

INSPECTION REPORT

Sampford Peverell CE VC Primary School

Sampford Peverell, Tiverton

LEA area: Devon

Unique reference number: 113362

Headteacher: Mr M Rumsey

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 5th – 8th June 2000

Inspection number: 191748

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Higher Town Sampford Peverell Tiverton Devon
Postcode:	EX16 7BR
Telephone number:	01884 820284
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Maltby
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Stephen Dennett	Registered inspector	Science Art History Music	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further? Equal opportunities
Mrs Jean McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr David Speakman	Team inspector	Mathematics Information Technology Religious Education Design and Technology	How good are the curricular opportunities offered to pupils?
Mr Garry Williams	Team inspector	English Geography Physical education Children under five Special educational needs English as an additional language	Pupils' attitudes, behaviour and personal development.

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sampford Peverell Church of England Voluntary Controlled Primary School provides full-time education for 104 pupils, 58 boys and 46 girls. One pupil is of African origin. This proportion (0.9%) is very low compared to the national average. Six other pupils (5.7%) are from ethnic origins other than British. One pupil speaks English as an additional language. There are 16 pupils (13.4%) on the school's register of special educational needs. The proportion of pupils with special educational needs is below average, but rising. Two pupils (1.9%) have statements of special educational needs, which is about average. Nine (8.6%) pupils claim free school meals. This is a similar proportion to that found nationally. Pupils' attainment on entry to the school, and their social and economic circumstances, are both average. At the time of the inspection there were four children under the age of five, who had joined the school at the start of the Summer term.

HOW GOOD THE SCHOOL IS

The school's overall effectiveness is satisfactory and standards are generally similar to those found nationally. In some subjects, standards are above national expectations. The quality of teaching is satisfactory overall and in some subjects it is good. The school has made appropriate progress in addressing most of the issues raised by the previous report, but some aspects of leadership and management remain unsatisfactory. The school provides satisfactory value for money.

What the school does well

- Standards in art, music and physical education are above average throughout the school.
- The quality of education provided for children under five is good.
- The school makes very good provision for pupils' social and cultural development.
- Parents make an excellent contribution to their children's learning and the life of the school.
- Pupils have positive attitudes to learning and behave well.
- There are very good relationships with the local community and other institutions.

What could be improved

- The leadership and management of the school by the headteacher.
- The monitoring of teaching and learning, including the school's strategy for appraisal and performance management.
- Procedures for assessing pupils' attainment and progress in science, information technology and religious education.
- Systems for ensuring best value for money.
- Aspects of the accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

The school has made some significant improvements since the previous inspection in 1996. It has reviewed its policy for writing as required by the previous report and standards are now generally satisfactory. The planning for history and geography, which was highlighted as unsatisfactory previously, is now satisfactory and standards meet national expectations. The school's procedures for assessing pupils' achievement in art, design and technology, geography, history, information technology, music, and physical education are now appropriate, whereas they were unsatisfactory in 1996. The previous report required the school to write a policy for the education of children under five. This is now in place and of a good quality.

One area which was highlighted by the previous report as unsatisfactory was the '*monitoring and evaluation of initiatives, curriculum and other policies to provide more comprehensive information for the basis for making financial and staffing decisions and to ascertain their effects on the pupils' attainment and progress*'. Although the first part of this key issue has been addressed, the school still does not have clear systems for assessing the impact of educational initiatives and spending on standards.

In addition to the above key issues, the school has made improvements in the following areas. The behaviour of pupils has improved and it is now good overall. The challenging behaviour found by the previous inspection is now entirely absent. There has been an improvement in the quality of teaching seen in lessons. On this occasion, no unsatisfactory teaching was seen, whereas previously 7 per cent of teaching was deemed to be unsatisfactory. There has also been an increase in the proportion of lessons

judged to be very good or excellent. There has been an improvement in pupils' achievement in art, geography, history, music and physical education. Aspects of mathematics have also improved.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	C	C
mathematics	E	B	D	D
science	E	E	B	B

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

The above table shows that in the 1999 national tests in English, pupils achieved standards which were similar to the national average. In comparison with schools with a similar number of pupils eligible for free school meals standards were also average. In mathematics, pupils achieved standards which were below national average and those achieved by pupils in similar schools. In the national tests for science, pupils achieved standards which were above average both nationally and compared with similar schools. There has been considerable variation in test results over the past three years, largely due to the small numbers in the cohorts taking the test. This makes year-on-year comparisons unreliable. Observed standards in English, mathematics and science are all average and pupils are making satisfactory progress in their learning. Pupils' achievements are above the expected level in art, music and physical education. Pupils' achievements in musical performance at Key Stage 2 are well above average. Their achievements in swimming are also well above average. Pupils achieve the expected levels in religious education, geography, history and information technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. As a consequence, they work hard and gain enjoyment from their studies.
Behaviour, in and out of classrooms	Behaviour is generally good. Pupils listen to teachers' instructions well, answer politely and are considerate towards each other.
Personal development and relationships	Relationships between pupils and teachers, and between pupils themselves are good. Pupils' personal development is good.
Attendance	Attendance is satisfactory. Pupils arrive at school punctually and lessons generally begin on time.

TEACHING AND LEARNING

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

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

The quality of teaching seen in lessons was never less than satisfactory. In 37 per cent of lessons, teaching was good, in 23 per cent it was very good and in seven per cent, it was excellent. The impact of teaching over time is satisfactory overall and pupils make satisfactory progress in learning in English, mathematics, science and the majority of other subjects. However, teaching in art and physical education is good overall, and standards in these subjects are above average. The quality of teaching in music is very good and standards are well above average at the end of Key Stage 2. Teachers' teaching of the basic skills of literacy and numeracy is good overall and pupils are making good progress in their reading and number work. The teaching of pupils under five is good overall and the current cohort is making good progress.

Good teaching is characterised by high expectations of behaviour and achievement, good management of pupils and the effective use of support staff, the time available and learning resources. When teaching is less successful, it is usually due to insecure subject knowledge, for example in science and information technology, or the teaching methods used do not meet the demands of the curriculum effectively.

The quality of pupils' learning is satisfactory overall, and for children under five, it is good. Generally, pupils are making appropriate gains in their acquisition of skills, knowledge and understanding and their pace of working is satisfactory. Pupils put considerable effort into what they are doing and show interest in their lessons, concentrating well. Pupils with special educational needs learn effectively and are making good progress in relation to their prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is an appropriate curriculum which meets the needs of all pupils. The range of extra-curricular activities is good. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	The school's provision for special educational needs is good and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development. Provision for pupils' spiritual and moral development is good and is well supported by acts of collective worship, religious education and aspects of other subjects. Pupils' social and cultural development are very well supported through art and music, as well as through the general caring ethos of the school.
How well the school cares for its pupils	Procedures for child protection and welfare are satisfactory overall, although the 'responsible person' for child protection, who has been very recently appointed in the headteacher's absence, requires further training. The monitoring of pupils' academic progress is satisfactory and the monitoring of their personal development is good. The school is successful in promoting good behaviour and very good at dealing with bullying.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is currently on long-term sick leave. Regretfully, the leadership provided by the headteacher has been unsatisfactory and there has been no clear educational direction. Management systems are still generally unsatisfactory. However, the deputy headteacher is providing good leadership in the headteacher's absence and managed the inspection process very well. The management of the curriculum by co-ordinators is at least satisfactory, and in some subjects, it is good. The school's aims are generally reflected well in its work.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities appropriately. They have a satisfactory understanding of the strengths and weaknesses of the school, and have contributed appropriately to the current development plan. Although some governors have monitored the work of teachers in the classroom, this aspect of their work is still underdeveloped and lacks focus.
The school's evaluation of its performance	The school's evaluation of its performance is unsatisfactory, although there are good procedures for staff training and development, which is carried out through the local 'Academic Council'. Strategies for the appraisal of staff and performance management are inadequate. The analysis of assessment information to set specific targets for improvement is weak and lacking in focus.

The strategic use of resources	Overall, the school has appropriate systems for managing its resources and day-to-day administration is satisfactory. Within the terms of its budget, the school applies the principles of best value appropriately, but there are no clear systems for judging the impact of spending decisions on educational standards. Although teachers make the best use they can of the accommodation, some teaching areas are too small for the number of pupils they have to contain.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Many parents commended the school for its 'family atmosphere' and caring staff. • Parents feel welcome at the school and think it listens well to comments and concerns. • Several parents think the school gives their children a good start in their education. • Most parents think the staff work hard and are genuinely concerned about their children's welfare. • A number of parents commented favourably on the range and quality of musical activities offered by the school. 	<ul style="list-style-type: none"> • A number of parents would like more sporting activities provided by the school. • A few parents felt their children were making insufficient progress in the lower Key Stage 2. • They also felt that more able pupils in this class were not being sufficiently challenged in their work. • A few parents had concerns about lunch time supervision. • A significant number of parents felt their children did not get enough work to do at home. • Some parents whose children require extra help think they do not always get enough when they need it. • A few parents felt that some families were favoured more than others. • Some parents expressed concern over apparent inconsistencies in discipline.

Parents generally have very positive views of the school. Inspectors agree with parents' positive comments. They also agree that progress in the lower Key Stage 2 class is slower than elsewhere in the school. Pupils in this class are not always given work which challenges them to achieve high standards. However, the team think that the range of extra-curricular activities is good and that the range of sports offered is appropriate. There is no evidence that supervision is not adequate and behaviour at playtimes is generally good. Although the amount of homework given by teachers is appropriate, the team agrees that this could be increased in some subjects. The provision for pupils with special educational needs is good and they generally make good progress. The school's procedures for promoting good discipline are effective and there is no evidence that some children are treated differently to others.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five enter the school with levels of attainment which are similar to those found nationally. However, in the small present cohort, the majority of children have levels of attainment which are generally above average. They are currently making good progress in their speaking and listening skills, early reading development, numeracy skills and their personal and social development. By the time they are five, children generally attain standards which exceed the expected level in these aspects of their learning. Children under five make satisfactory progress in their knowledge and understanding of the world, writing and mathematical skills, creative development and physical development. In these aspects they achieve the standard expected by the time they are five.
2. Standards in English are generally satisfactory overall throughout the school and standards in speaking and listening are good. In the 1999 national tests at the end of Key Stage 1, pupils' achievements were well below average in reading both in comparison with national averages and with schools with a similar percentage of pupils eligible for free school meals. Standards in writing were below average in comparison with the national and those of similar schools. The trend over the past three years has been very variable and the very small number of pupils taking the tests each year makes comparisons unreliable. Fourteen per cent of the pupils taking the 1999 test were on the school's register of special needs. Observed standards at the end of Key Stage 1 show that pupils are above average in their speaking and listening skills and average in their reading and writing. There are considerable variations at Key Stage 2 in the 1999 national tests, where standards were in line with national averages and those for similar schools. This shows an improvement over the past three years, but again the small numbers in cohorts make comparisons unreliable. Observations show that pupils' achievements are generally above average in speaking and listening, but in line with the national average in reading and writing. This is a similar picture to that found by the previous inspection. There is no significant difference in the performance of boys and girls. All pupils make at least satisfactory progress, including those with special educational needs.
3. In mathematics, standards are generally satisfactory throughout the school and standards of numeracy are good. In the 1999 national tests at the end of Key Stage 1, standards were close both to the national average and the average found in similar schools. Between 1996 and 1999 standards have improved at a faster rate than the national trend. In this time standards have risen from well below average to the current average levels. However, due to the small cohort size, these comparisons are unreliable. At the end of Key Stage 2 in the 1999 national tests, standards were below average overall, although the percentage of pupils achieving the higher Level 5 was about average. This indicates that higher attaining pupils are being appropriately challenged in their work. When overall attainment is compared to similar schools, standards are below average. Between 1996 and 1999, the school trend of improvement has been similar to the national trend overall. Again, the small size of the cohorts makes these kinds of comparisons unreliable. There is no difference in the performance of girls and boys. Inspection evidence shows that standards are currently average at the end of both key stages, but the attainment of pupils in numeracy is above average, particularly with higher attaining pupils. Consequently the progress which pupils make in this aspect of mathematics is good, including those with special educational needs. This represents some improvement since the previous inspection.
4. In science, teachers' assessments at the end of Key Stage 1 in 1999 indicated that pupils achieved standards which were similar to the national average. Observed standards during the inspection confirmed these average levels of achievement. At Key Stage 2 in the 1999 national tests, pupils achieved standards which were above average both in comparison with national levels and those found in similar schools. This indicates a significant improvement over the past three years. However, as pointed out previously, these figures are unreliable due to the small size of cohorts. Standards in science are currently similar to the national average and there is no significant variation in the achievement of boys and girls. All pupils make satisfactory progress, irrespective of their prior attainment. This picture is similar to that found by the previous inspection, although there has been some significant improvement in pupils' investigative skills.

5. In information technology, the attainment of pupils at 7 and 11 is average when compared with that of other pupils of the same age. This is consistent with judgements at the time of the last inspection when standards were variable, but seemed satisfactory overall, with unsatisfactory keyboard skills. Standards in religious education are in line with those expected in relation to the locally agreed syllabus. This has fallen back since the previous inspection, when standards were judged to be good.
6. Standards in art, music and physical education are above the expected level for pupils of this age. The quality of work produced is good and is generally well presented. Standards in geography, history and design and technology are satisfactory overall and pupils' progress is appropriate for their age and abilities. Taking all subjects together, standards are average overall and much the same as those found in similar schools.
7. Pupils with special educational needs make good progress throughout the school. There is a good level of support, both from class teachers and support assistants. Teaching assistants are assigned to individual pupils as well as groups and they are provided with appropriate guidance on what pupils are expected to learn. This makes a significant contribution to pupils' progress.

Pupils' attitudes, values and personal development

8. Children under five have very good relationships with adults and treat each other and their equipment with respect. They work well on their own showing developing independence in finding resources and moving to activities. They sustain concentration, persevere and work within structured guidelines. Children work well in groups, where they readily help and support each other. They behave well and follow the teacher's instructions promptly. All children are well motivated and confident to approach adults for advice should the need arise.
9. Pupils have positive attitudes towards school and are eager to attend. At the beginning of each session, they enter school in an orderly fashion without wasting time. Pupils are clear about the way they should behave. They are tolerant of each other and play amicably in groups. Pupils work well on collaborative tasks when challenged appropriately. Pupils enter assembly in a quiet, orderly manner and sit down and wait patiently for their fellow pupils to arrive, listening attentively to the good quality background music. They enjoy singing together, accompanied by the piano and also supported by a pupil playing the drums. The singing is of good quality and they sing both with a sense of reverence and celebration. In prayer, they bow their heads and listen carefully to the words spoken.
10. The behaviour of all pupils is good and sometimes it is very good. The staff have high expectations of behaviour and pupils respond accordingly. All parents returning questionnaires agreed their children liked coming to school and that behaviour is good. In lessons where the behaviour is good or better, it contributes positively to pupils' learning. Pupils converse politely with visitors and discuss openly why they like school. There have been no exclusions in the past two years.
11. Relationships between pupils and pupils are good. There is good rapport between pupils and staff. Pupils trust the adults, as was evidenced when they supported the youngest pupils in the pool to boost their confidence without creating anxiety. Pupils are usually happy to involve themselves in discussions and respond promptly and enthusiastically. Pupils generally take a pride in their work but this is not totally consistent throughout the school. Pupils with special educational needs behave in a confident manner and, because of staff and adult support and encouragement, they have good esteem. In the playground, play is purposeful and there is no evidence of bullying or racism. Pupils make good use of the opportunities offered to develop responsibility. For example, pupils in Year 6 hear Key Stage 1 pupils read and are responsible for seeing them back to their classroom. Many pupils have jobs around the school, such as setting out the equipment for assemblies, operating the overhead projector and playing as pupils leave. These jobs are carried out cheerfully and competently.
12. Attendance is satisfactory, the last inspection report showed concern at the number of unauthorised absences. This is now in line with national figures. From results of the questionnaire, and from what parents said at the meeting before the inspection they believe that

pupils are keen to come to school, and the school believes this regular attendance has a positive impact on their achievement.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching for children under five is good overall, with a number of very good features. In lessons seen, the quality of teaching was very good. Teachers have good subject knowledge, which they use well to give children a good start to their formal education. The teaching of basic skills is very good and as a consequence, children are making good progress in their speaking and listening skills, their reading and number work. Teachers' planning is well matched to the needs of children and takes account of the areas of learning they should cover. It also prepares them well for their introduction to the Key Stage 1 programmes of study. Children are managed very well and very good use is made of time and resources. Good use is also made of assessment information, including baseline assessments, and this information is used well to ensure that tasks and activities are matched well to the needs of children. As a consequence, children learn well and make good progress in their learning. They show interest in their work and concentrate for considerable periods of time. They are able to work well in groups and independently and are settling well into school life.
14. The quality of teaching in the rest of the school is satisfactory overall. In lessons seen, all of the teaching was at least satisfactory. In 37 per cent of lessons, the teaching was good, in 23 per cent it was very good, and in 7 per cent it was excellent. This is a significant improvement on the quality of teaching seen at the time of the previous inspection, where 7 per cent of the teaching was unsatisfactory. Teachers generally have satisfactory subject knowledge and in music, art and physical education, subject knowledge is good. In these subjects particularly, the good subject knowledge has a significant positive impact on the standards achieved by pupils. All teachers have high expectations and pupils respond well, putting considerable effort into their work. The teaching of basic skills is good and pupils are making good progress in reading and numeracy, especially towards the end of Key Stage 2. Planning for lessons is satisfactory overall, although occasionally it does not take sufficient account of the age and ability range of the pupils. For example, in science, planning for the Year 2/3 class does not take account of the differences between the Key Stage 1 and Key Stage 2 programmes of study for the subject.
15. Teachers use appropriate methods in their teaching and have adapted the national strategies for literacy and numeracy to the needs of the pupils well. Pupils are managed effectively and teachers have good systems for ensuring good behaviour. As a result, pupils show great interest in their lessons, levels of concentration are high and work together well. Teachers' day-to-day assessment is appropriate, but does not regularly give pupils clear individual targets for improvement, especially in science, information technology and religious education. As a consequence, pupils have only a moderate understanding of their own learning. The amount of work pupils are expected to do at home is satisfactory and covers mainly reading, learning spelling words and mathematical tables. Pupils with special educational needs are supported well by teachers and classroom assistants and they make good progress in their learning.
16. The teaching of English is satisfactory overall. Lessons are well planned and most are delivered at a brisk pace. When teaching is at its best, pupils are made aware of the content of the lesson and teachers use a range of skilful teaching strategies and activities to sustain concentration and involvement in the lesson. Teachers challenge pupils well through effective use of questioning, supported by good skilful knowledge. Samples of work inspected show that marking is done regularly but generally it does not give pupils enough information and guidance to help them identify and address the weaknesses in their work so that they may become accessory to their own learning.
17. The teaching of mathematics is satisfactory overall and this results in pupils making satisfactory progress overall in their learning. In more than half the lessons observed teaching was good. Teachers have good levels of subject knowledge which enable pupils to gain a sound understanding of all the areas of learning covered. They share the learning objectives for the lesson with their pupils clearly. Teachers who maintain a brisk pace in both the mental session and during the pupils' main task, inspire an alert response and good levels of concentration throughout the lessons. All teachers use questions skilfully to extract pupils' knowledge and to extend their thinking. On occasion the mental sessions and explanations are lengthy which result

in pupils losing concentration and lessen the time available for them to work at the main task. The plenary sessions are well used to assess the progress pupils have made in learning during the lessons and in some instances to extend their thinking further. Teachers usually manage their pupils well so that the atmosphere in lessons is conducive to learning. Teaching enables pupils to make satisfactory progress overall, but progress is currently good in numeracy.

18. The quality of teaching of science is satisfactory overall. Teachers have satisfactory subject knowledge, which is used appropriately to extend pupils' knowledge and understanding of, for example, the parts of a plant or the qualities of materials. There has been an improvement in the quality of investigative and experimental work, and as a result, pupils are now making satisfactory progress in their learning. Planning is generally appropriate, except in the Year 2/3 class, where higher attaining Year 3 pupils are not progressing sufficiently on the Key Stage 2 programme of study. Most lessons move at a brisk pace and pupils make good progress in these lessons.
19. Although the quality of teaching seen during the inspection week was good overall, there is evidence from the scrutiny of pupils' work that pupils' progress through the school has been uneven. Generally, children under five make satisfactory and sometimes good progress. This satisfactory progress is maintained in Key Stage 1, although in some subjects, for example mathematics, there is some slowing towards the end of the Key Stage. Until recently, pupils in the lower Key Stage 2 class were making unsatisfactory progress and the quality of work seen in most subjects was below the expected standard. However, there has been a recent improvement in the progress being made and the quality of work in pupils' books. Observed standards in this class, whilst still below in some subjects, are now rapidly approaching the expected level in literacy and numeracy. In Years 5 and 6, pupils make rapid progress, reaching the required standard by the time they are 11. As a consequence, the impact of teaching is judged to be satisfactory overall.

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

20. The quality and range of the curriculum is good for children aged under five and satisfactory for pupils at Key Stages 1 and 2. The curriculum for children under five addresses the areas of learning well and provides pupils with good opportunities to meet the desirable learning outcomes for children under five. A satisfactory range of good learning opportunities is provided for older pupils. This meets the needs of all pupils and the curriculum is broad, balanced and relevant. All subjects of the National Curriculum, as well as religious education, are taught. Curriculum documentation is beginning to reflect the latest national guidance and the school is preparing for new guidance from the government. Time allocations are appropriate, and statutory requirements are fully met.
21. Provision for pupils with special educational needs is good. They receive extra in class support from assistants which ensures that these pupils make good progress. There are currently 16 pupils on the Code of Practice register, two of whom have statements of special educational needs. The school ensures that individual educational plans are in place and all staff and support staff are aware of their responsibility. Good records are kept and these are useful reference points for discussion during reviews. All parents attend reviews and they are very complimentary about the sensitive and caring way the needs of these pupils are handled.
22. The school has satisfactorily implemented the National Literacy Strategy and this is helping to maintain standards. Subject specific vocabulary is used to good effect in a range of subjects such as mathematics and music. The National Numeracy Strategy has also been introduced this year, and standards in numeracy have risen as a consequence. The curriculum includes good support in relation to sex education and health education at appropriate points in pupils' school life. The school has built constructive relationships with other local schools, and has worked closely to ensure that the approach to the curriculum is similar to that of other local schools.
23. Extra-curricular activities are good and are supported by both teachers and parents. The choir and band practices are popular after-school activities. Pupils also take part in a number of sporting activities such as netball, football and athletics. Many trophies displayed in the hall testify to the

success of the school's sporting achievements. The swimming pool is also used by pupils, their families and the local community after school during the summer months. There are lunch time recorder lessons and, from time to time, weekend workshops are arranged, for example singing days, young quilters' workshops, and craft days. These are all supported by parental help.

24. Boys and girls work unselfconsciously together as equals in all aspects of the school's life. Provision for lower attaining pupils is good, and they are well supported in class. The Traveller Support Teacher visits the school to support pupils from the traveller and gypsy community. The school is working on meeting the needs of pupils who are able and talented in a more challenging environment with the help of the local Small Schools' Academic Council which is starting an extra-curricular club, and setting up an Internet link. However, some pupils in Year 3 are not receiving their full entitlement to the science curriculum, as they are largely following the Key Stage 1 programme of study.
25. Personal, social and health education has a high profile in the school, and assemblies and circle times are used to enhance social skills by considering for instance what it is like to be somebody else, or imagining the feelings of another person. Sex and drugs education is taught through science and personal and social education provision is in line with the agreed school statement. To supplement teaching provided by the teachers, videos are used to discuss issues arising about puberty for Years 5 and 6. Year 6 pupils recently took part in a Devon Life Skills day organised by the local police force.
26. A particular strength of the school is the links it has established with the local community. The school and the church to which it is closely connected has traditionally played a very important part in the life of the local community, and many parents and grandparents were pupils at one stage, and consequently they are very proud of this link. Pupils run stalls at charity coffee mornings, sing for senior citizens, and take part in sponsored walks. Recently some older members of the community bought books for the school as a 'thank you' for the efforts of the choir. To celebrate the Millennium, about 50 children from the school took part in a Community musical about the history of the village 'The Sampford Story'. This was specially commissioned with the help of a National Lottery Arts Grant. Pupils have visited places such as Buckfast Abbey and a synagogue to reinforce their knowledge of other cultures. The school maintains a close relationship with young people wishing to undertake work experience, or to gain experience before entering the teaching profession. When the school was planning to build the play area outside Class 1, many local businesses donated materials and loaned machinery such as concrete mixers and excavators. The deputy head teacher has just won a regional award for the Community Teacher of the Year.
27. There are home visits before children commence school, and good links with the local comprehensive school are maintained. A parent is a teacher at the local comprehensive school, and feels that pupils new to the school are reassured by her presence. During the inspection, pupils were observed discussing how they felt about leaving their school to proceed to the next stage of their education, and those spoken to during the inspection said they were confident about leaving and were looking forward to starting at their new school.
28. Provision for pupils' spiritual development is good. During religious education lessons, pupils are encouraged to reflect on a range of issues. For example, pupils in Class 2 were asked to reflect on the story of the creation and upon a West African tale about how children were all created differently. Year 1 and reception pupils were provided with a highly spiritual experience on peace and understood that a hand-shake or a dove can symbolise peace. Older pupils were provided with opportunities to empathise with people in new situations, how they would feel and how they could help. Assemblies take place daily but do not always fully promote spiritual issues. Although there is a small altar in the hall, and appropriate attention is drawn to this, other opportunities to promote spirituality are sometimes missed. For example, in one assembly, an important spiritual point was made by a visiting speaker, but pupils were not given the opportunity to reflect on this before moving on to the next part of the assembly.
29. Provision for pupils' personal development is good. Opportunities to improve pupils' social development are well promoted and are good overall. The school creates occasions for pupils to work collaboratively. Pupils undertake simple responsibility well, both within lessons such as giving out resources, and clearing away at the end of lessons. There are very good links with the

community, both within the village and further afield. These links effectively serve to develop pupils' social awareness. There is a strong feeling of community within the village and the school is often the centre of activity, such as when they celebrated their 125th birthday. The school has a wide range of opportunities for pupils to raise funds for people less fortunate than themselves, both locally and world-wide. In this way they learn the responsibility of caring for others. The vast majority of pupils behave responsibly and help each other.

30. Provision for pupils' moral development is good. Throughout the school day, members of staff seek opportunities to talk to pupils about their understanding of right and wrong. A clear moral code is in place which pupil's respect. Teachers use a range of good strategies, such as use of praise, to promote good behaviour. They promote good behaviour well and in lessons pupils are encouraged to consider the consequences of their behaviour on others as the need arises.
31. Pupils' understanding of their own culture is promoted very well through the curriculum and through displays in the hall and classrooms. A good understanding of Western culture is promoted through the French Club and through visits to nearby cities. They communicate with Japan over the Internet and this provides a valuable source of information on the culture of other civilisations further afield. Good cultural provision is provided in music and through art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The statutory procedures for child protection are in place, but the newly appointed designated person has not yet received any formal training. However, staff are well aware of their responsibilities in this area, and the services of the school nurse are used, in addition to various support agencies who regularly visit the school.
33. Parents feel that the school cares for pupils very well. The good relationships which exist between members of staff, governors and support staff, act as a positive role model for pupils. All staff know their pupils well, and are responsive to their needs. The last report recommended a tightening up of the recording and monitoring of accident reports, and of evacuation procedures in the case of a fire. When spoken to during the inspection, pupils were clear of exactly what to do in the event of a fire. Parents are informed in the case of accidents. The school follows the County Council procedures for Health and Safety. The governing body is very much involved in this aspect of school life, and regular risk assessments take place. During the inspection a minor health and safety matter was brought to the attention of the governing body. Staff are aware of those pupils with specific medical needs such as food allergies or asthma. Lunch times are well supervised, although some staff have not had their first aid training updated. The school has made provision for disabled pupils by installing a special toilet facility, including a shower. Clear monitoring procedures are newly in place and provision for pupils with additional medical difficulties is good. Links with supporting agencies are strong.
34. There are appropriate procedures for monitoring and ensuring good attendance. The deputy head teacher monitors the registers weekly. The educational welfare officer is brought in to deal with long term absences or persistent late arrival. The Traveller Support Teacher monitors the attendance of traveller and gypsy children termly.
35. Effective procedures are in place for eliminating intimidating and oppressive behaviour. Each class has its own code of conduct appropriate to its age group. An effective system of rewards and sanctions is firmly in place and is known to parents, teachers and pupils. When asked, pupils were able to say how they would deal with bullying. Suitable records are kept of instances of bullying, but pupils are also given awards for good work, and good behaviour. Parents very much appreciate the 'open door' policy operated by the school, and those parents spoken to during the inspection said they would have no hesitation in approaching the school if there was a problem. Lunch time supervisors are also involved in maintaining good behaviour. Older children spoken to said they looked after younger ones at playtime, but it was noted that all pupils move round the school in an orderly way, and this very good behaviour was also seen when pupils were entering or leaving the swimming pool. During the inspection a letter was seen from a lady who had attended a concert given by pupils, congratulating the school on the very good behaviour displayed. This also was the case when some pupils went to France for a residential visit.

36. Overall assessment procedures are satisfactory. There is a good policy that has recently been updated. Pupils' academic performance in literacy and numeracy is monitored well through differentiated group targets and assessment tasks, and through monitoring of assessments at different stages of school life. Assessment in science is less well developed and is unsatisfactory overall. It serves to assess factual knowledge, but gives insufficient information on skills development. There are appropriate plans for the assessment of pupils' achievements in information technology, but the present system is unsatisfactory. In religious education, assessment is unsatisfactory as the school has not implemented the assessment procedures indicated by the agreed syllabus. Effective baseline assessment is in place and this is used appropriately to predict future attainment. During their time in school, pupils are assessed in reading, writing and mathematics at appropriate stages to ensure that they are making progress, and to enable teachers to provide additional help for those who need it. Pupils' work is regularly marked and moderated to ensure that standards across classes are the same. Teachers use assessment effectively to guide planning. Pupils' progress is tracked carefully as they move through the school, and this enables well focused planning to support those who need it most. Working groups in classes are based on assessment data and this ensures that pupils receive work at an appropriate level. The school has plans to develop and streamline assessment procedures further, in line with future curricular developments.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school has excellent links with parents, and this is a strength of the school. At the meeting before the inspection, parents mainly thought that the school dealt well with suggestions or complaints and that staff always made time to see them. They also felt that the school has improved recently. In discussions during the inspection, and at the parents' meeting, they were very supportive of the school, and some parents indicated that they brought their children a considerable distance to attend this school. They very much appreciated the two formal meetings each year to discuss pupils' progress, and also the informal feedback of the progress of their children by teachers at the beginning or end of the school day. Parents at the meeting made particular mention of problems being highlighted by teachers and a plan of action implemented with the help of parents to solve them before they became major.
38. Parents and governors are encouraged to play an active part in the life of the school, and many do so by helping out in class, listening to reading, helping with music lessons, swimming lessons and in many other ways. They help in many after-school activities such as the choir, band, football and netball. Some parents help by hearing children read, and the school feels that this very significant input by parents reinforces the importance of education in pupils' eyes. Reading diaries go home every night, and most parents add comments before they are returned to school next day. This is effective in supporting pupils' learning. Discussion with parents at the meeting and during the inspection showed that they clearly appreciate the family atmosphere engendered by the school. At the parents meeting and from results of the questionnaire, some parents raised concerns about a lack of consistency in the setting of homework. However, inspection findings conclude that most pupils have an appropriate amount of homework which supports their learning in lessons. Parents are pleased with the regular newsletters they receive, and feel they are kept well informed.
39. Following the last inspection, the school has ensured that the annual reports now fully meet statutory requirements, and also contain targets for the coming year. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve both educational and behavioural problems. They are involved in setting realistic and achievable targets, and pupils' individual educational plans are informative and up to date. All parents are members of the parent teacher association and they make a valuable contribution to the school. In addition to providing the school with financial assistance, they also run the heated outdoor swimming pool. The local community also have the benefit of this amenity after school, and funds generated by people using the pool are ploughed back into resources for the school. Parents were also instrumental in constructing an outdoor classroom for Class 1, and up to 40 parents were involved in building this very attractive feature of the school. Local companies helped by donating bricks, excavating equipment, etc. The area is securely fenced off and is visible at all times from the classroom.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. During the time of the inspection, the headteacher was off on long term sick leave. From evidence examined before and during the inspection, the inspection team judge that the leadership given by the headteacher is unsatisfactory. There has been no clear educational direction for the school for some time and several management systems are inadequate or inefficient. This has had a detrimental effect on the quality of education provided by the school, especially the systems for appraisal and performance management. This has resulted in the uneven progress of pupils through the school and lack of coherent policies for assessment. Overall, this represents a weaker picture than was found by the previous inspection, when a number of weakness were also found in the management of the school.
41. The deputy headteacher is acting as headteacher on a temporary basis, with added support from the governing body and local education authority. She has worked hard with colleagues to prepare the school for inspection, to good effect. As a result, several important improvements have been made to management systems and the contribution made to the leadership of the school by the deputy headteacher is good. Other staff with management responsibilities also make a valuable contribution to the quality of education, which is judged to be satisfactory overall. Co-ordinators have worked hard, and to good effect to improve standards in their subjects, although, until recently, much of this effort lack cohesion. Since the beginning of the Summer term there has been a marked improvement in both the quality of written work in many subjects and the expectations of teachers is now consistently high.
42. The aims of the school reflect its Christian character and emphasise care for and the respect of others. The school's aims are reflected well in its work and the school is very supportive of pupils and their families. The governing body is generally effective in fulfilling its statutory responsibilities and it is developing an appropriate understanding of the strengths and weaknesses of the school. Until recently, it had not been proactive in establishing the school's development plan or in shaping the direction of the school. However, since the headteacher has been away, the governors have been more active in giving direction through an appropriate range of committees, and this aspect is now satisfactory. A new governor for special educational needs has been recently appointed who is very enthusiastic and committed to ensuring these pupils receive the very best quality of support.
43. The monitoring and evaluation of the school's performance is unsatisfactory overall. There has been little effective monitoring of teaching in the past, either by the headteacher or co-ordinators. The present strategy for the appraisal of the headteacher by the governors is poor, as is the governors' strategy for performance management. However, the professional development of staff is well planned. The deputy headteacher is a member of the local 'Academic Council', which plans staff development and training in the light of the member schools' needs and priorities. National, local and individual needs are taken into account when planning this provision. Support for, and the induction of, teachers both new to the school and to the profession are good. There is a trained mentor and, should there be a newly qualified teacher on the staff, arrangements are made for support visits and for observations to take place.
44. The current school development plan, which has been recently written by the deputy headteacher in collaboration with the governors, is satisfactory. However, it is only short-term, and previous development plans were insufficient to guide the governors and staff in their work. Support from the local authority has been reduced due to the long-term illness of key advisory staff, and this has further exacerbated the situation. However, since the headteacher of the school has been absent, the local authority have supported the school well and assisted in the production of the present interim development plan. It now has appropriate short-term objectives, which are appropriately costed and have satisfactory criteria for success. The action taken in the past to meet targets has been lacking in co-ordination, and the success in dealing with issues has been largely due to the hard work of individual staff members, rather than the result of an overall management strategy. The present staff have a clear commitment to succeed, but their capacity to do so is currently hampered by the lack of a clear educational direction.
45. The school makes appropriate use of the funds at its disposal and its educational priorities are supported suitably by its financial planning. The governing body's finance committee oversees the work of the school's administrator, who is appropriately supported by the local education

authority's finance officer. The day-to-day administration of the school is efficient and satisfactory systems are in place for the collection of dinner money, the recording of attendance and providing information for parents. Satisfactory use is made of new technology by the school, both for administration and by pupils in the classroom to support their learning. The school is on the Internet, and use is made of this facility to contact a school in Japan as part of pupils' cultural studies. The school makes appropriate use of specific grants and the funds for the education of pupils with special educational needs are used well.

46. The resources of the school are used appropriately. The school is situated in an area of outstanding natural beauty, and its environmental garden, the new outdoor play area and swimming pool are all used to good effect. In art, music and physical education resources are good. In other subjects they are satisfactory, except in information technology, where computers and software are generally inadequate in quality. In religious education, book resources are good and the school makes appropriate use of religious artefacts from a local teachers' centre. Lack of space in the school restricts activities such as art and physical education, and in classes where older, larger, children are taught, this restriction is apparent in all lessons. The cleaner in charge works very hard to maintain the accommodation to a very high standard. The overall number, qualifications and experience of teachers and classroom assistants match the demands of the school curriculum, and the needs of pupils with special educational needs, and those of children under five. Pupil/teacher ratios are satisfactory. The number of midday supervisors available to supervise the pupils in the playground is satisfactory. Parents believe that the very good examples of pupils' paintings displayed on walls around the school, and other work contributes to a stimulating learning environment. There is no vandalism or graffiti. The school dinners are freshly prepared on the premises each day, and a pleasant social atmosphere is apparent for those pupils having school dinners, and also pupils taking packed lunches. The accommodation is limited in a number of respects, although teachers work hard to reduce the effect. At Key Stage 2, both classrooms are too small for the number of pupils they have to contain. This limits aspects of practical work, especially in the lower Key Stage 2 class, which is the smallest in size. The school hall is also small and this inhibits aspects of physical education, especially for Years 5 and 6.
47. The school has taken some steps towards establishing the principles of best value. Most of the process is currently informal, taking the form of consultations on proposed changes, ensuring that competitive bids are submitted for work to be done at the school and evaluating that work has been done to the satisfaction of staff. However, the evaluation of the school's results is mainly very recent and lacking in detailed analysis. In addition, systems for evaluating the impact of spending decisions on standards have only just been put in place. Overall, this aspect of the school's management is only just satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to improve education provided, the governors and staff should:

- (1) ensure that the leadership and management of the school provides a clear educational direction for its work;
[Paragraph: 40]
- (2) ensure there are efficient and effective systems for the monitoring and evaluation of teaching;
[Paragraph: 43]
- (3) ensure that there are effective strategies for the appraisal of all staff and management of individual and collective performance;
[Paragraph: 43]
- (4) ensure that there are effective systems for assessing pupils' attainment and progress in science and religious education;
[Paragraphs: 36, 78, 79, 119, 120]
- (5) review procedures for ensuring best value for money so that the governing body has a clear view of the impact of spending decisions on standards and the quality of education.
[Paragraph: 47]

In addition, the governors may wish to include the following point in their action plan;

- improve the quality of the accommodation to ensure that there is sufficient teaching space, particularly at Key Stage 2.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	23	37	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)		104
Number of full-time pupils eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		16

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.4

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
	1999	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	4	4	4
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	85 (100)	77(86)	85(86)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	4	4	5
	Total	10	11	12
Percentage of pupils at NC level 2 or above	School	77(72)	57(85)	93(92)
	National	70(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	5	3	7
	Total	10	8	13
Percentage of pupils at NC level 4 or above	School	71(59)	57(64)	93(59)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	4	5	4
	Total	9	10	10
Percentage of pupils at NC level 4 or above	School	64(89)	71(89)	71(53)
	National	68(65)	69(65)	75(71)

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	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	24.8
Average class size	26

Education support staff: YR - Y6

Total number of education support staff	4
Total aggregate hours worked per week	63.5

Exclusions in the last school year

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

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

Financial information

Financial year	1998/9
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	£
Total income	198,230
Total expenditure	203,498
Expenditure per pupil	1,956
Balance brought forward from previous year	5,331
Balance carried forward to next year	(6,008)

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	31	5	0	4
My child is making good progress in school.	42	47	9	2	0
Behaviour in the school is good.	45	51	4	0	0
My child gets the right amount of work to do at home.	24	47	18	7	4
The teaching is good.	53	36	7	0	4
I am kept well informed about how my child is getting on.	49	38	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	58	29	9	4	0
The school expects my child to work hard and achieve his or her best.	47	36	9	4	4
The school works closely with parents.	45	44	9	0	2
The school is well led and managed.	25	62	5	7	0
The school is helping my child become mature and responsible.	40	53	2	4	0
The school provides an interesting range of activities outside lessons.	29	47	22	2	0

Other issues raised by parents

The majority of parents' comments were positive. Many parents commended the school for its 'family atmosphere' and caring staff. Parents feel welcome at the school and think it listens well to comments and concerns. Several parents think the school gives their children a good start in their education. Most parents think the staff work hard and are genuinely concerned about their children's welfare. A number of parents would like more sporting activities provided by the school. A few parents felt their children were making insufficient progress in the lower junior class. They also felt that more able pupils in this class were not being sufficiently challenged in their work. A few parents had concerns about lunch time supervision. A significant number of parents felt their children did not get enough work to do at home. Some parents whose children require extra help think they do not always get enough when they need it. A few parents felt that some families were favoured more than others. Some parents expressed concern over apparent inconsistencies in discipline.

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

49. Provision for children under five is good and successfully promotes the early learning goals. Only a small number of children in the Reception and Year 1 class were under five at the time of the inspection. During the children's first half term, the school carries out a baseline assessment which indicates that attainment on entry is broadly in line with that expected for children of this age. The current small cohort are making good progress in speaking and listening, early reading, numeracy and personal and social education. They make satisfactory progress in knowledge and understanding of the world, pre-writing skills, creative and physical education. Overall, this is a similar picture to that found by the previous inspection.
50. The teacher has high expectations for children's achievement and progress. The quality of teaching is good and is well matched to children's stages of development. Effective management and organisation, together with a stimulating programme of personal and social development, supported by valuable input and support by the classroom assistant, helps children to work, play and co-operate successfully. Routines are well established between the teacher and learning support assistant. They plan jointly, discuss progress and work cohesively as a team which ensures pupil access to all activities pitched at the correct level. Appropriate records are kept of the children's progress in the six areas of learning. Very good informal contact with the parents keep them informed of their children's progress and encourages them to give support, for example, supporting the children in their first swimming lesson.

Personal and social development

51. The teaching of personal and social development is good and as a result, children make good progress in these skills. Children have very good relationships with adults and treat each other and their equipment with respect. They work well on their own showing developing independence in finding resources and moving to activities. They sustain concentration, persevere and work within structured guidelines, for example, when they were painting poppy petals for the class' collage in the style of Monet. Children work well in groups, where they readily help and support each other. This is particularly noticeable in the recently built outdoor activity area where they were working filling and emptying toys with sand using appropriate vocabulary. All children are well motivated and confident to approach adults for advice should the need arise.

Language and Literacy

52. The teaching of language and literacy is satisfactory overall, with a number of good features. By the time they are five, children's attainment is above that expected in speaking and listening and early reading and in line in writing. Children listen with avid attention to stories and enjoy daily opportunities to express themselves, show their ideas during registration, cross curricular activities and circle time. They speak with increasing fluency about their work and are comfortable when speaking to visitors. They enjoy stories and this helps them understand the nature of books and make an early start to reading. They are encouraged to take books home and share with their parents. Most children can now use a pencil and progress from following lines to over writing. They made steady progress in this area.

Mathematics

53. The teaching of mathematics is satisfactory overall, but the teaching of numeracy is good. By the time they are five, the attainment is generally in line overall, although their understanding of number is above expectations. A range of well planned activities encourages them to explore everyday materials and mathematical resources and provides them with opportunities for counting, sorting and matching and developing mathematical vocabulary, for example, when involved in structured play in the sand pit. Children can count successfully to ten and beyond with some counting in two's and tens. They are able to sequence numbers and follow the older pupils when adding up the number of pupils on the register. Structured play with sand and water helps children make good progress in understanding and using the language of mathematics. Children are beginning to develop appropriate control to form their numbers correctly. Assessment is ongoing by both teacher and the support assistant and is shared throughout the day. Information gathered in this way informs future planning of work.

Knowledge and Understanding of the World

54. The teaching of knowledge and understanding of the world is satisfactory overall. Staff use children's interests well and plan real life experiences in order to build on and extend their knowledge and understanding of the world. They are successfully encouraged to use all their senses and the classroom itself provides the opportunity to wonder, observe and question the growth of plants on display. Children are keen to talk about themselves and listen carefully to the adults who work with them. At play they enjoy the school grounds and in class they display sensitivity in circle time, for example, when listening to stories related to the dove of peace.

Creative Development

55. The teaching of creative development is satisfactory overall, with some good features. The majority of children reach the expected level by the time they are five. Both the teacher and support assistant demonstrate a good knowledge of how young children learn and use this expertise to provide activities which are appropriate to the pupils' ability and age. Children use drawing, writing, construction and moveable materials with increasing control. They paint, mix colours and print with a variety of objects. Their painting of poppies as part of the class collage in the style of Monet showed particular flair using the red colour boldly and confidently, but within the paint guidelines of the teacher. Their finished work is artistically displayed in the classroom and they feel proud of their efforts and pleased about their contribution to the class collage. Independent role-play is encouraged through structured play and children use the props in the classroom to live out real life experiences, promoting language development and caring and sharing with each other.

Physical Development

56. The teaching of physical development is satisfactory. By the time they are five, children generally meet the desirable learning outcomes. Children are provided with opportunities in the newly constructed outdoor play area, to move around and 'in to' and 'out of' the sand-pit. In the playground they run and jump, chase and catch. In the swimming pool their response was superb. They listen carefully to instructions of how to get in and out of the pool and why they use buoyancy aids. They enjoyed and responded very well to their introductory activity in the pool, supported particularly well by 'mums'. There was increasing enjoyment on their faces as they could be observed overcoming their anxiety and felt the security of the adults.
57. The accommodation for children under five is satisfactory and improved with the recently completed project of the outdoor activity area, an area which clearly has a direct impact on raising standards for these pupils. The staff and parents and members of the community responsible for the success of this project are now to address providing an adventure area which can be used for climbing and hanging activities. The school has no wheeled apparatus for playground activities, but this is a conscious decision of staff because of the unsuitability of the shape of the yard. Displays of children's work enhance the bright appearance of the room which offers the children a rich environment in which to learn. Well established routines enable children to settle quickly into school and make a positive and happy start to their full time education.

ENGLISH

58. Pupils enter the school with achievements which are broadly average. In the national assessment tests in 1999 at the end of Key Stage 1, results were well below the national average in reading and when compared to similar schools the results were the same. At the end of Key Stage 2, the results in English were in line with both the national average and when compared to similar schools. In lessons observed and work scrutinised, pupils are achieving standards in line with the national expectations at both key stages. Speaking and listening skills are good, reading is now in line and writing is close to the national average. This is a similar position to that found by the previous inspection.
59. Pupils develop their speaking and listening skills well in lessons through discussion activities. In Reception and Year 1, pupils learn to speak audibly and their vocabulary develops well with opportunities provided in all subject areas, particularly in role-play, circle time and during their sessions in the outdoor activity area. They apply their newly developed language skills in mathematics well, as for example, when they discuss the amount of water in containers, using expressions in sentences to describe how much or how little water they put in. By Year 2 average

and above average readers can hold a conversation about the plot and characters in their reading books. Reading in lower Key Stage 2 is variable and even the more able sometimes show limited understanding of what they are reading, whilst the less able readers often lack confidence, fluency and accuracy and have few strategies to read unknown words. Pupils' listening skills at both key stages are better developed and their speaking skills are good. In upper Key Stage 2, the use of effective questioning prompted much discussion about the relationship between two grandfathers in the text being studied. Pupils are forthcoming in offering answers and some displayed a good command of vocabulary to reinforce their opinions. Pupils are enthusiastic when the text is appropriate and questioning is searching. When this occurs, pupils respond eagerly, using language of good quality.

60. Standards of reading at the end of each key stage are in line with national expectations overall. By the end of Key Stage 1, above average and average pupils have made sound progress in developing reading strategies. They use clues that help them to move on to more complex texts. More able pupils read with confidence, accuracy, fluency and with understanding and expression. The reading of a significant number of the average and those below average sometimes indicates little understanding of what is being read. However, their needs are identified and reading records provide appropriate evidence of weakness which require attention. By the end of Key Stage 2, most pupils are competent readers; above average and average pupils read independently, using a greater range of reading strategies, and show confidence in discussing characters and development of plot. They have informed views about their favourite authors and the genres of literature they prefer. Pupils of above average ability are confident, but are unsure of the meaning of skimming and scanning. Progress is limited at lower Key Stage 2 but greater efforts in Years 5 and 6 and effective use of the Literacy Strategy helps them to make considerable progress and to attain at least satisfactory standards by the end of the key stage. Most pupils have an understanding of how to access books in a library and can explain the purpose of an index. They are aware of the difference between books of fiction and non-fiction, but few pupils understand the use of a glossary.
61. Pupils' standards in written work are close to average. By the end of Key Stage 1, most pupils are becoming independent writers and above average attaining pupils can form their letters well and use basic punctuation, including speech marks. They are able to write simple stories and show an awareness of sequence. The presentation of work is variable and the school is making every effort to address this issue. As the pupils move into Years 3 and 4, the progress made at Key Stage 1 is not maintained and pupils by the end of Year 4 have not made the progress they should. This generally unsatisfactory progress has left pupils seriously behind. As a result, pupils in Years 5 and 6 have to make rapid progress in order to catch up and attain an appropriate standard. However, by the end of Year 6 pupils have a sound knowledge of synonyms, antonyms, suffixes and prefixes and are able to write more complex sentences and use them in extended personal writing. They use these developing skills in other areas. They write in paragraphs and use literacy devices such as metaphors and similes to develop their individual style. Overall, despite the efforts made in Years 5 and 6, the work of the average and above average still produce work which is inconsistent in quality and there are continuing difficulties with spelling, handwriting, punctuation and writing. This is a direct result of the unsatisfactory progress and lower attainment in the lower key stage. However, the quality of teaching has improved recently and pupils in the lower junior class are now making better progress.
62. In the previous report, concerns were expressed about the unsatisfactory progress made by lower and middle Key Stage 2 pupils in the application of spelling and handwriting and in the development of structure and organisation in their writing. The concerns identified still exist in lower Key Stage 2 although there has been an improvement very recently and it is an issue which the school is to address, particularly by matching lessons and tasks to the pupils' ability through more focused differentiation. Information technology is now more appropriately used to help pupils draft and redraft their work.
63. Progress is sound overall. The provision of work appropriately adapted to match pupils' ability levels is being addressed and this is providing pupils with more opportunities to experience success and build up confidence. Speaking skills are well developed and pupils successfully contribute to class discussions in extended responses. Listening skills are also well developed, particularly where lessons are challenging and interesting and the pace is brisk. Reading skills are improving and they are now sound overall, although not all the higher attaining pupils have a

secure grasp of higher order reading skills. Pupils indicate an enthusiasm for reading and the majority read at home. Writing is showing some progress, but this is limited at the lower end of Key Stage 2 and accelerated at the upper end. Progress is most evident when all pupils are appropriately challenged with work which matches their level.

64. Pupils with special educational needs who are experiencing difficulties with their learning are provided with suitably adapted work, which builds up confidence to tackle areas of weakness. Teachers and support staff know the pupils well and their special needs are well defined and individually targeted in lessons so that they work positively to reach identified goals. Procedures are in place to ensure that gifted pupils are challenged and there are individual educational plans in place.
65. Pupils' oral response to their literacy lessons is enthusiastic; they are keen to become involved in discussions and most pupils are eager to answer questions. However, pupils are sometimes slower to settle down to written tasks in lessons and do not always concentrate on the work set. Relationships between pupils and teachers are positive and mutually respectful and pupils generally collaborate well.
66. Teaching is satisfactory overall. Lessons are well planned and most are delivered at a brisk pace. When teaching is at its best, pupils are made aware of the content of the lesson and teachers use a range of skilful teaching strategies and activities to sustain concentration and involvement in the lesson. Teachers challenge pupils well through effective use of questioning, supported by good skilful knowledge. Samples of work inspected show that marking is done regularly, but generally it does not give pupils enough information and guidance to help them identify and address the weaknesses in their work.
67. The quality and quantity of literacy resources are satisfactory. Appropriate materials have been prepared to deliver the literacy curriculum, and classrooms and the library have works of fiction and non-fiction. Books and other resources are carefully chosen to avoid stereotyping by race, gender or culture. The use of information and communications technology is, at present, under-developed as a vehicle for promoting greater knowledge of language and literature. Word processing helps pupils improve their presentational skills, but there is insufficient emphasis, particularly at lower Key Stage 2 on developing drafting and redrafting skills to raise the quality of pupils' writing.
68. The Literacy Strategy has had a positive effect on raising standards, particularly at the upper end of Key Stage 2 to address previous areas of limited progress and below expected attainment. Teachers across the school have worked hard to ensure the success of the introduction of the Literacy Strategy; they have gained confidence in devising successful methods of addressing the different requirements of the initiative. The leadership and management of the subjects is satisfactory overall. Planning and standards in pupils' work is monitored and the co-ordinator and staff are aware of where the areas of weakness are. The use of progress books is effective and teachers make useful evaluative comments. This is used to give clear guidance to the next step in forward planning.

MATHEMATICS

69. Pupils enter the school with standards which meet those expected of five year olds, except in number, where standards are generally above the expected level. At the end of Key Stage 1, the percentage of pupils attaining the expected Level 2 or above was close to the national average in the National Curriculum tests in 1999. Higher attaining pupils scored well and the percentage of pupils reaching the higher Level 3 was above the national average. When compared with schools with pupils from schools with a similar percentage of free school meals, the performance of seven-year-olds was average. Improvements between 1996 and 1999 are better than the national trend. In this time standards have risen from well below average to the current average levels. These average achievement levels are similar to those found by the previous inspection.
70. At the end of Key Stage 2, the percentage of pupils achieving the nationally expected Level 4 was well below the national average, but the percentage of pupils achieving the higher Level 5 was close to the national average, indicating appropriate attainment of higher attaining pupils.

When the average level is compared to other similar schools, standards remain below average. Between 1996 and 1999, the school trend of improvement has been comparable to the national trend overall. There is no difference in the performance of girls and boys. Inspection evidence indicates that standards are currently average at the end of both Key Stage 1 and 2, but the attainment of pupils in number work is above average, particularly that of higher attaining pupils. Consequently the progress which pupils make, including those with special educational needs, is satisfactory at both key stages, although progress in numeracy is generally good. This is an improvement on the previous inspection, when standards were judged to be average.

71. At Key Stage 1, pupils develop good skills with number. When solving problems, they identify the appropriate operation to use. For example, when they are working out the totals of shopping lists they know when to add and when to multiply. They know that they need to subtract or to count on to find the change from a £5.00 note. Whilst they are working on this type of question, they show a good command of number operations and place value. Although some pupils set out their work clearly, so that it is easy to follow and identify where they may have made mistakes, most have not yet developed satisfactory ways of setting out their work and they cannot identify clearly where any errors may have occurred. Pupils have a sound understanding of shape and they are able to identify angles and sides of two dimensional shapes and faces, edges and vertices of three-dimensional shapes. They record their findings appropriately in tables and charts. Higher attaining pupils have developed good mathematical investigation skills. When looking at number patterns created in the three times table, they recognise a wide range of number patterns that occur within the digit units. They recognise patterns of odd numbers, even numbers and that one of the sequences formed is the nine times table. This demonstrates good investigational skills and a good understanding of number.
72. By the time pupils reach the end of Year 6, they have a good command of numeracy skills. They calculate with large numbers and with those to three decimal places, using all four operations of addition, subtraction, multiplication and division. They readily recall the answers to multiplication and division bonds quickly and accurately. They understand place value well and accurately order numbers with three places of decimal. They recognise pattern in number sequences easily. Pupils' skills with number and their ability to calculate quickly, confidently and accurately are a strength. Pupils have a satisfactory knowledge of shapes and they describe and name different types of triangles, quadrilaterals and a suitable range of polygons, in appropriate detail. They develop a satisfactory understanding of angles, although some average and lower attaining pupils lower in the key stage have an insecure understanding of angles. They do not fully understand that an angle is a measure of turn and do not connect right angles with half and full turns effectively. This is generally more secure by the time pupils reach the end of the key stage, when pupils use angles well in their work on bearings. Pupils deal with data satisfactorily, producing accurate and appropriate diagrams to represent their data.
73. Teaching is always at least satisfactory and in more than half the lessons observed it was good. Teachers have good levels of subject knowledge which enable pupils to gain a sound understanding of all the areas of learning covered. They share the learning objectives for the lesson with their pupils clearly. Teachers who maintain a brisk pace in both the mental session and during the pupils' main task, inspire an alert response and good levels of concentration throughout the lessons. All teachers use questions skilfully to extract pupils' knowledge and to extend their thinking. On occasion the mental sessions and explanations are lengthy which results in pupils losing concentration and lessens the time available for them to work at the main task. The plenary sessions are well used to assess the progress pupils have made in learning during the lessons and in some instances to extend their thinking further. Teachers usually manage their pupils well so that the atmosphere in lessons is conducive to learning. Teaching enables pupils to make at least satisfactory progress.
74. The co-ordinator is experienced and enthusiastic and leads the subject well. After training for the National Numeracy Project, she organised in-service training for the staff and monitored its success through monitoring standards. Good use is made of assessment data to identify areas of strength and weakness and thus inform teachers' planning, targeting of work that is appropriate to pupils' needs and in placing pupils into appropriate working groups. Good quality assessment tasks are used by teachers at Key Stage 1, but teachers at Key stage 2 have to adapt those available as tests do not fully match teaching and learning at this key stage.

SCIENCE

75. Standards are satisfactory throughout the school. Pupils enter the school with average levels of achievement and generally make satisfactory progress. In the 1999 teacher assessments at Key Stage 1, most pupils reached the required level and a significant minority of pupils achieved the higher level. This indicates that the school is targeting higher attaining pupils well. At Key Stage 2, in the 1999 national tests, standards were above the national average and the average for similar schools. The trend over the past three years shows dramatic improvement, but due to the small number of pupils in each cohort taking the test, year-on-year comparisons are unreliable. Observed standards indicate that pupils make satisfactory progress in learning overall, and achieve standards which are in line with the national average by the end of Key Stage 2. This is a similar picture to that found by the previous inspection.
76. At Key Stage 1, pupils are able to make sensible suggestions about how quickly handkerchiefs will dry, when studying the changes in states of materials. They make and record their own suggestions appropriately, using words, symbols and pictures to explain their ideas. Pupils make relevant observations. For example, they correctly identify that a candle consumes oxygen when burning in a bell jar and that it is extinguished when the gas is used up. When conducting their investigations, pupils understand the need for tests to be 'fair' and explain accurately why the method they have used is 'fair'. Higher attaining pupils demonstrate a wide range of accurate observations and use extended passages of writing to explain their conclusions. For example, they write at length explaining how ice turns into water and then the water evaporates into a gas. Most pupils can accurately recall the main parts of a flowering plant and use the correct scientific vocabulary such as 'pollen' and 'stem'. They produce appropriate diagrams, labelled accurately, and can recall a number of facts about plant reproduction. For example, a pupil in Year 2 could explain clearly how insects pollinate flowers, so that it can produce a seed. She knew that if the flower was not pollinated, the plant would not produce a seed.
77. At Key Stage 2, pupils have studied changes of state and can explain accurately how materials can be solids, liquids or gases. They have compared different materials and have analysed which is best for a given purpose. This work shows some good understanding of the properties of materials and in their writing, pupils give extended and accurate descriptions of their findings. They make good use of correct scientific vocabulary, including words such as 'opaque', 'transparent' and 'synthetic'. They understand well that some changes are reversible and others are not. Higher attaining pupils accurately describe the properties of metals, citing that they are good conductors of electricity and heat. They also understand that some metals are magnetic and others are not. Pupils are able to tell the main parts of a plant, producing appropriately labelled diagrams. They have a good knowledge of plant reproduction and the conditions needed to sustain life. In one lesson, for example, a group of pupils in Year 5 used their knowledge of plant growth to describe differences between living and non-living things. Some pupils were also able to give extended explanations of why some plants die when left in the dark. Older pupils understand well the need to keep some aspects of an investigation the same, whilst only changing one variable at a time, to ensure a fair test. When investigating forces, they make sensible suggestions, predicting well where the force will act, given its direction and momentum. Higher attaining pupils are beginning to develop good observational skills, applying a wide range of criteria to arrive at accurate predictions.
78. The quality of teaching is satisfactory at both key stages. Teachers have appropriate subject knowledge, which is used effectively to extend pupils' knowledge and understanding of scientific principles. The teaching of basic scientific skills is satisfactory overall, but the current planning on a topic basis means that the development of pupils' skills is spasmodic. This has an overall detrimental effect on the progress made in learning in this aspect of the subject. In addition, insufficient consideration is given to the coverage of the Key Stage 2 programme of study in the Year 2/3 class, where Year 3 pupils are generally covering the Key Stage 1 programme. As a consequence, planning overall is only just satisfactory. Teachers have appropriate expectations and pupils' intellectual effort is satisfactory. Higher attaining pupils generally achieve at a level appropriate to their capabilities, and in Year 6, the teacher has high expectations of these pupils. Lessons are suitably planned to take account of the programme of studies and tasks are appropriately matched to the needs of pupils. Pupils are managed well, especially at Key Stage 2, and consequently behaviour is good. Pupils have an appropriate attitude to the subject. They usually concentrate well, but occasionally the general noise-level is too high for full

concentration to be possible. Pupils handle equipment carefully and take due notice of safety procedures. There are good relationships between pupils and teachers, and between pupils themselves, and this has a positive impact on the quality of learning in lessons. Pupils with special educational needs make similar progress to their peers. Although teachers generally mark pupils' work consistently, the quality of ongoing assessment is unsatisfactory. The current system only notes coverage of the programme of study, but does not provide information on the progress of individual pupils. Teachers do keep notes on pupils to enable them to report to parents at the end of the year, but no individual targets for improvement are set. Very little analysis of test results has been made, so there is no means of ensuring consistency in performance. Homework, when it is set, is appropriate, but it is not used consistently to support learning in the subject.

79. The leadership for the subject is unsatisfactory. The co-ordinator is the headteacher, who is currently on long-term sick leave. There has been very little monitoring of standards, teaching or learning in the subject. The improvements that have been made, especially the raising of standards in the 1999 national tests, are largely due to the efforts of individual teachers. There are currently no systems for ensuring these improvements are sustained. The deputy headteacher is currently overseeing the subject in a 'caretaking' role, but plans are underdeveloped and there is a lack of clear educational direction. Insufficient use is made of information technology to support learning in the subject. The school is aware of this and recent steps have been taken to acquire equipment for the electronic monitoring of experiments and the logging of data on computers.

ART

80. Pupils enter the school with creative skills which are average. They make good progress at Key Stage 1 and standards are above those expected by the time they are seven. This is an improvement on the position found by the previous inspection, where standards were judged to be average. At the end of Key Stage 2, standards are above those expected by eleven year olds. This is a similar picture to that found by the previous inspection.
81. At Key Stage 1, pupils make good drawings of patterns, making effective use of pencils, crayons and other mark-making media. For example, they have produced a good series of drawings of leaves, which show good observational skills. They experiment with mix media, using paper, rubbings and textures with vigour and imagination. They experience a wide range of media, including two and three dimensional work. For example, pupils in Year 2 have produced some amusing 'pebble sculptures' based on their topic of 'minibeasts'. Pupils have looked at various artists, including William Morris, Monet and Turner. Their pictures show a good understanding of these artists' styles. The landscapes after Turner were of a particularly good quality. Pupils have also produced sensitive pictures in response to music, as, for example, their work based on Stravinski's 'Firebird.'
82. Pupils at Key Stage 2 extend their drawing skills well by making careful observational pictures of animals, flowers and plants. They use a wide range of media well, exploring pattern, shape and texture in both two and three dimensions. For example, pupils in Year 3 have produced amusing sculptures of minibeasts using fruit and cocktail sticks. Other pupils have produced good quality Greek masks, Egyptian 'artefacts' and ceramics in the style of Clarice Cliff. Their water-colour skills are well developed, and pupils in Year 3 were observed producing very carefully painted pictures of flowers, which showed skills well above the expected level for this age. In Year 6, pupils have produced detailed transformations in the style of Escher, many of which showed good design skills. Their work in the style of Picasso also showed sensitivity and a significant understanding of the artist's methods. They have also undertaken abstract designs in the style of Mondrian, showing a good sense of colour and the ability to produce sequences of pictures on a similar theme. All pupils make good progress in learning, including those with special educational needs.
83. The quality of teaching is good throughout the school. Teachers have good subject knowledge, which they use well to develop pupils' artistic skills. As a result, pupils are making good progress in their learning. Teachers' planning is effective and takes account of the school's scheme of work, as well as the individual needs of pupils. Teachers have high expectations, and as a consequence, pupils put considerable effort into their work. The good relationships between

teachers and pupils, and pupils themselves, means that pupils work well in groups. There are many examples of pupils working together well, as, for example, the large frieze of the Bayeux Tapestry created by pupils in Years 5 and 6. Teachers use effective teaching methods to teach a wide range of skills and their effective pupil management means that pupils behave well in lessons and enjoy their art work. Lessons move at a brisk pace, allowing pupils to complete work in time and consequently, they make good progress in their learning. Assessment is appropriate and teachers know their pupils well. This enables teachers to direct pupils' work effectively, although the recording of assessment is less well developed.

84. The co-ordinator provides good leadership for the subject and monitors standards appropriately through a scrutiny of pupils' work and teachers' planning. There is a broad and rich curriculum, which makes a valuable contribution to pupils' spiritual and cultural development. Good use is made of information and communications technology to support learning in the subject, and pupils have produced a wide range of graphic pictures in a variety of styles. The accommodation is limited and the lack of space means that, in some lessons, pupils are not able to work freely on large scale pieces.

DESIGN AND TECHNOLOGY

85. Progress in design and technology throughout the school is satisfactory for all pupils, including those with special educational needs. The implied satisfactory progress identified in the previous inspection has been sustained. Pupils' achievement on entry to the school is broadly average.
86. At Key Stage 1, pupils develop the use of simple tools to make things from card and achieve a good quality finish. They make puppets and use split pins and levers to introduce movement in their products. In food technology, pupils design and make small fruit flans that resemble faces. These show obvious thought in the design process as pieces of fruit represent different facial features, such as sliced peaches for eyebrows. Pupils in Year 2 have made wheel-barrows. Their designs are of a good quality, shown by 'exploded' diagrams and simple plans. Their products resemble their initial intentions and are appropriate for the purpose for which they are made. There is clear evidence that these products have been evaluated effectively. They use fabrics satisfactorily to design, cut and make hand-glove puppets of an appropriate quality. Pupils begin to design and make products for specific purposes, these include making wheel-barrows to move earth across a garden, and making and designing a boat to carry a load across a water-filled tray.
87. At Key Stage 2, pupils develop their use of recycled materials, paper, card and wood to make models and things for a purpose, such as a protective package for an Easter Egg. Pupils work independently on tasks as well as in teams. Pupils communicate ideas through the use of drawings and sketches, which are appropriately labelled. Notes are often made on the materials required and how to proceed. Pupils choose materials and cut accurately and join them, using appropriate techniques. They learn to reinforce structures, such as in the making of bridges to support a specific number of pupils, and evaluate their design ideas through testing them practically. Due consideration is given to the appearance of the product and an increasingly good quality finish is achieved. They use a good range of materials. During the school's healthy eating campaign, pupils designed and made healthy food, such as a sandwich. Some impressive, large-scale models of fantasy animals and birds were seen in the Year 5/6 classroom. These were of a good quality finish and original in design, and used an uncommon method of joining, by slotting together perpendicular sections.
88. Due to timetable arrangements, no teaching was observed during the inspection. Teachers' planning, the quality of work seen and the progress that pupils make, indicate that the quality of teaching is satisfactory. A good range of materials are provided so that pupils have a satisfactory number of experiences with wood, card, food and fabrics and they experience a number of different ways of joining the parts. The full process is provided, including designing, making and evaluating. This shows that teachers have a sound subject knowledge and ensures that pupils acquire satisfactory knowledge and understanding.
89. Pupils' response to design and technology lessons is good. Although pupils were not seen in design lessons during the inspection, pupils in Year 5 and 6, for example, spoke with enthusiasm about what they had done. The finish of their products indicated a pride in their work.

90. There is an appropriate scheme of work and a useful policy document, which enables teachers to plan appropriately. All pupils complete one or two major focused tasks each term and other minor tasks as they arise in other subjects. The leadership and management of the subject is satisfactory. The co-ordinator does keep a regular check on planning. Resources are satisfactory. They are appropriate, of a sufficient quantity and quality and are easily accessible.

GEOGRAPHY

91. Standards of attainment at Key Stage 1 and Key Stage 2 were in line during the previous inspection. No teaching of geography was observed during this inspection but scrutiny of books, interviews with pupils, examination of special pieces of pupils' work and discussion with the co-ordinator suggest that standards have been maintained and pupils make satisfactory progress overall.
92. At Key Stage 1, pupils have a sound knowledge of geographical vocabulary. At the end of Key Stage 1, they designed a 'Guide to Sampford Peverell' involving aspects of the village, such as routes to the station, the church and the post office. This work indicates that pupils have a satisfactory knowledge of their own environment and can plot a route, using appropriate map conventions. Pupils effectively used Ordnance Survey symbols and composed their own suitable key. Pupils with special educational needs work at their expected level and receive good support and encouragement to underpin their learning.
93. At Key Stage 2, pupils drew up questionnaires about aspects of the village, such as the village hall, the canal and transport, and recorded this evidence appropriately in graphical form and then retrieved information sheets. In their information packs, pupils used correct geographical vocabulary. This indicates a clear understanding of the importance of location and the use of land for different purposes. As a contrasting area, pupils study Japan. They consider the relief of Mount Fuji, the fast transport train system and its main exports. Their work shows a good understanding of the differences between British and Japanese culture, and appropriately highlights some of the main similarities.
94. No teaching was observed during the inspection but the standards pupils have achieved, the planning of the delivery of the curriculum, the scheme of work and resources available, indicate that teaching is at least satisfactory. Co-ordination of the subject is at least satisfactory. Plans are monitored and the scheme of work satisfies National Curriculum coverage requirements. Day-to-day assessment is satisfactory and checks are made and recorded on pupils' achievement of skills. Resources have improved since the previous inspection and issues identified for action have now been satisfactorily resolved.

HISTORY

95. Pupils enter the school with standards which are average. They make satisfactory progress at both key stages and achieve standards which are similar to those expected at ages seven and eleven. This is a better picture than was found by the previous inspection, where standards were judged to be unsatisfactory overall.
96. At Key Stage 1, pupils have studied the lives of famous people from the past and recorded their knowledge using appropriate words, symbols and pictures. For example, they have looked at the life of Samuel Pepys and made their own 'diaries' of the Fire of London. The quality of writing is satisfactory overall and some higher attaining pupils are able to write simple accounts of events, using appropriate historical vocabulary. Most pupils are able to recognise the difference between the present and the past in their own and others' lives. They use sources of information appropriately when they write their accounts. Pupils in Year 2 have studied the voyages of Captain James Cook and have a suitable knowledge and understanding of the main events of his life. Higher attaining pupils have a good sense of chronology through the use of time lines, placing the names of famous people in the correct century.

97. Pupils continue to make satisfactory progress at Key Stage 2. In their study of the Tudors, they are developing an appropriate understanding of chronology by placing the names and dates of Tudor monarchs on a time line. They produce some pieces of extended writing of a good quality, describing accurately everyday life in Tudor times. Their work is appropriately illustrated with pictures, maps and diagrams to explain their text. Older pupils have studied Britain since the 1930's and have placed the main events of the period on a time line. They show they understand well the chronology of the period and can recall from memory the main dates of World War II. Pupils in Year 6 have produced spiral time lines to illustrate the main events of the last Millennium. They can also recall well the significant features of the period between 1930 and 1990. Pupils have an appropriate understanding of the major changes in Britain between these two dates and produce satisfactory diagrams and pictures to illustrate these changes.
98. Although no teaching was seen during the inspection, it was possible to judge the quality of teaching from the scrutiny of pupils' work, the examination of teachers records, interviews with pupils and planning for the subject. The quality of teaching is satisfactory overall and teachers generally have appropriate subject knowledge. Planning is generally effective and provides pupils with a suitable range of activities and tasks to stimulate their interest and enjoyment. As a result, all pupils make satisfactory progress in learning, including those with special educational needs. Assessment is mainly used to provide information for parents and is appropriate.
99. Leadership for the subject is satisfactory overall and steps are being taken to adjust the scheme of work to take account of new curriculum requirements. The subject makes a good contribution to pupils' cultural development, providing them with insights into their own cultural heritage and that of other non-western civilisations. Although there are sufficient resources for the subject, insufficient use is made of information and communications technology to support learning, especially for research.

INFORMATION TECHNOLOGY

100. During the period of the inspection it was not possible to observe direct teaching of information technology. Judgements are therefore based on an examination of teachers' planning, interviews with pupils, displays of work and pupils' work samples. Information technology is also used to assist teaching in a range of other subjects, and the use pupils made of computers and software in these lessons and their responses were recorded.
101. Most pupils enter the school with some experience of computers and their achievements are broadly what one would expect from five year olds. The attainment of pupils at 7 and 11 is average when compared with that of other pupils of the same age. This is consistent with judgements at the time of the last inspection, when standards were variable but seemed satisfactory overall, with unsatisfactory keyboard skills. Whilst the progress made by the school since the last inspection is satisfactory, there are opportunities for further improvement.
102. The attainment of seven-year-olds in information technology is average. At the end of Key Stage 1, high attaining pupils can use a mouse to choose from a menu and are able to use the keyboard well to type script. They have sound knowledge of the use of upper and lower case letters. They can make simple adjustments to edit the text, for example they can delete words and they can print out their work independently. Pupils are able to use drawing programs well and this is a strength in art. Pupils at the end of the key stage are each 'painting' their own flowers to put into their class flower garden. Some are able to 'drag and drop' different parts of flowers and label them accurately. Pupils know how to control a floor robot well to move in different directions according to a plan that they have devised beforehand.
103. The attainment of pupils at the end of Key Stage 2 is average and is in line with expectations for 11-year-olds. They can use the computer's word processing facilities satisfactorily and some can insert graphics and 'word art' into the text to make the work more appealing to the reader. This was evident in a religious education lesson in which pupils designed eye-catching posters to encourage people to make strangers welcome. Most pupils can access a program competently and are able to save their work on disc and retrieve their work at a later stage. Their keyboard skills are good and most of the older pupils are able to work with speed when word-processing. Pupils have had experience of using the Internet and they use it to communicate with a school in Japan.

104. Pupils' progress is satisfactory at both key stages. Most grasp what they have to do appropriately and how to do it. Pupils' progress is related to the confidence they gain in using the equipment. Higher and lower attaining pupils, including those with special educational needs, make satisfactory progress and are confident in experimenting. Pupils frequently work independently without the help of teachers or class support staff. This helps pupils to develop independence.
105. Pupils' response to using information technology is good. They like using computers and they are keen to learn. They are well behaved and are careful when using the equipment. Pupils work well in pairs, sharing tasks and making joint decisions amicably.
106. Although no direct teaching was seen during the inspection, teachers' planning and the progress that pupils make indicates that teaching is satisfactory. Appropriate opportunities are provided and pupils are satisfactorily supported whilst working with computers.
107. The subject is well led and teachers receive appropriate support. The co-ordinator has a realistic view of the development of information technology and is aware of the improvements that need to take place in order to develop and improve provision further. There is a scheme of work, which will be adapted to match recent national guidelines. It is also intended that an appropriate assessment process will be developed to ensure that all pupils progress as well as expected. However, the present system is inadequate and does not provide sufficient information to set individual targets for improvement. The co-ordinator has completed an audit of needs and there is a specific subject action plan to develop the subject. The school is connected to the Internet, which it uses well. Literacy and numeracy are supported to good effect by pupils' work on computers, as are other subjects such as art. Information technology is however, insufficiently used in music and science. It makes a positive contribution to the social and cultural development of pupils, through research and group work. There is a large number of computers available in school, but they are not all of a sufficiently high enough specification on which to run up-to-date software and pupils' experiences with computers in school is therefore restricted.

MUSIC

108. Pupils enter the school with levels of achievement which are average. they make good progress at Key Stage 1 and achieve standards which are above average by the time they are seven. This is a similar picture to that found by the previous inspection. Pupils continue to make good progress at Key Stage 2 and by eleven are achieving standards which are well above those expected of eleven year olds. This a better position than that found by the previous inspection.
109. The quality of pupils' singing is good throughout the school. Pupils are able to keep time, sustain a rhythm and generally remain in tune. In a whole school singing practice, for example, all pupils were able to sing a two-part round, keeping together well and singing in harmony. They also sing with sensitivity, feeling well the mood of a song and adjusting the volume as appropriate. This adds appreciably to their spiritual development. For example, they sang 'Be Still for the Spirit of the Lord', with great feeling, pausing for reflection between each verse. The words were well articulated and clear, and most pupils were able to reach the higher notes tunefully. Individual pupils contribute to the quality of music performed in assemblies. For example, several pupils played pieces on the piano very well as the school left the hall. Those waiting listened intently. The singing was also accompanied by a pupil, who played the drums exceptionally well. Pupils clearly enjoy the subject and gain a great deal from it both spiritually and culturally.
110. At Key Stage 2, pupils achieve standards which are well above average in their performance of music and their composition of pieces. They have a very good understanding of standard notation, musical terms and performance styles. These range from folk songs, jazz, classical and modern forms. For example, nearly all pupils in Year 6 could give examples of pentatonic scales and make short extemporised compositions using the five notes of the scale as a base. Many pupils can play instruments to a high level of competence and all gain enjoyment from making music on the wide range of instruments available to them. For example, all pupils took part in creating a Javanese Gamelan. They were confident in sustaining their own musical lines, whilst other developed different musical textures. The final production was of a very high quality, demonstrating standards well above expectations. Pupils have studied a wide range of Western

and non-western composers and musical styles, and this has contributed significantly to their cultural development.

111. The quality of teaching is very good overall. The co-ordinator teaches all music lessons and her excellent subject knowledge and very good teaching of basic skills has resulted in good progress and high standards throughout the school. Planning for the subject is very good and ensures a balanced programme of music for enjoyment as well as the development of key skills. The teacher has very high expectations and this results in maximum effort from pupils during lessons. Her teaching methods are very effective and as a result, pupils make good progress overall, and those who are especially talented make very good progress. The style of teaching also ensures that most pupils enjoy lessons, even although they are working hard. They concentrate very well and work very well in groups and individually. Pupils with special educational needs gain great satisfaction from the subject and make good progress. Assessment is good, and individual targets are set where appropriate for improvement and development.
112. The co-ordinator provides excellent leadership for the subject and standards have been consistently monitored very well. The quality of the learning experiences which pupils receive is very good. There is a clear educational direction and music has a high profile. As a result, standards are high and the subject makes a significant positive impact, not only on the quality of education in the school, but also on the community at large.

PHYSICAL EDUCATION

113. Pupils' physical development is average when they enter the school. They make good progress and by the time they leave at eleven, pupils achieve standards which are above that normally expected from pupils of this age. These higher than expected standards have been sustained since the previous inspection.
114. No lessons in gymnastics were observed at either key stage, but photographic evidence suggests that apparatus is well used and pupils exhibit different shapes of good quality and display a variety of ways of moving on, around, under and through different apparatus layouts. The quality of apparatus from both photographic evidence and physical examination confirms it is both safe and of good quality. In games lessons pupils use exercises efficiently to warm up. They listen well to instructions and are eager to pursue their set challenge. They work well in pairs and in groups. They throw and catch well, use space effectively when either batting or fielding, and recognise the need of team effectiveness. They take responsibility for apparatus and organise themselves sensibly and quickly. These skills are developed effectively at a competitive level when pupils compete with other schools in netball, football and athletics. All pupils, including children under five, have swimming lessons in the school pool between June and September. As a result of the intensive teaching, pupils make rapid progress and the majority are competent swimmers by the time they leave the school at eleven. All achieve the basic requirement of swimming 25 metres unaided. The very young pupils are supported well by volunteer helpers and this boosts their confidence. Pupils play games with the adults which involve jumping up and down and submerging when the pupils are confident enough to do so.
115. The quality of teaching is good overall and often very good or better. All lessons are characterised by effective warm up activities, brisk pace, good demonstrations by pupils and appropriate challenge. Pupils enjoy their physical education lessons. They behave well and even the youngest children are aware of safety issues, such as entering the pool correctly and wearing buoyancy aids. Pupils work co-operatively and are careful not to intrude upon each other as they practise their skills. Extra-curricular activities, including opportunity to participate in residential experiences contribute positively to standards and the progress pupils make in learning.
116. Co-ordination of physical education is good. External resources such as the swimming pool and the school field enhance provision and have a direct impact on raising standards. However, in the hall, where gymnastics and dance are taught, conditions are somewhat cramped and this impedes opportunities for these areas of the physical education curriculum.

RELIGIOUS EDUCATION

117. Standards in religious education are in line with those expected in relation to the locally agreed syllabus. Standards have fallen back since the previous inspection, when they were judged to be good. Pupils make a satisfactory start to their studies in the subject through their understanding of Bible stories. Pupils demonstrate their knowledge as they discuss the story of the creation and other traditional stories from West Africa, for example that illustrate why all people were made differently, including the colour of peoples' skins. They are aware that the Bible contains stories that Jesus told, and that it is a special book. They develop their knowledge through assemblies. They are beginning to discuss their feelings, the meaning of certain stories and how the messages in these stories can be applied to their own lives.
118. At Key Stage 1, in the Reception class the pupils talk about special things and special symbols. They discuss their understanding about peace, and know that it can be symbolised by a handshake or a dove. Some pupils show very good biblical knowledge and talk confidently about the dove that appeared at the baptism of Jesus and the one that returned to Noah's Ark with an olive branch, indicating that the floods were receding. They have an appropriate knowledge of Hinduism, which is the other faith studied in addition to Christianity. At Key Stage 2, older pupils investigate their own feelings as they learn about the story of Ruth and how she felt to be alone in a new place. They use their literacy skills to talk about their thoughts, although some find the written aspects of religious education difficult.
119. The quality of teaching and learning is satisfactory. Teachers show a satisfactory subject knowledge and are able to talk confidently, relating biblical themes to their own lives. Classes are managed well and any inappropriate behaviour is handled effectively. Planning is generally appropriate and takes account of the locally agreed syllabus. Most lessons move at an appropriate pace and as a consequence pupils make satisfactory progress. They generally show interest in lessons, concentrating well and making interesting observations in class discussions. Tasks are suitable for the age of the pupils being taught, but does not really take much account of the different ability levels in each class. Procedures for assessing pupils' attainment and progress do not meet the requirements of the agreed syllabus and are consequently unsatisfactory. Very little use is made of assessment to adjust future planning and this is also unsatisfactory. The subject makes a satisfactory contribution to pupils' spiritual, personal and moral development.
120. The leadership and management of the subject are unsatisfactory overall. Until recently, the co-ordinator was the headteacher, but in his absence, another member of staff is 'caretaking' as co-ordinator. There has been unsatisfactory monitoring and evaluation of the subject's performance and no action has been taken to implement the locally agreed assessment procedures. Resources are good overall and the school makes appropriate use of religious artefacts from a local teachers' centre.