group, give feedback to colleagues on the coverage of their subject, the suitability of activities and ensure appropriate use of resources. This professional dialogue is welcomed by all staff who are keen to improve all aspects of the curriculum. The co-ordinators are then able to monitor the resources and provide additional help to enliven the teaching of their subject.
52. The school has good procedures for assessing pupils' attainment and progress. There is a detailed calendar of assessments which are carried out throughout the year, with information on who is responsible and to whom the results are reported. Non-statutory national tests are completed by pupils in Years 3, 4 and 5 each year, and all teachers are involved in marking the pupils' work. This ensures that all staff are informed of standards reached by particular cohorts in the core subjects and are able to make adjustments and improvements in their future planning. The results of these tests are analysed by the deputy headteacher who summarises them, making suggestions for targets. This sound approach informs each teacher of the progress of the class and of the cohort and has a good impact on learning through more focused teaching. This analysis also highlights areas of weakness and strength in the core subjects for particular children which provides information for individual target setting. The school monitors the performance of boys and girls and this has led to boys' reading being identified as an area for improvement. Books with content more appropriate for boys were purchased to address this issue showing good use of the data from tests.
53. Before beginning a new topic, particularly in subjects such as history, science and geography, teachers carry out an assessment of prior learning by asking children to complete a concept map and then compare the results with an end of topic assessment which allows teachers to gain a clear picture of progress. In addition samples of work in English, mathematics and science are selected and moderated at regular intervals for comparison with national expectations. These samples of work, copies of annual reports, information on sporting and swimming achievements, and any appropriate reports are kept in a Record of Achievement file which is used to record important events during the pupils' school career and helps to give a clear picture of the pupil's progress.



54. Teachers use the results of assessments to inform the grouping of pupils in different subjects so that teaching is focused more appropriately. For example, in some science lessons groups of boys and girls were separated to encourage more active participation in the practical activity by girls and more involvement in the recording of results by boys. A good range of differentiated work is provided in all areas to challenge the more able and to support the less able. In the best lessons teachers make sure that pupils know exactly what they need to learn by stating clear learning objectives and consolidate this by displaying them on the board. These are then referred to at the end of the lesson helping children to be aware of their learning. Targets for learning are shown in displays and good reference is made to these during lessons.
55. The marking of pupils' work is inconsistent throughout school and pupils are not always informed of what steps to take in order to improve. The idea of targets in green clouds is mentioned in the policy but generally insufficient use is made of this method. Comments on presentation of work or sharpness of the pencil used are not always helpful to pupils to improve the quality of their work. Where comments on the level of work or content of the writing were used, progress in written work could be seen to improve over time.
56. Monitoring and assessment of special educational needs pupils are good with appropriate action taken by class teachers and the special educational needs co-ordinator. Assessment is a natural part of the teaching in each class and teachers engage in professional dialogue with colleagues to confirm their judgements.

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

57. The school's links with parents are good. Good quality information about the school is provided from the outset. The reception class teacher visits children at home before they start and there is a social gathering for parents of new pupils. The school's prospectus is detailed and comprehensive. Parents receive regular newsletters. The school offers two formal annual consultations with teachers at which targets and progress towards those targets are discussed. Parents are invited to a further consultation following the issue of the child's annual report but this opportunity is not always taken up. Pupil reports are satisfactory and comply fully with statutory requirements. Parents are particularly happy with the ease with which minor problems are resolved informally at the end of the day. Parent governors are active in providing a positive link between parents and school. Parents appreciate the home-school homework books and the home-school reading diaries. A number of parents find these records useful for facilitating home-school dialogue. Parents of children with special educational needs are fully involved in reviewing individual education plans.
58. Parents have a positive impact upon the work of the school. A number of parents, and other members of the community, work voluntarily in school, hearing children read or helping to supervise practical activities such as swimming. There is an effective parent, teacher and friends' association which raises considerable sums for school resources. There is good parental support for school activities which involve their children, such as class assemblies and Christmas drama and musical performances. Parents are less keen to support formal events such as the annual governors' report meeting or the pre-inspection meeting. Parents support their children's learning at home to a satisfactory extent. The great majority of parents have signed the home-school agreement and support the school's homework policy.
59. Parental views of the school are positive. They report that children enjoy school and they are particularly happy with the supportive atmosphere in the school. They appreciate the ready accessibility of staff. Respondents to the pre-inspection questionnaire expressed concern over two aspects of the school; the range of extra-curricular activities and the information provided about children's progress. The evidence of the inspection does not support those concerns. There is a satisfactory range of out-of-school activities, both sporting and cultural, together with a residential visit for Year 6 children and additional activities for the more able. The availability of information, both formal and informal, regarding children's progress is good.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

60. The school is led and managed well. The headteacher's strong and purposeful leadership and good management, gives a very clear educational direction to the work of the school. She is very supportive of pupils and staff. She has ensured that pupils feel safe and are valued within a stimulating learning environment, and that teaching and support staff feel well supported in carrying out their duties. There is a shared sense of purpose in raising pupils' achievements and providing them with a good quality education. The headteacher closely monitors the quality of teaching in the school and there is an appropriate performance management policy in place and staff are appraised each year.

61. The headteacher is ably assisted by her deputy, and a member of the senior management team, who work well together. Subject co-ordinators manage their responsibilities well and are given time to carry them out, including observing the quality of teaching of their subjects. They have a clear idea of the future developments necessary in their subjects.
62. School development planning is thorough and targets for development are closely linked to the impact they will have on pupils' attainment and progress. School procedures for monitoring its work are good. The results of national tests are closely analysed and used to improve educational provision in any identified weaknesses in pupils' attainment and to set individual targets for pupils. Curriculum provision is assessed effectively through the sampling of pupils' work and the monitoring of teachers' planning. The quality of teaching is regularly monitored by the headteacher, subject co-ordinators and governors. Local education authority advisors also monitor the work of the school.
63. The governing body is fully involved in the work of the school and is very supportive of the staff, parents and pupils. There is an appropriate committee structure and governors are fully involved in directly monitoring the work of the school. Governors are effectively informed about the work of the school through regular headteacher reports and presentations from subject co-ordinators. They also visit the school to observe lessons and talk with staff and pupils. The governing body has a clear understanding of the strengths and weaknesses of the school and is fully involved in school development planning and monitoring the school's success in achieving the targets that are set. Governors fulfil all their statutory duties.
64. The school's aims and values are reflected in all its work, and there is a strong and positive ethos that promotes challenge and care for all. Pupils, staff and parents are valued, and parents in their turn clearly support the school and appreciate what it has achieved. Pupils are encouraged to work hard and behave well, and their achievement is celebrated. Much is done to ensure a calm, happy and well-ordered environment for the pupils.
65. The provision for special educational needs is managed well by the co-ordinator. She is very experienced, enthusiastic and diligent and ensures that all pupils have access to any necessary support in lessons. Although working only one day in school, the co-ordinator liaises well with fellow teachers and is in regular contact with external support agencies. Early contact is made with parents if any concerns are noted about their children and their involvement is encouraged at all stages.
66. There are sufficient suitably qualified and experienced teachers to meet the needs of the pupils in the school and deliver the requirements of the National Curriculum. All established teachers take responsibility for co-ordinating at least one subject area and one of the two newly qualified teachers is enthusiastically preparing to take on a subject area. Co-ordinators lead their subjects with a good level of interest and commitment. Classroom assistants provide very good support for pupils with special educational needs. The majority of these assistants work mainly at the top end of Key Stage 2. The support assistants significantly enhance pupils' learning. They improve pupils' access to the curriculum and provide essential assessment information to teachers. A significant number of parents provide support to classes and support pupils in their reading.

67. There are good induction and support programmes to enable newly qualified teachers, and teachers new to the school, to settle quickly and successfully into their roles. Procedures and planning for staff development are good and are supported by effective mentoring and review. The outcomes of this monitoring are clearly linked to the school development plan. Procedures for appraisal and performance management are securely in place with appropriate targets set. There are appropriate job descriptions in place for all staff.
68. Since the last inspection the school accommodation has been considerably improved by the building of the Early Years/Key Stage 1 block. This provides five classrooms, cloakrooms and a library and is light and airy. There is, however, no secure outdoor provision for children during the Foundation Stage. A further development of the buildings is soon to commence and this will provide three new classrooms. The school is exceptionally clean, warm, welcoming and attractively presented. Displays in all classrooms and every area of the school are stimulating, relevant and make a major contribution to pupils' learning.
69. In all subjects resources are good. Subject co-ordinators all manage appropriate budgets and are careful to purchase good quality resources. Areas highlighted in the previous report have been addressed. The school is now providing a wide range of musical instruments and has a newly networked computer suite linked to all classroom computers. Specialist resources are centrally stored, well organised and accessible. Classrooms are well supplied with every day materials. Resources in literacy and numeracy are particularly good. Teachers have access to a wide variety of support materials and pupils benefit from being able to take part in a range of practical activities using good quality resources. Good use is made of the Devon Learning Resources Centre and Exeter library to support curriculum resources and displays.
70. The school bursar very effectively carries out her administrative duties in the efficient running of the school. The efficiency and financial planning in the school are good. Day-to-day financial administration overseen by the school bursar and administrative staff is very good and as a result the headteacher and governors have easy access to all the information necessary to ensure that finances are kept in good order. The budget is managed well and resources are carefully considered before purchase. The governing body is most effective in ensuring that all monies allocated are spent well to fund the school's educational priorities and that pupils benefit. All grants the school receives are spent appropriately. The finance committee of the governing body scrutinises the school's spending carefully and applies the principles of best value well in seeking services for the school.
71. Good use is generally made of the range of information technology available both in classrooms and in the management of the school. However, the computer suite is at present under-used in the morning session. The school is linked to the National Grid for Learning and the Internet.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to continue the improvements made since the time of the last inspection, and to further raise standards, the governors, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) improve some teachers' management of pupils at Key Stage 1, by ensuring that consistent use is made of the sanctions contained in the school's behaviour policy;  
(paragraphs 25, 92, 99)
  - (2) improve the marking of pupils' work in some classes so that pupils are clearly shown how they might improve their work;  
(paragraphs 92, 100, 110)
  - (3) make fuller use of the very good facilities available in the computer suite to support pupils' learning during morning sessions of the school;  
(paragraph 138)
  - (4) improve the provision made for children's outdoor play by establishing a secure outside play area and sufficient equipment to fully develop their physical skills.  
(paragraph 83)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	39

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	12	40	47	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	258
Number of full-time pupils known to be eligible for free school meals	22

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	51

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	5
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
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	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	12
	Girls	12	12	12
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	88 (79)	88 (88)	96 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	12	12	11
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	92 (79)	88 (83)	92 (79)
	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
	2000	24	18	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	23
	Girls	13	11	18
	Total	27	24	41
Percentage of pupils at NC level 4 or above	School	64 (71)	57 (75)	98 (88)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	21
	Girls	14	12	17
	Total	28	27	38
Percentage of pupils at NC level 4 or above	School	67 (75)	64 (75)	90 (92)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	195
Any other minority ethnic group	2

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

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

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

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

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

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

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	23
Average class size	25.8

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

Total number of education support staff	4
Total aggregate hours worked per week	105

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 – 2000
	£
Total income	477,614
Total expenditure	473,189
Expenditure per pupil	1,834
Balance brought forward from previous year	-1,083
Balance carried forward to next year	4,425



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	257
Number of questionnaires returned	105

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	41	8	2	1
My child is making good progress in school.	44	50	6	0	1
Behaviour in the school is good.	32	55	7	0	6
My child gets the right amount of work to do at home.	27	59	12	0	2
The teaching is good.	48	44	5	1	3
I am kept well informed about how my child is getting on.	32	47	16	5	0
I would feel comfortable about approaching the school with questions or a problem.	56	36	5	3	0
The school expects my child to work hard and achieve his or her best.	54	44	1	1	0
The school works closely with parents.	30	52	12	4	1
The school is well led and managed.	30	61	4	1	4
The school is helping my child become mature and responsible.	39	55	3	1	2
The school provides an interesting range of activities outside lessons.	21	48	18	5	9

### Other issues raised by parents

Parents were appreciative of the hard work of the staff and all they do for the school.

They felt that the school hall was no longer large enough for the size of the school population and that this limited the number of parents who could attend school events, such as assemblies and drama productions.

## **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**

73. Provision for children under five years of age was satisfactory at the time of the last inspection. Evidence from the inspection judges the provision for the children in the reception class, now known as the Foundation Stage, to be good. Children come to school after their fourth birthday. There are two intakes, in September and January, and the oldest reception children are generally taught in one reception class, while the January intake of children are taught in the other class. Each reception class is taught by two teachers, one working for three days in school and the other for two days. Unusually, there are no support staff assigned to these classes. The teaching staff work effectively as a team. They plan lessons with an awareness of the needs of all the reception children. At the time of the inspection there were 36 reception children in the two classes.
74. On entry to reception, the children's attainment is generally below average in speaking, listening and in their personal and social skills. Attainment in mathematics is average. This is confirmed by the baseline assessment tests completed by the school. By the end of the Foundation Stage children reach the standards expected in the Early Learning Goals of language, literacy, mathematics, personal and social development, creative and physical development, and knowledge and understanding of the world. However, many children still find difficulty in listening to their teachers and other children during class discussions. By the end of the reception year the majority of children achieve the Early Learning Goals and some are working within the early stages of the National Curriculum. This represents good achievement, and the Foundation Stage prepares all children well to enter the next stage of their education.

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

75. By the end of the Foundation Stage most children reach the Early Learning Goals. They understand class and school routines, and staff who work with them have high expectations for behaviour and learning. Children learn to listen to adults but do need constant reminders not to shout out their answers during class and group discussions. They learn to take turns, share resources and gain confidence in talking about their activities, for example pupils act out the role of travel agents answering the 'telephone' and booking accommodation, and work together in the sand tray to construct the landscape travelled by the family in the book 'We're going on a Bear Hunt'. Teachers encourage children to be independent. They are encouraged to choose their own play activities in the designated areas for writing, designing and making and in the role-play areas, such as the puppet show. All children have stated tasks to complete independently and share responsibility for putting out and tidying away the learning resources used during the day. They also record what activities they have taken part in on their own tracking sheets.

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

76. Most children achieve the Early Learning Goals in this area by the end of the Foundation Stage and a significant minority are working at Level 1 of the National Curriculum. All children are confident when talking about their activities and respond to teachers' questions enthusiastically. They use an appropriate

vocabulary for their age and although most are able to communicate effectively, when giving their ideas and opinions, a significant number of children still find it difficult to listen to their teacher's instructions and explanations, or to listen to the views of other children in the class. However, most children are learning to take turns to speak and listen attentively to stories during class literacy lessons. Most children have made a good start in learning to read. They know that an author writes stories and that an illustrator draws the pictures. Most children recognise some key words and understand that pictures, and the initial sounds of words, help them to understand print. They take home storybooks to share with their family and improve their skills and confidence in reading. At least a third of the reception children already read simple stories with some fluency and accuracy. Most children form their letters correctly and write their own names but the size of their letters varies considerably. About a third of the children are able to copy their teachers' writing correctly having agreed what it is they want to say. Some children are beginning to write independently, spelling a number of common words correctly. Many children are beginning to develop emergent writing strategies and can say what they have written even though they do not yet spell many words phonetically.

77. The quality of teaching of language and literacy for reception children is good and all children make good progress. Teachers have a good understanding of the literacy strategy and have adapted it and teach it well to meet the needs of these youngest children. Lesson planning is detailed and contains key questions to ask the children and the vocabulary to be learned. Lessons move at a good pace and teachers have high expectations of what the children of all ability levels can attain. For example, higher attaining children use the book 'We're Going on a Bear Hunt' to write their own version of the story, while other pupils create in the sand tray the landscape the family passed through in the book to demonstrate their understanding of the plot. Teachers use questioning effectively to develop children's skills and understanding. This was seen in activities such as the discussion about the cover of the book when the children identified the author and illustrator. Many opportunities are provided for children to read and write, such as the labels around the classroom and the daily routines of writing down activities in which they have taken part. During literacy sessions reading skills are emphasised as the class reads the big book together using 'Polly Pointer', to associate the sounds with the word. The reception classrooms provide a rich literacy environment for children to work in.

### **Mathematical development**

78. By the end of the Foundation Stage, most children achieve the expectations of the Early Learning Goals. Most children are able to count reliably to ten using the number names. A significant number count reliably to 20. More able children can count in fives and tens to 100. Using digit fans most children are able to mentally calculate 'one more than' or 'one less than' a given number to ten. Most children recognise and name simple two-dimensional shapes, and higher attaining children can recognise three-dimensional shapes, such as cylinder, cone and cube. Most children are learning to understand the usefulness of tallying when involved in activities such as counting the number of different types of vehicles that pass the school field.
79. The quality of teaching of mathematics for reception children is good and all children make good progress. In both classes the emphasis is on practical experience and talking about what children are doing and what they know and

understand. Teachers plan in detail and using simple language, share with the children the objectives of the lesson and children are asked what they have learned at the end of the session. Teachers have a very good understanding of the National Numeracy Strategy, building on knowledge of what the children know and can do. Teachers use questioning effectively to develop children's skills and understanding. For example, when solving the problem of counting how many plastic building bricks there were in the class the teacher asked "How can I remember how many?" and sought the children's suggestions of how they record numbers when counting so many. There is a good pace to lessons, which stimulates interest and concentration on mathematics activities.

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

80. By the end of the Foundation Stage, the majority of children reach the Early Learning Goals. They know their way around the school and follow directions, such as 'left' or 'right', 'forwards' or 'backwards' when exploring the school grounds. Children talk about themselves and their family and some know the address of the school. They learn about the past, contrasting the toys they play with today and toys that belonged to their parents and grandparents. Children are beginning to develop an awareness of the Green Cross Code and how to use this to walk safely across a road. They are aware of special events like the birth of Jesus and talk about their own special places and friends. Children are developing sound skills of design and technology. They build interesting models of spaceships demonstrating skills in cutting, gluing and decorating. They are beginning to evaluate their work and are perceptive in constructively criticising the work of others. All children know how to use the computer and are developing sound keyboard skills. They show good control with the 'mouse' when drawing pictures using the 'Dazzle' art program.
81. The quality of teaching in this area of learning is good due to clear lesson planning in line the foundation curriculum. Teachers provide a wide range of exciting activities that fully engage the children's interest. Generally teachers use questions well, explain effectively, interact positively and encourage children to think, and so develop their learning.

### **Physical development**

82. By the end of the Foundation Stage children's physical development is satisfactory and they meet the requirements of the Early Learning Goals. They move confidently with good control as they run, stop and change direction. Most children show reasonable co-ordination as they use a number of play park apparatus, such as swings and slides. They generally use equipment safely but need reminding not to run in front of swings or get too close behind them. Most children are confident climbing and balancing on the large apparatus. No small-apparatus lessons were seen to make a judgement on the children's catching and throwing skills. Children have good hand control for their age; they can build models with small pieces of construction kits, and use pencils, paintbrushes, and scissors satisfactorily.
83. Only one lesson was observed and so no overall judgement of the quality of teaching can be made. However, the lack of a secure outside play area does restrict how often teachers can make physical activities available to the children and this is a weakness in provision. The school is aware of this but until the position of the second phase of building new classrooms is decided upon cannot plan for improving play provision.

## Creative development

84. By the end of the Foundation Stage, children's creative development is satisfactory and all meet or exceed the requirements of the Early Learning Goals. They make satisfactory progress in observational drawing, as they draw faces, favourite places and parts of the school grounds. Their spaceship models show good use of colour and colour mixing. They are enthusiastic about singing and handle untuned percussion instruments correctly. Children play fast and slow as they explore composition to accompany the story 'We're going on a Bear Hunt'. Children enjoy the many opportunities in the classrooms for imaginative and dramatic play.
85. The quality of teaching and learning is satisfactory for all children of reception age. Interesting activities are planned and taught soundly by the teachers. Children's creativity is encouraged by teachers providing a variety of resources for them to choose from.

## ENGLISH

86. At the end of Key Stage 1 the National Curriculum tests in 2000 indicate that the percentage of pupils attaining the expected Level 2 is in broadly line with the national average. At the end of Key Stage 2 the tests show that the percentage of pupils achieving the expected Level 4 is well below the national average. Standards improved in line with the national trend until 2000 when they fell below it. The below average performance of the 2000 cohort of 11 year olds was foreseen as the pupils moved through the school. However, a comparison of their attainment at the end of Key Stage 1 with that of their attainment at the end of Key Stage 2 indicates very good progress being made. In national tests girls marginally outperform boys at both key stages but this was not apparent from lesson observations or work samples seen during the inspection.
87. Pupils enter the school with levels of attainment, which are below national expectations in language and literacy. Inspection evidence indicates that presently pupils make good progress during the Foundation Stage, consolidate their learning during Key Stage 1 and then continue to make good progress throughout Key Stage 2.
88. The school has fully implemented the National Literacy Strategy, and as a result there have been gains in standards in English. The structure of the literacy hour provides good opportunities for pupils to listen carefully and the emphasis that teachers place on encouraging active listening has a positive effect on this aspect. Many pupils attend well when listening in small and class groups and are interested in what is being said. The shared reading aspects instil confidence and encourage pupils to speak clearly. However, whilst a number of pupils are keen to speak and do so with confidence and assurance, the limited vocabulary of many younger pupils restricts their responses. In Year 1 a few pupils use expression well to indicate how the style of written text can influence the reading - a '**Very Big** cave' written in bold text, showing a clear awareness of the listener. A number of Year 2 pupils are not good listeners and despite the class teacher's best efforts do not readily engage in questioning and discussion. Clear gains in speaking and listening are made in Key Stage 2. Year 3 pupils confidently discuss characters in a guided reading session and Year 4 pupils enthusiastically read out their radio jingles to their

class audience. Year 5 and 6 pupils consider thoughtfully the arguments for and against capital punishment. In doing so they show an understanding of the characteristics of persuasive language and the ability to distinguish between fact and opinion. During the inspection these pupils talked confidently about a number of topics, including favourite books, interests, travels abroad and with some trepidation and excitement the approaching transfer to secondary education.

89. The school gives a high priority to the teaching of reading so that at the end of both key stages the attainment of the current groups of Year 2 and 6 pupils is broadly average. In Key Stage 1 pupils enjoy reading stories together in the shared text element of the literacy hour. The sessions increase the range of frequently occurring words that pupils can recognise on sight. Pupils know single letter sounds and are developing an expanding understanding of combinations that make one sound. Year 1 pupils recognise long vowel phonemes such as 'oo', 'oa' 'ar' and are able to work in pairs to spell words containing them. Year 2 pupils use whiteboards in a shared activity selecting words with long and short sounds. They investigate words with the same graphemes but different phonemes, for example sea and head. Throughout the key stage as part of the literacy hour, pupils are introduced to a widening range of texts through which phonic skills and varied strategies are systematically introduced and reinforced. The guided reading sessions are used well to encourage pupils to talk about what they have been reading. Many pupils at Key Stage 1 understand terms such as 'title', 'author' and 'illustrator'. Higher attaining younger pupils can read simple books with fluency and are able to draw upon their recognition of words, and knowledge of letter sounds to make sense of unknown words. By the end of Key Stage 2 most pupils read independently and establish meaning through a range of well established strategies. They are able to interrogate texts and the more able can make inferences and deductions, as when considering persuasive language and differentiating between fact and opinion. Most pupils understand the function of the contents and index sections in books and many are developing the skills of skimming and scanning for information. There is ample evidence from the analysis of exercise books and from displays, of information being gathered for a range of subjects across the curriculum. Simple research and library skills are sound and many pupils can access and retrieve information from a computer database.
90. Attainment in writing is broadly average at the end of both key stages. Most pupils enter Key Stage 1 with writing skills appropriate for pupils of that age and make satisfactory progress throughout the key stage. They continue to develop handwriting skills so that letters become increasingly more clearly formed and controlled. By the end of the key stage most pupils are able to convey meaning in their writing in short but clearly defined sentences. They can retell incidents in stories, which have a beginning, middle and end. Spelling is given much attention and taught through structured phonic work linked to the literacy strategy which emphasises the connection between reading and writing. The spelling of most simple words is accurate and a number of more able pupils use a good range of adjectives in their growing vocabulary. Speech marks are sometimes employed and the use of capitals and full stops is well established. Some pupils use punctuation imaginatively to highlight the text. Throughout Key Stage 2 grammar, spelling and punctuation continue to be taught systematically and pupils extend their range of formal and informal writing across other subjects in the curriculum. Pupils make good progress throughout the key stage. Through direct teacher intervention pupils develop their awareness of how writers use words and varied sentence structure to hold the reader's attention. For instance, Year 4 pupils devised short radio jingles to

advertise worm burgers, and Year 6 pupils used suitable metaphors in their poems. By the end of the key stage pupils plan and draft their work to improve style, content and punctuation, observed in pupils' work on preparing a holiday brochure, writing letters and creating playscripts. Information and computer technology is sometimes used effectively in the drafting process. Many pupils write fluently and legibly in well formed script as a result of regular informed practice.

91. Pupils with special educational needs make satisfactory progress as a result of informed, structured teaching and skilled support. The targeting of pupils using a range of assessments and carefully structured phonic work has a positive impact upon standards as does the provision of interesting, individually chosen reading books. The school has maintained its good provision for these pupils mentioned in the previous report.
92. The quality of teaching is satisfactory overall at Key Stage 1 and good at Key Stage 2. In over a half of lessons seen teaching was good or better. No unsatisfactory teaching was observed. Teachers have a secure knowledge of the content and requirements of the English curriculum, and the literacy strategy. This enables them to make good use of questioning to develop understanding and extend learning. Teachers pay good attention to using subject specific vocabulary such as 'phonemes', 'digraphs', 'root words', 'suffixes', 'pre-fixes', 'characters' and 'personality'. They show enthusiasm for English which has a positive effect on pupil confidence and interest. Other characteristics of the good teaching seen are detailed, well planned lessons with careful attention paid to providing suitably challenging work for all pupils. The management of pupils is good at Key Stage 2 and satisfactory at Key Stage 1. The management of support staff is good at both key stages. Teachers use praise well to reward pupils' efforts and to encourage pupils to achieve as well as they are able. This has a positive impact upon learning and progress. However, despite the very best efforts of teachers and support staff a few pupils behave inappropriately at Key Stage 1 and consequently the pace of learning for the majority sometimes suffers. There are examples of good, supportive and analytical marking. However, the marking process is not used consistently and systematically to inform pupils of their learning or how they might progress.
93. The management of English is good. The co-ordinator provides very effective leadership through her monitoring of teaching and planning. She has been central in the development, planning, assessment and resourcing of English. The very detailed analysis of standardised and national tests informs the long- and medium-term planning to meet the needs of the pupils. For example, in the school's decision to introduce and extend the Reading Passport scheme, the 'Once a Month' writing books, the spelling journals and to organise provision within sets for English in Years 5 and 6.
94. Resources for the teaching of English are good, and the wide range of books available has a positive impact upon learning. This is particularly so for those older pupils who have had texts specifically chosen to stimulate their interests and encourage independent reading. The library areas are attractive and easily accessible and according to Year 6 pupils are used regularly and customarily.

## **MATHEMATICS**

95. Inspection evidence indicates that the attainment of pupils at the end of both key stages is in line with expected levels. Standards of attainment have been maintained since the time of the last inspection. Standards at the end of Key Stage 1 have steadily improved over the last three years, and in the year 2000 national tests were overall above the national average for all schools and also for schools who take their pupils from similar backgrounds. The percentage of pupils achieving the higher Level 3 was also above average. In the year 2000 national tests at the end of Key Stage 2, standards of attainment were well below average in comparison with all and similar schools. However, this group of pupils made very good progress when their attainment is compared with the standards they achieved at the end of Key Stage 1. Last year's test scores were not typical of the school's normal results which have been at or above national averages in the three previous years.
96. Pupils enter Key Stage 1 with average standards. They are beginning to make good progress and attainment is generally showing an upward trend. The performance of boys and girls is the same. Progress at Key Stage 2 has also continued to improve in part due to the successful implementation of the National Numeracy Strategy and good teaching pupils receive. The performance of boys and girls is the same, which is unusual.
97. By the end of Key Stage 1, the majority of pupils have a sound understanding of number and are able to add and subtract accurately. The school is successful in bringing the attainment of the least able pupils up to the level expected. As a result all pupils showed a degree of confidence in handling numbers and used a variety of strategies to add and subtract numbers mentally, although many do not have immediate recall of number facts. Pupils are able to explain their strategies despite restricted language skills. The importance of building appropriate language skills is firmly embedded in teachers' planning and is a strong feature in all lessons across the school. Some pupils recall of number facts limits their ability to extend their calculations to larger numbers and restricts their understanding of more complex mathematical concepts, such as multiplication and division. However, evidence of mental arithmetic sessions shows that the school is addressing this area. Most pupils are developing an understanding of shape and recognise simple two- and three-dimensional shapes.
98. At Key Stage 2, progress is maintained especially for those with special educational needs. Consistent use of the National Numeracy Strategy and progressive planning to meet the needs of the pupils has developed the wider range of mathematical skills in use. In almost all classes there are displays of mathematical language to support the growth of pupils' knowledge. All teachers make good use of these displays, which are regularly integrated into their teaching during numeracy lessons. Further displays place an emphasis on problem solving with pupils being encouraged to interact with them during the week. The most able pupils use their knowledge of multiplication to calculate quickly and use decimal notation effectively. In Years 5 and 6 pupils are set for mathematics. In the lower ability group pupils' understanding of language restricts their ability to solve number problems but they make sound progress in developing their number skills. In the top set pupils are confidently able to work through problems, for example, changing miles to kilometres, multiplying decimals by ten and 100 and applying these skills. Effective analysis of test data has been carried out and has shown the areas that need to be addressed. Real progress has been made in addressing the needs of the more able pupils with pupils identified and working in 'tag' groups and extension groups in



Year 6. Teachers plan a common theme in all lessons but provide adapted activities that are well matched to the different ability groups within classes. All pupils have positive attitudes to mathematics. The emphasis of quality practical activities in lessons leads many pupils to express their enjoyment of mathematics and their willingness to learn. In most lessons they are keen to do their best and the level of challenge and pace provided is encouraging them to learn more rapidly.

99. The quality of teaching in Key Stage 1 is satisfactory. Teachers are working hard to keep pupils on task. There is a minority of pupils whose behaviour and concentration during class sessions, especially mental work, is inappropriate and slows the pace for all. Teachers use positive reinforcement to keep these pupils on task. There are good relationships between teachers and pupils, which leads to generally good management of behaviour. The quality of lesson planning is good. Teachers plan lessons carefully and identify exactly what they intend the pupils to learn, which is then clearly relayed to the pupils. The classroom assistant in Year 2 made a significant contribution to the subject whilst working with a group of special educational needs pupils.
100. At Key Stage 2, teaching overall is good and some very good and excellent teaching was observed. The very good teaching is characterised by well-planned use of time to drive the lesson forward at a good pace. Teachers display good subject knowledge, use clear explanations and lively entertaining strategies, such as role play. These are supported by the use of quality practical activities, such as the variety of capacity work contained in the 'Orange Juice Sale', or the 'Great Potato Challenge' which fully involved special educational needs pupils in the work of the whole class. Classroom assistants make a significant contribution to the subject teaching both through in classroom support and in assessment. All teachers use a wide variety of strategies, resources and games for engaging and maintaining interest in mental work. These effectively encourage pupils to articulate problems and look for answers, and this in turn makes mathematics fun. Joint planning using the National Numeracy Strategy is having a positive impact on pupils' progress. Teachers know their pupils well and assessment is used effectively to group together pupils with similar needs. However, whilst there is consistent use of the Blue Card tick box assessment system across the school, pupils' targets sometimes include comments that have nothing to do with numeracy. The marking policy is inconsistently used and does not always indicate how pupils can improve their work.
101. The subject is managed appropriately by a teacher who is at present temporarily co-ordinating the subject prior to the appointment of a new co-ordinator in September. There is a real feeling of teamwork within the subject and a recognition of what needs to be done and this willingness is being converted into positive action.
102. There is satisfactory use of information and communication technology to support learning in mathematics. Timetables for pairs of pupils to work on computers are displayed in most rooms. Pupils with special educational needs were working on Maths Workshop programmes in Years 5 and 6. No other pupils were observed using computers in mathematics lessons, however, good use was being made of a programmable toy to support mathematical language development at Key Stage 1. Opportunities to consolidate skills through work in science, geography and history are planned for and take place.

## SCIENCE

103. The standards attained in the year 2000 statutory teacher assessments at the end of Key Stage 1 were broadly in line with the national average. The standards attained in the year 2000 national tests at the end of Key Stage 2 were in line with the national averages for all schools and schools who take their pupils from similar backgrounds. This group of pupils had made very good progress compared with their attainment at the end of Key Stage 1. Girls slightly outperformed boys. Over the last three years standards of attainment at the end of this key stage have improved and are higher than at the time of the last inspection. Inspection evidence indicates that standards of attainment are at expected levels at the end of Key Stage 1 and above them at the end of Key Stage 2.
104. As they move through the school pupils at both key stages, learn to investigate with growing levels of sophistication. They understand the need for fair testing, taking more factors into consideration as they mature. In Years 1 and 2 children are knowledgeable about what is needed for a healthy diet and demonstrate good use of scientific vocabulary in recording their investigations. Good observations were recorded in experiments on melting ice cubes. Explanations of what happens when the sun goes behind a cloud were thoughtful and accurate showing an interest in the world around them.
105. In Years 3 and 4 investigations have taken place into the lengths of arms and legs and the differences between girls and boys. Pupils draw sensible conclusions based on the evidence they have collected. Investigations into rocks and minerals show a deepening interest in the world around them. Discussions, leading to testing how well different rocks and soils would drain, show a well developed understanding of fair testing. In Years 5 and 6 pupils use their previous experience well, working seriously and making generalisations as they progress through an investigation. Their work on making lights dimmer challenged them to make predictions and choose suitable methods to gather evidence. They considered a number of variables including thickness, length and type of wire and how to record their results and show a good understanding of the scientific process.
106. By the end of Key Stage 2 all pupils are able to consider variables in their tests. They draw conclusions and explain their findings well. The pupils' good progress is enhanced by their ability to make sensible suggestions based on their improving subject knowledge. The standard of presentation in their work is generally good and is helped by the high expectations of the teachers.
107. The pupils' attitudes to their work are very good throughout school and they are eager to learn. Pupils settled quickly into lessons and were keen to respond to questions, feeling secure in being able to offer explanations. They were particularly sensible in handling apparatus, working together collaboratively and productively.
108. The full range of the science curriculum is covered and pupils with learning or behavioural difficulties are included through differentiated tasks or working with classroom assistants. Almost all the teaching was good or very good and pupils made good progress through school. This shows a good improvement since the last inspection. Very good lessons were seen in Years 5 and 6 where well focused questioning challenged the pupils and encouraged independent thinking. Teachers plan lessons well, sharing the learning objective and maintaining a brisk pace, keeping the pupils on task and actively involved. Lessons were prepared well and

appropriate equipment was organised in advance allowing lessons to start promptly. Teachers tried hard to include all pupils in discussion ensuring that all the class is interested and also acting as good role models for collaborative work.

109. Information and communication technology is used well in some lessons. For example, a light sensor was used confidently in a lesson on dimming lights for a buggy, with the children interpreting the data on the screen correctly. Pupils produced leaflets on teeth using computers and spreadsheets had been used in work on the amount of sugar in foods. All teachers use science lessons effectively to develop speaking and listening skills, often asking groups to present their findings at the end of lessons. Good opportunities were taken for pupils to read measuring equipment.
110. The school has satisfactory procedures for the assessment of science. Through the marking comments on the work undertaken and the next steps to take, children are made more aware of their own learning. However, in many year groups, marking was insufficiently detailed. Examples of work are kept in Record of Achievement folders and these are annotated and moderated showing National Curriculum levels of work. Many units of work begin with a concept map to ascertain previous learning and these are used well to inform planning. End of unit assessments confirm the pupils' knowledge and understanding, and give a helpful evaluation of the work undertaken.
111. The leadership and management of the subject are good. The co-ordinator works hard to support her colleagues, monitoring the plans and giving feedback. She offers suggestions to enliven the subject and encourages active learning situations. For example in testing children on their understanding of circuits she asked the children to make circuits with buzzers or lights to show how quickly they could give answers. The monitoring, which took place in the autumn term, was well planned and followed up, giving the co-ordinator a good indication of the strengths and weaknesses in her subject. The impact of the monitoring programme can be clearly seen in the focused lessons and active participation of the pupils. She has arranged science days on the themes of Big Garden Watch, Green Day and National Science Week when the whole school is involved in a carousel of activities which is thoroughly enjoyed by pupils and teachers.

## **ART AND DESIGN**

112. At the end of both key stages, pupils' standards of attainment are above expected levels for their ages.
113. At Key Stage 1, pupils draw and paint with a wide range of materials. They explore, design and construct in junk modelling. In early attempts at sculpture they use found and natural materials. Well known artists' work supports pupils' activities. For example, the work of Goldsworthy has been the focus of Year 1 sculptures. The subject also has strong links with other curriculum areas, such as pictures of the Isle of Struay from work in geography in Year 1 and Joseph's Dreamcoat designs and patterns in design and technology. Pupils' knowledge and understanding of other cultures are also developed well, such as Year 2 pupils' finger paintings in the style of aboriginal art.

114. Pupils in Key Stage 2 also have artists as a focus. Clarice Cliff featured in their designs for containers both in their sketchbook work and on display. Year 4 had recently had a day workshop on Van Gogh's chair in observational drawing using a variety of pencils to draw a range of chairs. Matisse featured in some excellent work in Years 5 and 6, pupils' sketchbooks revealing high standards of work in pastel, paper cutting and printing. Space and nature themes provided the stimulus for pupils' good standards of work in making clay pots and tiles. Year 4 pupils are currently working on dream story-boards using Hugo Glendenning's pictures from odd angles. Good use has been made of the digital camera to create pupils' own images. A waste bin that looked like a smile is a favourite. This has led to a make-believe journey around the world and attempts at symbolism using collage and string block printing. Pupils at both key stages relate their work to that of established artists and demonstrate an understanding of elements such as pattern and colour. Displays show very good examples of pupils' work and art folders and sketchbooks reveal that attainment is above expected levels. Pupils are making good progress working through a comprehensive and progressive programme of work. All teachers are enthusiastic about the subject and pass this on to the pupils, thus increasing their progress. Pupils use their previous knowledge well to adapt skills in different media, for example, using cray-pas drawings to develop into paper-cuts and then into printing images.
115. Pupils' attitudes to work are very good. They work collaboratively, share materials, and encourage each other in their work on picture, collage or sculpture. Pupils take pride in their work and tidy away efficiently. Independence of learning is nurtured through self-selection of materials within an appropriate range for the chosen theme.
116. Teaching is good and includes clear explanations of the purpose of joins to aid sculptures, and purposeful discussions of materials encouraging pupils to explain their knowledge of the focus artist. Teachers remind pupils to evaluate their work. They make frequent use of praise to encourage pupils to produce their best work and impart a sense of fun which pupils enjoy. Teachers' planning is thorough and includes a list of vocabulary to improve pupils' literacy skills. Appropriate resources are identified and activities are well structured to encourage pupils to review their work and reflect on their own achievements.
117. The use of artists' work to inform techniques is a strength of the art curriculum. Sketchbooks are used and all classes keep folders of the pupils' work. The co-ordinator, although new to the role, has rewritten the scheme of work using an exemplar from the Internet and supports it with a new rolling programme for staff to improve progression in the development of pupils' skills. All pupils work is monitored twice yearly and assessed against level descriptors. An art assessment was used in religious education to assess pupils' views of what they thought Jesus looked like. Records of artwork are also kept on computer file. The target set for this year was for pupils to name and know the work of an artist and this has been very effectively achieved. Resources for art are good with a plentiful range of media for pupils to experience. Some of the pupils' work is currently on display in the Devon schools' art display in the Royal Albert Museum, Exeter.

## **DESIGN AND TECHNOLOGY**

118. Standards of attainment in design and technology are above expected levels at the end of both key stages. Judgements are based on observation of lessons, a scrutiny of finished work and discussion with teachers and pupils. The pupils' skills in making models and artefacts are developed well throughout the year groups. The process of planning, making and evaluating begun in the reception class is built upon year by year resulting in good progress throughout the school.
119. In reception the pupils made rockets by looking first at particular features on photographs; for example nose cones and boosters. Their project was concluded with a well-planned evaluation when they assessed their own model with support from the teacher. In Years 1 and 2 information and communication technology was used well to develop patterns for Joseph's coat of many colours which also linked well to work in religious education. In Years 3 and 4 pupils were involved in a focused, practical task exploring paper and card strengthening techniques prior to designing and making a photograph frame. Displays of work showed an interesting project to design moving pages, developing an imaginative use of levers, as well as work on designing lights, incorporating reflective surfaces which links well to their work in science. In Years 5 and 6 the project to design their own bread was underway with an evaluation of the texture, appearance, flavour and cost of a variety of breads from around the world. Pupils make appropriate use of diagrams with labels and recording techniques to assist the development of their designs. They are involved in making choices of materials and the best methods of joining, building on previous work in the subject.
120. Pupils' attitudes to design and technology are good. They are proud of their work and keen to explain how they achieve the finished product. For example pupils in Year 3 could talk about items they had made previously and how they had improved designs. Most pupils listen well and are prepared to think and discuss before starting work. They generally work co-operatively and this has a good impact on their learning.
121. The quality of teaching in all lessons observed was good or very good. Teachers' prior planning and preparation was comprehensive allowing the maximum time for children to work. Lessons begin with a clear explanation of what pupils are urged to have achieved by the end of the session and conclude with a discussion of what has been learned and the next steps to take. Teachers' subject knowledge is very good and they have a clear vision of how to help children make good progress through informed questioning and focused work. Well-designed evaluation sheets allow children to record their findings and thoughts. Teachers' expectations for more able children are suitably challenging. Lessons are well structured and time limits set to complete each part of the lesson ensuring a good pace to pupils' work. However, a few pupils have poor listening skills and this slows the pace of some lessons. The effective use of classroom assistants' skills ensured the inclusion of all pupils in the full process of designing and making. New concepts, such as a star profile in Year 5, have been introduced to extend the children's evaluation skills.
122. The subject is led very well by the co-ordinator who monitors teachers' planning to ensure full coverage of the subject and to support her colleagues. Provision for the subject is good and opportunities are taken to promote pupils' literacy and numeracy skills through the presentation of work, discussion and accurate measurement of materials. Teachers' planning is detailed and covers the range of National Curriculum requirements fully. Opportunities for an assessment focus are

outlined in the planning, and pupils with special educational needs are able to play a full part in the work. There is equal access to design and technology for all pupils.

123. The design and technology room is well set up with a wide range of materials clearly labelled. Tools for woodworking are stored on shadow boards, equipment for joining materials is easily accessible and sewing equipment and fabrics are ready for use. The kitchen area in the new block has a good range of utensils and provision for food technology has improved since the last inspection. Guidelines on the safe use of tools and manner of conduct are posted on the wall and are referred to by teachers to remind children of their use. During the inspection Year 5 pupils handled bread products with appropriate attention to hygiene, and Year 3 pupils demonstrated sensible handling of scissors that showed awareness of safety.

## **GEOGRAPHY**

124. Attainment of pupils in geography is in line with expected levels at the end of both key stages. Standards have been maintained since the last inspection.
125. No lessons in Key Stage 1 were observed during the inspection but through scrutiny of work, discussion with pupils and teachers and analysis of planning it can be seen that pupils have a sound knowledge of their surrounding world. Pupils undertake a walk of the immediate area and return to draw sketch maps and pictures of the walk using some symbols to show important features and variety of buildings. Differences in two different locations, Isle of Struay and the locality were well explained by some pupils and a bird's eye view of a coastline showed good understanding of map symbols and good cross curricular links with art. The 'Barnaby Bear Project' is effectively used to increase pupils' widening knowledge and understanding of the world and is enthusiastically talked about by pupils, governors and teachers. In this project Barnaby Bear is taken to different countries and 'sends' information about them back to the children.
126. At Key Stage 2, pupils study Cullompton and Minehead in their geographical investigations. Surveys of Cullompton are undertaken by Year 3 and 4 pupils and a decision on the railway in Minehead gives good opportunities for involving Year 5 and 6 pupils in balanced arguments on how humans effect the environment. Secondary resources, including aerial photographs and brochures, are used well to find out about Minehead, and pupils are also involved in evaluating the best sources of information and discussing the reasons for this. They demonstrate good use of geographical vocabulary and confidently give opinions on the economic activities of the area.
127. The quality of teaching overall is good and is very good in some lessons, and teachers are confident and knowledgeable which sparks the pupils' interest. The enthusiasm of some teachers inspires most pupils to concentrate and enjoy the subject. The learning objectives are made clear at the beginning of the lesson and opportunities for independent research are given. Assessment takes place through key questions, annotation of drawings and oral presentations and these assessments are monitored and moderated. Each of the four areas from the Programmes of Study are covered to ensure depth and breadth in the subject.
128. The subject is well managed by the co-ordinator who monitors pupils' work twice a year together with all staff. This enables teachers and support staff to ensure the

progressive development of pupils' geographical skills. Each term the co-ordinator reviews teachers' planning and gives written feedback to her colleagues and this has resulted in teaching being more focused on skill development. This is an improvement since the last inspection. Learning objectives are clearly explained to the pupils in each lesson, helping them to appreciate the progress they make. There are good resources for the subject. Frequent opportunities are provided for pupils to visit and study the school grounds and the local area. The school has a link with Dumbuta in the Gambia and Key Stage 1 pupils study this area as a contrasting locality. Years 3 and 4 study Greece to extend their knowledge of the world and Year 5 and 6 study Chembakolli in India with an emphasis on multi-cultural aspects. The Internet is used as one source of information ensuring up-to-date facts and data.

## **HISTORY**

129. Pupils' attainment, at the end of both key stages, is at expected levels for their ages.
130. At the end of Key Stage 1 pupils show an appropriate understanding of chronology and teachers make good use of classroom displays and time-lines to achieve this. Pupils make sound use of geographical vocabulary when answering their teacher's questions and talk knowledgeably about recent work on 'The Great Fire of London'. They use effectively a range of source materials, such as photographs, artefacts and reference books, to find out about similarities and differences between visiting the seaside now and in the past. Pupils' good attitudes to the subject are encouraged by frequent opportunities for pupils to find out for themselves, such as interviewing a senior citizen, and by using an old suitcase and the artefacts it contains to motivate pupils to find out about the seaside. At Key Stage 2, pupils are knowledgeable about Victorian times and the working conditions of children at this time. The pupils' attitudes to history are positive. They enjoy finding out about the past and presenting their work, especially where it links to art and literacy. A feature of the school is the positive support pupils give each other in paired and group work at both key stages.
131. From the evidence of lessons observed and the high profile of displays across the school, teaching is sound. Teachers have a secure knowledge of the subject and are supported well by the school's comprehensive scheme of work that focuses on the development of pupils' knowledge, skills and understanding. It provides teachers with a list of key questions to be asked and the links that could be made with information and control technology. Teachers use skilful questioning to encourage pupils to reason and interpret their findings. They manage pupils' time and resources very well. Pupils' experiences are extended through visits and good use is also made of historical books and artefacts. In lessons where teachers emphasise what the pupils need to learn, pupils make good progress. The importance of the time line to emphasise chronology is a feature of all displays. Copies of 'What do you want to know?' sheets are used at the beginning of topics and in assessments of pupils' knowledge after the topic has been completed.
132. The co-ordinator provides good subject leadership. Teachers' planning is monitored, the importance of practical work emphasised and good cross-curricular links with other subjects maintained. The co-ordinator has led staff training in school. Resources for the subject are good.

## INFORMATION AND COMMUNICATION TECHNOLOGY

133. Standards of achievement in information and communication technology by the ages of seven and 11 are in line with national expectations. This is an improvement since the last inspection when standards of attainment were below expectations at both key stages.
134. At that time, the development of staff expertise in teaching the subject and the range and quality of information technology equipment were identified as key issues. Information and communication technology has featured as a priority in the school development plan since then. Resources are now good, with the new computer suite installed in the school, and a computer in, or just outside, every classroom. These computers are networked with those in the computer suite. All staff have received appropriate training and are now confident in teaching all aspects of the subject.
135. By the end of Key Stage 1, pupils are confident when using the computer and learn to use both hands as they develop basic computer keyboard skills. The majority of pupils can open up programs independently, using a complex system of commands to access word-processing programs, such as 'Textease' and art programs such as 'Dazzle'. They have a good understanding of the technical vocabulary of the subject and were observed using terms such as 'icon', 'click' and 'folder', when talking about their work with other pupils. The majority of pupils are able to re-organise text by using the insert and delete functions, and can save or print their work independently. In using data-handling programs pupils know about terms such as 'folder' and 'file', and can programme a 'Roamer' to follow a simple route. Pupils use tape recorders to listen to stories and to record their work. Pupils overall make satisfactory, and sometimes good progress because of the quality of teaching they receive.
136. By the end of Key Stage 2, most pupils are knowledgeable about the use of computers to organise and present information. They have developed sound keyboard skills when composing pieces of written information and reorganise their work to alter text, style and the order of words. They are experienced in importing graphics into their work, such as when they compose posters advertising the school and showing different views of the school buildings and grounds. Pupils use simple data-handling programs to reorganise information, such as pie charts to demonstrate a day in the life of a Victorian child, or line graphs to show the length and width of a rectangle affects its perimeter and area. As was seen in a Year 6 lesson when pupils 'brainstormed' sources of information, pupils use terms such as 'multi-media', 'Internet' and 'websites' with confidence and explain what they mean. Pupils make satisfactory progress overall.
137. The quality of teaching is good overall and in the lessons seen during the inspection varied from satisfactory to good. The quality of teaching was good in over half the lessons observed. Teachers have a secure knowledge and understanding of the subject that enables them to set clear learning outcomes for lessons, and to give easily understood explanations of what pupils are to do. Lessons are well planned and good links are made with other subjects of the curriculum, particularly English and mathematics. Teachers make good use of technical vocabulary and this aids pupils' understanding of the subject.



138. The subject is well managed by the co-ordinator. She monitors teachers' planning to ensure that all aspects of the subject are covered and has observed many of her colleagues' teaching in the computer suite. There has been a strong emphasis on improving provision for the subject involving the governors, headteacher and staff, and school based training is being provided to improve staff confidence and expertise. A current focus of this training is to enable staff to make better use of the computer suite in developing pupils' literacy and numeracy skills, as the computer suite at present is only timetabled for the afternoons, and is not used much during the mornings. Staff are also receiving training in making better use of the Internet to research information. As yet there are no school assessment procedures for monitoring the attainment and progress of the pupils. However, the co-ordinator is currently trialling a system of self-assessment with Year 3 pupils and if this is successful it will be adopted throughout the school. Good links are made with other subjects of the curriculum for promoting pupils' information and communication technology skills.

## **MUSIC**

139. Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. At both key stages, pupils make sound, and sometimes good, progress in developing skills in singing and music making. They also develop an appreciation of music from different cultures and ages.
140. By the end of Key Stage 1, the majority of pupils can sing a range of songs from memory. They sing enthusiastically and generally with good pitch. Pupils are able to play a range of musical instruments and follow the notation directions given to play fast or slow, or loud or soft. They evaluate their own work and constructively criticise the work of others. Year 2 children generally pay close attention to the teacher and follow her directions, listening carefully and expressing delight at their resulting success. A few pupils have yet to acquire such discipline and tend to continue to play their instruments when the teacher is talking. Year 3 and 4 pupils after some experimentation of playing the chromatic scale with tuned instruments, such as keyboards, xylophones, chime bars and the metallophone, are able to identify two notes which go well together and those which do not. They can justify why they are 'comfortable' or not with certain combinations. Pupils are able to sing well simple two-part rounds.
141. By the end of Key Stage 2, pupils are aware of the need to control their breathing when singing to phrase their words to the music. The majority of pupils sing well a range of songs and rounds, although unfortunately in one lesson a few boys took little part in the singing. Pupils work well together when performing their own compositions and are perceptive when evaluating others' work. However, few could offer suggestions as to how their work could be improved. All pupils, including those with special educational needs, make sound progress in developing their musical talents.
142. The quality of teaching was satisfactory in all the lessons observed. The teachers have a good knowledge and understanding of the subject and plan a variety of exciting activities that give pupils frequent opportunities to sing and to compose music. Much of the music observed during the inspection concerned pupils either responding to symbols that varied the tempo or dynamics of how pupils played a

range of tuned and untuned percussion instruments, or involved pupils following a graphic score using tuned instruments. These aspects of the subject are often neglected in many schools and demonstrate the wide variety of opportunities made available to the pupils. They are difficult to teach and organise but were well handled by many teachers. The teaching of singing is good. Throughout the school, teachers insist on pupils adopting the right posture to project their voices correctly and this results in high standards of diction, pitch and general voice control, such as phrasing and correct breathing.

143. The subject is well managed by the subject co-ordinator who gives helpful and enthusiastic support to colleagues. There is a subject policy in place and the school is developing a scheme of work. The school has a satisfactory range of resources and these are used well to support pupils' learning. Extra-curricular music provision gives pupils the opportunity to learn the recorder, violin, flute, keyboard and guitar. Pupils' standards of attainment have been maintained but in singing they have improved. The overall provision for music has been much improved and the lack of a culture for music mentioned at the time of the last inspection has been reversed.

## **PHYSICAL EDUCATION**

144. Standards in physical education are in line with those expected at the end of both key stages. A number of pupils achieve good standards in games and swimming. Pupils make expected progress in developing control and co-ordination in gymnastic skills when running, jumping and balancing. They are broadening their experiences of dance activities and are acquiring competence in a range of games and swimming skills. Most pupils reach the standard in swimming expected by the time they reach 11 years of age. Pupils with special educational needs are supported well, and take a full part in lessons. They make sound progress and achieve results that enhance their self-esteem.
145. At Key Stage 1, most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements in a controlled and safe manner. In gymnastic lessons they are able to create simple movement sequences and show due attention to good body positions. In games situations pupils show expected skills when throwing and catching small balls.
146. Key Stage 2 pupils move with increasing control during lessons. In Year 3 they co-operate well with each other when creating interactive dance movements and show due understanding of good form when commenting on each other's performances. Year 4 pupils demonstrate an expected level of passing and catching skills in simple competitive situations. They show appropriate understanding of attacking and defending techniques in netball and basketball situations. Year 5/6 pupils make good progress in developing tennis-type skills, benefiting from well-informed, focused teaching. With patient, informed support, one Year 5 pupil, with behavioural difficulties, made very good progress in racket skills - much to his and his teaching support's delight!
147. Most pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and most change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use

of opportunities to practise their skills. The behaviour of older pupils, even those recognised as having behavioural difficulties, is usually good. Apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for rules and fair play.

148. The quality of the teaching is satisfactory. However, a proportion of the teaching in Key Stage 2 is particularly well informed, with good attention paid to the development of skills and to the improvement of techniques. Most teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons planning is good with clear learning objectives outlined, appropriately challenging tasks set and a brisk pace maintained. Teachers are mobile, attentive and give good, informed practical support. In these lessons pupil performance is used well to demonstrate achievement, focus on good practice and to encourage pupils to observe others and refine their own skills. Consequently pupils make good progress in these lessons.
149. The enthusiastic and very well qualified co-ordinator has overseen the revision of the physical education policy document and the current scheme of work. She has led in-school teaching sessions and organised visiting tutors to inform and improve the curriculum. The provision for a number of extra-curricular activities enhances the physical education curriculum, as does the experience gained by pupils on a multi-activity residential visit to Dartmoor. Resources for physical education are good overall. They are well organised, easily accessible and very well used.

## **RELIGIOUS EDUCATION**

150. By the age of seven, pupils' knowledge and understanding of religious education are in line with the expectations of the locally agreed syllabus. By the age of 11, their attainment is above expectations. This reflects the high profile of religious education within the school, the well-organised acts of collective worship, and the good quality of provision made for pupils' personal and spiritual development.
151. At Key Stage 1, pupils know some famous biblical stories; for example they know that the story of Jonah and the whale is about forgiveness. They gain an understanding of the use of prayer to talk to God through 'sorry' prayer. They are knowledgeable about some famous figures and festivals of the Christian faith and gain an understanding of other faiths, such as the festival of Diwali and the five symbols of Sikhism. They are knowledgeable about the life of Jesus. By the end of the key stages, the majority of pupils are linking their learning with their own behaviour towards others. In circle time and assemblies pupils are able to be still and think quietly and reflect on what is important in their school. Pupils make satisfactory progress in the subject.
152. In Year 4 there is an emphasis on 'special places' with strong links to history, art and literacy which brings places of worship into focus. Pupils use photographs to explain what people are doing and draw conclusions about the places of worship depicted in them. They talk enthusiastically of their own special places. In Years 5 and 6 pupils confidently use a range of texts to research topics, such as 'People of Faith'. Pupils give clear explanations of what faith is and have an understanding of it. They are respectful of the faiths of other people. Pupils' books reveal work on 'pilgrimage' around the world, for example a visit to Lourdes, and Bernadette's vision, as well as work on 'feelings' and 'friendship walls'. Teaching reflects the

guidelines of a very comprehensive policy where pupils' integrity is respected and they are encouraged to come to their own conclusions. Pupils respond positively to discussions, work enthusiastically and take pride in their work. This is evident in their presentation and their discussion of the work displayed in their classrooms. Pupils make good progress.

153. The quality of teaching is good. Teachers' planning is good also, reflecting the school's emphasis on building up pupils' vocabulary whilst allowing them to explore ideas, ask questions and draw conclusions. Teaching staff make good use of artefacts and resource materials and are now working on assessments linked to level descriptors, which are providing good self-evaluation of the teaching opportunities provided. In Year 4, art has recently been used to assess pupils' views on what Jesus looked like and this gave a clear insight into pupils' knowledge and understanding of him.
154. The co-ordinator provides clear leadership in the subject through staff training, resource provision and through the monitoring of teachers' planning.