

INSPECTION REPORT

HONITON PRIMARY SCHOOL

Honiton

LEA area: Devon

Unique reference number: 113098

Headteacher: Mr G. Rickson

Reporting inspector: Robert B. Bonner
25384

Dates of inspection: 14 – 18 February 2000

Inspection number: 191783

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Clapper Lane Honiton Devon
Postcode:	EX14 1QF
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A. Wakley
Date of previous inspection:	2 – 6 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Robert B. Bonner	Registered inspector	Mathematics	What sort of school is it?
		English as an additional language	How high are standards? a) The school's results and pupils' achievements
			How well is the school led and managed?
			What should the school do to improve further?
Brian Sampson	Lay inspector	N/A	Attendance
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Judith Clarke	Team inspector	Under fives	How well are pupils taught?
		Music	
Pat Lowe	Team inspector	Religious education	Provision for pupils' spiritual, moral, social and cultural development
		Geography	
		Special educational needs	
Andreas Markides	Team inspector	History	Hearing support centre
		Physical education	
		Equal opportunities	

Doreen New	Team inspector	Science	How good are the curricular and other opportunities offered to pupils or students?
		Design and technology	
Patricia Walker	Team inspector	English	Accommodation and learning resources
		Art	
John Williams	Team inspector	Information technology	How high are standards? b) Pupils' attitudes, values and personal development

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Inspection Quality Division
The Office for Standards in Education
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 – 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 14
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20 - 21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21 - 22
HOW WELL IS THE SCHOOL LED AND MANAGED?	22 - 25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
OTHER SPECIFIED FEATURES	25 - 26
Hearing support centre	
PART C: SCHOOL DATA AND INDICATORS	27 - 29
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31 - 50

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Honiton Primary School is an above average sized primary school for pupils between the ages of three and eleven. There are currently 565 full-time pupils on the roll in the main school and this reflects a slight increase since the previous inspection. There are 300 boys and 265 girls who attend the school full time. A nursery unit caters for children aged three years and one month. There are 73 children who attend the nursery part time, 40 are boys and 33 are girls. Children move into the reception classes in either the September or the January in the year in which they will become five. 40 children in the reception classes were under five. The school also has a hearing support centre that provides facilities for pupils from a wide geographical area. Most of the pupils live in the town although some travel from local villages and isolated farms. There is a diversity of home backgrounds, socially, economically and educationally. 12.6 per cent of pupils are entitled to free school meals. This figure is broadly average in comparison with the national picture. The proportion of children registered for free school meals is lower than it was at the time of the previous inspection, when it was twenty two per cent. The attainment of pupils, at the age of five, covers a wide range from children who are very able to those who have difficulties in their learning. However, taken overall pupils' attainment on entry to the school is broadly in line with that expected of children of their age. Current figures indicate that there are 111 pupils, 19.6 per cent, on the special educational needs register. 28 of these pupils have statements for their educational needs, 11 are in the Hearing Support Centre.

HOW GOOD THE SCHOOL IS

The school is very well led and managed. Standards are good in science, religious education, art, geography, history and music at both key stages, in English at Key Stage 2 and physical education in Key Stage 1. The quality of teaching is good throughout the school. Pupils are well supported in their learning and are currently making good progress. The school is providing good value for money.

What the school does well

- Standards are good in science, religious education, art, geography, history and music at both key stages, in English at Key Stage 2 and physical education in Key Stage 1.
- The leadership and management of the headteacher and key staff are very good.
- The work of the school is very well supported by a committed governing body.
- The quality of teaching is good throughout the school.
- Pupils throughout the school make at least good progress.
- Provision for pupils with hearing impairment and special educational needs is very good and these pupils make very good progress.
- Pupils' attitudes towards school are very good, they behave very well and enjoy excellent relationships with each other and with adults.
- The ethos of the school is excellent. The school is committed to providing education of the highest quality with equal opportunities for all its pupils. The provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- Standards in spelling are insufficiently high.
- The school development plan lacks rigour and a long-term perspective.
- Some parts of the school's accommodation are poor.
- The school prospectus and governors' annual report to parents do not meet statutory requirements.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection in 1996 in many areas of its work. The quality of teaching has improved, with 87 per cent of lessons observed during this inspection being good or better. The school has made good improvement in the assessment of pupils' work since the previous inspection when it was regarded as rather unwieldy. There have been improvements in the provision for pupils' spiritual and cultural development, both of which are now very good. The quality of relationships, which was deemed to be very good in the last inspection report, is now judged to be excellent. There have been improvements in the areas of child protection, support and guidance for pupils and monitoring of attendance. Greater provision has been made for coordinators to monitor pupils' attainment and progress in different subjects of the curriculum. There have been improvements in the school development plan, but it still lacks rigour. There have been improvements in standards in religious education, art, geography and history. Standards in these subjects, which were judged to be satisfactory in the last report, are now good. The school has good capacity for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	C	C	well above average A above average B average C below average D well below average E
Mathematics	C	D	B	B	
Science	E	C	A	A	

The results of the 1999 National Curriculum test for pupils at the end of Key Stage 2 indicated standards that were broadly in line with the national average in English, above this standard in mathematics and well above in science. In comparison to similar schools standards were average in English, above average in mathematics and well above this standard in science. Pupils achieving Level 5 were close to the national average in English, above in mathematics and well above in science. Boys outperformed girls in English but achievements were broadly the same in the other subjects. Progress over the past three years indicates a gradual rise in standards in English, a rise in mathematics from being below average in 1998 and a significant rise in science. Teacher assessments in Key Stage 2 were considerably lower than the test results, particularly in English and science. The school believes this situation arose due to the fact that they mark hard and that the booster classes had made a significant difference to the number of pupils achieving at Level 4. The trend over the last four years in the school's average National Curriculum points for all core subjects was broadly in line with the national trend. The school has set realistic targets for the future, and is in a good position to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They clearly enjoy coming to school and are enthusiastic, interested and involved in their learning. This has a positive effect on their progress.

Behaviour, in and out of classrooms	Behaviour in lessons, assemblies and around the school is very good. Pupils are courteous and trustworthy, and are caring and thoughtful in their attitudes to others.
Personal development and relationships	The school offers its pupils a wide range of opportunities for their personal development. Pupils show initiative and take responsibility for many of the school's daily routines. The excellent personal relationships they enjoy with each other and with adults are an outstanding strength of the school.
Attendance	Attendance is good. There has been an improvement since the last inspection and it is now above the national average.

TEACHING AND LEARNING

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

Overall, the quality of teaching is good throughout the school. In 87 per cent of lessons the quality of teaching is at least good, in 38 per cent it is very good or better and 4 per cent it is excellent. There was no unsatisfactory teaching observed. Teachers have good knowledge and understanding of the subjects they teach. The majority has high expectations of pupils and their work. Lessons are well organised and time and resources are used effectively to promote pupils' learning. The teaching of literacy is good. Teachers plan their lessons well and work is well matched to the needs of individual pupils. The teaching of numeracy is good. Lessons are well planned and teachers ensure that all pupils are actively engaged in their lessons. Even though the National Numeracy Strategy has only recently been put into place it is already having a positive impact on standards due to the emphasis being placed on the development of mental and problem solving skills. Teachers' planning for lessons, such as the literacy hour, takes into account the needs of pupils with learning difficulties by ensuring that independent work matches their ability. Pupils with special educational needs and those with hearing impairment are very well supported and they make very good progress towards the targets in their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children who are under five is good. The curriculum for pupils in Key Stages 1 and 2 is broad and balanced and meets statutory requirements. The quality and range of the curriculum are good. The school provides a broad range of opportunities that meets the aptitudes and particular needs of all pupils, including those with special educational needs and those who have hearing impairment.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Teachers' planning ensures that work is well matched to pupils' needs and ongoing records track progress made. Planning is very effective in ensuring that the coordinator and local authority support staff liaise successfully with class teachers. Individual education plans contain clear targets. Classroom assistants are very effective, enabling pupils to make very good progress.

Provision for pupils with hearing impairment	There is very good provision for pupils with hearing impairment. Teaching and support from specialist staff are of very good quality and mainstream teachers are successful in integrating the pupils. These pupils make very good progress measured against the targets in their individual education plans, and for many, their attainments compare favourably with those of their hearing peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is very good, overall, and very good in each aspect. The school's ethos provides a strong focus for pupils' spiritual, moral, social and cultural development. All aspects are actively promoted. Provision of this aspect is a strength of the school.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. Procedures for monitoring and eliminating oppressive behaviour are also good. The school has effective practices to identify how well pupils are learning, particularly in the core subjects of English, mathematics and science and the achievements of different attainment groups.

The school works effectively in partnership with parents. The quality of information provided for parents, particularly about pupils' progress, is very good. All parents receive a regular and updated prospectus and annual governors' report, which are informative. The pupils' annual academic reports are very specific and contain all relevant information. Regular newsletters are sent to parents and home/school agreements have now been set up. Parents' evenings are arranged to discuss the curriculum, pupils' reports and their progress. The impact of parents' involvement on the work of the school overall is satisfactory but good in the under fives and this makes a worthwhile addition to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and other key staff is very good. The headteacher provides strong, sensitive leadership and, with the effective support of key management staff and the governing body, gives a very clear direction for the development and improvement of the school.
How well the governors fulfil their responsibilities	The contribution of the governing body to the effective running of the school is very good. Governors take their responsibilities seriously and are committed to raising standards in the school. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school. There are some minor omissions in the annual governors' report to parents.
The school's evaluation of its performance	The headteacher has been appraised by the governing body, and appropriate targets have been set. The headteacher monitors and evaluates the performance of staff and provides relevant training opportunities. There are effective procedures in place for assessing pupils' achievements and tracking the attainment of different cohorts as they move through the school. The school employs effective measures to raise the achievements of all its pupils.
The strategic use of resources	The school provision for staffing, accommodation and learning resources is satisfactory overall. The school makes good use of all resources made available to it. It effectively targets spending to agreed areas of priority, in particular meeting the educational needs of all its pupils, and the raising of standards. It applies the principles of best value for money in many aspects of its work. Financial administration is very efficient and effective. The school development plan lacks rigour and a longer-term focus.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• Their children are making good progress.• Behaviour of children in the school is good.• The quality of teaching is good.• They feel comfortable about approaching the school with questions or a problem.• The school expects their children to work hard and to do their best.• The school is well led and managed.• The school is helping their children to become mature and responsible.	<ul style="list-style-type: none">• Some parents would like the provision of a greater range of activities outside of school.• Some parents would like more information about how their children are getting on.

Inspection evidence strongly supports the positive view that parents have of the school. The school acknowledges that there are fewer after-school clubs now than there have been in recent times. Even so, inspection evidence indicates that it does provide a good range of extra curricular activities and educational trips and visits to extend and enrich the curriculum. The quality of information provided for parents, particularly about pupils' progress, is very good. All parents receive a regular and updated prospectus and an annual governors' report, which are informative documents.. The pupils' annual academic reports to parents are very specific and contain all relevant information. Regular newsletters are sent to parents and home/school agreements have now been set up. Parents' evenings are arranged to discuss timetables, pupils' reports and progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. The results of the 1999 National Curriculum test for pupils at the end of Key Stage 2 indicated standards that were broadly in line with the national average in English, above this standard in mathematics and well above in science. In comparison to similar schools standards were average in English, above average in mathematics and well above this standard in science. Pupils achieving Level 5 were close to the national average in English, above in mathematics and well above this standard in science. Boys outperformed girls in English but achievements were broadly the same in the other subjects. Progress over time indicates a gradual rise in standards over the past three years in English and mathematics and a significant rise in science during the same period. Teacher assessments in Key Stage 2 were considerably lower than the test results, particularly in English and science. The school believes this situation arose due to the fact that they mark hard and that the booster classes had made a significant difference to the number attaining at Level 4. The trend over the last four years in the school's average National Curriculum points for all core subjects is broadly in line with the national trend.
2. Pupils speak with appropriate clarity and use the full range of their vocabulary in order to make what they say as clear as possible. During discussions, pupils exchange information, opinions and evaluations of their own work. Pupils listen well to each other and respond sensitively. Nearly all pupils read accurately and fluently and when reading aloud they use punctuation and contextual clues to enhance their expression and pace. Many pupils are able to comment on their reading in a way that goes beyond understanding of plot or information to show an appreciation of character, theme and language. They show secure research skills in both books and on the Internet. Pupils use an increasing range of adjectives and other literary devices to make their writing more interesting and vivid. They vary their style according to the purpose of their writing. The spelling of many pupils, including those with higher levels of attainment, is inconsistent and careless, with many pupils making avoidable mistakes. In mathematics, the majority of pupils are developing their own strategies for problem solving and recording their findings both in working within mathematics, and in applying mathematics to practical contexts. They use a range of mental strategies and display a good understanding of place value in numbers over a 1000. The knowledge and understanding of fractions and decimals of the majority is generally sound. They measure perimeters and areas accurately, using the correct units of measurement. Pupils recognise and name angles using such terms as acute, obtuse and reflex, and measure angles, with some accuracy, using a protractor. They collect data on a frequency chart and display it in the form of line and block graphs, and interrogate these when making comparisons. In science, pupils understand that they can use only one variable whilst others remain the same when carrying out fair testing. They employ past experiences to link cause and effect in simple explanation of why a bulb does not light because of an open circuit. They also use correct scientific language, such as 'condensation', 'evaporation' etc., when describing the water cycle.
3. The majority of children enter the nursery class with attainment that is lower than that expected of children of this age. A number of children who enter the nursery have problems with speech and language. Some have problems with their behaviour and social skills. By the time they are five, the majority of children are on line to achieve the Desirable Learning Outcomes in the six areas of learning defined by the Qualifications and Curriculum Authority for young children. In language and literacy the children in the reception classes enjoy looking at a number of books, and they talk knowledgeably about the different books the teacher shows them. They show a wide range of reading skills with higher attainers reading within Level 1 of the National Curriculum. Lower attainers are beginning to read and use the pictures alongside the text to give them clues to the words. Some children can write their names and all write under the teacher's writing, with the writing of the higher attainers generally appropriately formed. In mathematical understanding, lower attaining children in the reception classes recognise numbers to five and play counting games with dice. Higher attaining children order numbers to five, add them together and recognise how many this makes. In their shape work involving recognition of two-dimensional and three-dimensional shapes, children know terms such as faces and edges. In knowledge and understanding of the world, children look carefully at a range of materials and decide whether they are soft or hard by using their observational skills.

They recognise the differences between old and more modern bears. In music lessons, children enjoy singing a range of songs including “Twinkle, Twinkle Little Star” and “Baa Baa Black Sheep”, accompanying themselves with percussion instruments. In physical development, pupils use pencils, felt pens and different sized chalks as they draw and write on the chalk-boards and papers. Children use the brushes well when they paint their pictures. In gymnastics lessons, children travel along a bench in a variety of ways and jump from the end onto a mat. In social development, children in the reception class tidy away well replacing equipment sensibly. Children talk to each other and some form friendships. When they play with mathematics games they wait their turn and treat the games with care and respect.

4. The results of the 1999 National Curriculum tests and teacher assessments for seven-year-olds indicate that standards were broadly in line with the national average in reading, but below this standard in writing and mathematics. In science, the percentage of pupils achieving Level 2 was above the national average, with those achieving Level 3 below this standard. There were relatively few pupils who attained at the higher level (Level 3) in any of the core subjects. When compared with similar schools, standards were below average in reading and mathematics, and well below this standard in writing. There was no significant difference between the attainment of boys and girls. Considerable improvement has been made over the last three years in reading, writing and mathematics. Standards peaked at above the national average in 1998 in writing and mathematics, but dropped to just below this level in 1999. Trends over time indicate that standards rose steadily from 1996 to 1998 then fell back to below average in 1999. Last year’s cohort had been identified by the school as containing a high number of pupils with special educational needs. Scrutiny of work of the current Year 3, coupled with observations made in these classes, supports this view. The majority of pupils in the current Year 2 classes are attaining at an appropriate level that is close to the national average, with a small minority achieving at above this level.
5. Standards of pupils with special educational needs are below the expected levels set by the National Curriculum. Pupils with special educational needs make very good progress in the reception classes and at both key stages. The school successfully uses its baseline data, test and other assessment data and target setting in individual education plans and in statements to set appropriate challenging tasks for individuals and groups of pupils with special educational needs. Records, pupils' responses in class, their performance across the full range of subjects, how they learn in small groups and in one to one teaching all indicate that progress towards their targets in individual education plans and annual reviews is very good. All pupils make identifiable gains in knowledge, understanding and skills, due to very good teaching and focused planning and support. The introduction of the National Literacy Strategy and the National Numeracy Strategy is having a positive impact on standards. The use of the Additional Literacy Strategy in Years 3 and 4 is also proving very beneficial. Pupils' very good attitudes to school and their very good standards of behaviour help to promote learning. Most pupils with special educational needs show interest, enjoyment, application and involvement. They work well independently, and in groups, and most pupils sustain concentration. Pupils respond very well to focused help and usually persevere when tasks are challenging. They form very positive relationships with adults and other children.
6. Children who are under five make good gains in all areas of their learning. Pupils in Key Stages 1 and 2 make at least satisfactory progress in all subjects as they move through the school. In the core subjects of English and mathematics, pupils make good progress through both key stages. In science, pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. In the other subjects of the curriculum, pupils make good progress in art, design and technology, geography, history, information technology, music and religious education through both key stages and physical education at Key Stage 1. They make satisfactory progress in physical education at Key Stage 2.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school life are very positive. Parents report that their children enjoy going to school. Pupils know they go to school to learn. They settle down quickly to their lessons and are keen to get started. They listen attentively and are usually eager to answer questions. They enjoy the challenge of learning, showing a high level of interest and involvement when given an activity to do. Pupils work hard with good levels of concentration. They speak proudly of their school and take care of its resources. As at the previous inspection, the pupils' attitudes continue to be strength of the school.
8. Parents' positive views about behaviour are confirmed by the inspection. Standards of behaviour in and around the school are very good. Pupils behave particularly well in lessons. The school has a very simple set of rules involving the words "common sense" and "consideration," to let pupils know what behaviour is expected. Behaviour in assemblies, in the playground and the dining room is particularly impressive. Movement around the school is orderly. The pupils do not consider bullying a problem and they know who to turn to if an incident occurs. There have been no exclusions.
9. Pupils generally show a very good level of maturity and confidence for their age. They are developing essential social skills. They are very polite and friendly. The quality of relationships in the school, noted favourably in the last inspection, is outstandingly good and is a strength of the school. Most pupils get on very well with each other and with adults in the school. Relationships between many of the pupils and the lunchtime supervisory assistants are very close. Dining is a civilised social occasion with noise levels that allow easy conversation. Table manners are good. Pupils generally collaborate well and are prepared to listen to each other's views. They know the importance of taking turns and sharing. By Key Stage 1, pupils are beginning to show a good level of independence, with many prepared to work hard on their tasks without too much direct supervision. For example, in the literacy hour pupils generally work well at their independent tasks. Extra responsibilities, like taking the register to the office or helping to maintain the environmental area, are accepted enthusiastically. Throughout the school, equipment and books are handled with respect. The development of pupils' research skills is richly enhanced by the school's excellent library. Pupils willingly take responsibility for keeping their classrooms tidy. There is very little litter around the school.
10. Attendance is now good and has improved since the last inspection. Figures are now above national averages and unauthorised absences are below national averages. The school has no unexplained long term absentees. The majority of pupils come to school and into classes on time. Lessons commence promptly.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is consistently good throughout the school with outstanding teaching being seen in Key Stage 2. Teaching in 87 per cent of lessons is good or better, in 38 per cent it is very good or better, and in 4 per cent of lessons it is excellent. No unsatisfactory teaching was observed during the inspection. This shows an improvement in the quality of teaching observed at the time of the last inspection, when 75 per cent of teaching was good or better. For the children who are under 5, teaching is good or better in 100 per cent of lessons and in 36 per cent it is very good. In Key Stage 1, 86 per cent of lessons are good or better and 29 per cent are very good. In Key Stage 2, 86 per cent of lessons are good or better, 42 per cent are very good or better, and six per cent are excellent.
12. Teachers throughout the school have very good knowledge and understanding of the subjects they teach. They use their expertise well in lessons and in supporting colleagues. This has a positive impact on pupils' learning throughout the school. For example, the music co-ordinator teaches the school choir and orchestra, and she brings an outstanding level of expertise to these particular lessons. Here the teacher makes intellectual and creative demands upon the pupils who need to strive to make progress in lessons. It was particularly evident in the lesson the teacher took with the orchestra that an atmosphere of hard work, effort and concentration led to good levels of achievement. In another outstanding lesson, the class teacher used her high level of expertise to make effective connections with work already completed on "A

Midsummer's Nights Dream" and looking forward to the multimedia work the pupils would do in the future. This high level of expertise led to the pupils achieving new learning in a highly productive and rigorously paced lesson.

13. The teaching of literacy is good. All lessons are well planned to meet the requirements of the National Literacy Strategy with clear objectives and provision for appropriate tasks to meet the needs of pupils at all levels of attainment. Teachers have high expectations and provide a good level of challenge to pupils. Questioning is used well to make pupils think and extend their understanding. The explanations and instructions which teachers give to pupils are clear and precise and enable pupils to approach their work with a clear understanding of what they should do. Good use is made of summary sessions at the end of lessons to assess pupils' knowledge and understanding and evaluate the progress that has been made.
14. The teaching of numeracy is good. Although it is in its early stages of development, the majority of teachers have worked hard to adjust their planning and teaching to meet the requirements of the National Numeracy Strategy. The good quality of teaching is having a positive effect on the progress that pupils make.
15. Pupils are helped by the good teaching to acquire new knowledge at an appropriate pace. Lessons are well planned and ensure that all the pupils in the classes make good gains in all lessons. Parallel classes have similar lessons. Teachers plan effectively together to ensure that the pupils' work is challenging and well matched to their individual needs. Teachers' daily planning is very thorough and lesson objectives are clearly indicated and shared with the pupils. Here the sharing of lesson objectives enables the pupils to know clearly what they have to learn and so are fully involved in the set tasks. At the end of the session, pupils recognise that they have achieved the learning objectives. In all subjects, there are good schemes of work to aid the teachers' planning and this gives them a secure framework for their work. Staff make good use of assessments to help them to organise their future lessons. For example, the baseline assessments of the children in the reception class indicated that the children's knowledge of shape and space and understanding was weak. Teachers' subsequent planning ensured a detailed coverage of this aspect of the children's learning. Teachers' marking is not consistently applied across all classes or curriculum subjects. At its best, it provides pupils with a clear view of their achievements and provides information to target the next stages in their learning. Marking in these cases is both supportive and informative. However, the marking of spelling in pupils' work lacks rigour and, in mathematics, it is variable across the school.
16. Practical and interesting lessons are planned by the teachers to engage the pupils' interests and challenge their thinking. In literacy and numeracy lessons in Key Stage 2, pupils are grouped according to their abilities and this ensures that work is carefully matched to pupils' individual needs. Effective teaching, accurate grouping, and carefully matched work, all ensure that they learn well and make significant gains in these lessons. Independent work, group tasks and pupils working in pairs are used well by the teachers according to the particular learning that is taking place. In lessons where pupils work independently they do so with a great deal of enthusiasm and concentration. The pace of learning is good. They persevere with tasks and use resources very well.
17. Teachers manage the pupils very well and insist on high standards of behaviour and application. Teachers have excellent relationships with the pupils in the class and this ensures that the pupils work in an atmosphere of constructive improvement. Pupils are asked to reflect upon their work and strive to constantly improve their individual task. This was seen in a wide range of subject areas and throughout the school. Positive working habits are established and actively begin in the nursery class with the youngest children. The oldest pupils in Year 6 in a science lesson worked with a high level of independence, selecting their own resources and showing very high expectations of their work. In all classes pupils work in an atmosphere where learning is clearly valued and improvement is sought.
18. All staff work very hard to ensure that lessons are taught in an enthusiastic and interesting way. Teachers constantly examine their work and seek to improve their teaching skills. They discuss their lesson plans within their year groups. Monitoring of teaching helps the teachers to improve their work. Support staff are deployed effectively and they provide good help to teachers and pupils. Teachers and support staff work very closely together. This means that

the pupils make good gains through their close co-operation. The effective use of time in lessons is considered extremely important and the teachers ensure that all lessons start promptly. Pupils are given clear guidance on the time available and pace at which they are to work, and lessons proceed at a good pace. Resources and worksheets are of good quality and are used effectively by the staff to promote learning. Computers are used effectively in all classes to aid learning in a range of subject areas. Tape recorders, disc players and listening centres are used well by the staff to enhance lessons and aid pupils' learning.

19. Teachers use of homework is satisfactory overall. Regular homework includes reading, spellings, mathematics and science. In Year 6, pupils are expected to write up their science experiments for homework. Pupils of all ages are asked to research information at home and extend their school work at home. Many parents are supportive of the pupils as they work at home and their reading records show that most parents help and encourage their children in their learning.
20. The provision meets the needs of pupils with special educational needs very well. Class teachers' planning ensures that work is matched to pupils' needs and ongoing records track the progress that pupils have made. Planning is very effective in ensuring that the special educational needs co-ordinator and the local education authority's special educational needs support staff liaise effectively with class teachers, whether pupils are supported in class or withdrawn from lessons. The clear targets in individual education plans are sufficiently practical for class teachers and classroom assistants to implement them successfully. Trained classroom assistants are very effective in providing an appropriate blend of help and challenge, enabling pupils to make very good progress. The provision outlined in the statements of special educational needs is successfully implemented.

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

21. The school provides a broad range of opportunities which meets the interests, aptitudes and needs of pupils, including those with special educational needs.
22. The curriculum for children under the age of five is good. Reception planning is based on National Curriculum guidelines and Nursery planning addresses the six areas of learning. There is appropriate emphasis on literacy and numeracy and particular attention is given to developing children's personal and social skills. The appropriate parts of the National Literacy and Numeracy Strategies have been successfully introduced in this age group.
23. The curriculum for pupils up to the ages of 7 and 11 is good and meets the statutory requirements of the National Curriculum and Locally Agreed Syllabus for religious education. The school successfully allocates time to each subject ensuring breadth and balance across the curriculum and appropriate time is placed on literacy and numeracy. The Literacy and Numeracy Strategies have been implemented smoothly, and the appointed governors have been fully involved in attending training with the staff and generally adjusting the format to fit in with the school's aims.
24. The school has a policy for teaching sex education and this is sensitively introduced to pupils in Year 5 when studying human beings in science. Parents are invited to view the material and, if they wish, withdraw their child from these lessons. The dangers of drug and substance abuse are also dealt with effectively through the school's Personal, Health and Social Education lessons.
25. The curriculum has been organised to maximise the learning opportunities for those pupils with hearing impairment. This provision is well supported by the school's team of specialist and learning support teachers and assistants and is one of its strengths. The provision for pupils with special educational needs is also very good. Individual education plans are carefully constructed with achievable targets for literacy, numeracy and, where relevant, behavioural problems. Teachers use these targets well when planning their lessons. Parents are welcomed as partners in their children's education and are kept well informed of progress.

26. Curriculum planning is soundly based on well constructed schemes of work that provide good guidance for teachers as to the content to be covered each year. This results in pupils making continuous progress as they move through the school. Individual policy documents are in place for all subjects and most aspects of school life. The senior management team regularly monitors teaching, with particular emphasis on literacy and numeracy during the previous two years, and this practice is having a good effect on the quality of teaching throughout the school. Curriculum coordinators are also given time to monitor their subjects either through the scrutiny of planning and pupils' work or by working alongside colleagues. Most short-term plans show clear statements of what pupils are expected to learn in lessons. Planning at this level includes specific activities for different groups of pupils where this is appropriate. Assessment opportunities are identified on teachers' medium term plans.
27. A good range of extra-curricular activities and educational trips and visits extends the curriculum. Sporting activities include football, netball and cricket. Teams representing the school regularly participate in local sporting competitions with a neighbouring primary schools. During the summer months, there is an environmental club and also a drama club that involves up to 40 or 50 pupils. The school choir and orchestra are well established and have a positive impact on pupils' learning. A signing club meets weekly for hearing pupils and those with hearing impairment. The school also provides opportunities for pupils to enjoy residential trips. Cross curricular studies are taught to Year 5 pupils when they visit Bicton College and Paignton Zoo for a week and Year 6 pupils go to France during the Whitsun half term, where they study the life style and culture of the country.
28. Provision for equal opportunities is very good. There is a strong awareness among all staff of equal opportunities issues and they provide good role models across the school. All pupils in respect of age, gender and ability have equal access to all activities of the school. The school provides a broad range of worthwhile opportunities that meets the interests, aptitudes and particular needs of pupils with special educational needs. It has effective strategies for teaching the basic skills of literacy and numeracy. Regular help is given to pupils with special educational needs by trained classroom assistants in set groups and classes. The school makes very good use of the specialist skills of support staff from the local education authority, for example the speech and language therapist who works in the school on a regular basis. Classroom provision is very well organised to meet the needs of pupils with special educational needs. Arrangements for individual education plans are very effective in ensuring that individual needs are met, while enabling pupils to have full access to the curriculum. The provision in statements of special educational need is fully implemented.
29. The school offers a secure, caring and welcoming environment. Its aims are clearly stated and are followed in the daily life of the school. All members of staff provide role models by showing respect for the individual and concern for the school as a community. The provision for pupils' spiritual, moral, social and cultural development is very good. Parents generally express support for the school in this area. The majority of parents indicate, in response to the pre-inspection questionnaire, that positive attitudes and values are effectively communicated to pupils.
30. Provision for pupils' spiritual development is very good. This represents an improvement since the last inspection, when it was judged to be good. It is fostered mainly through assemblies, the programme for religious education and other subjects, such as English, science, history, geography, art, music dance and drama, where religious issues are explored. Assemblies effectively create an atmosphere that encourages spiritual awareness. An act of worship takes place daily, either for the whole school, in key stages, or in year groups or classes. This satisfies statutory requirements and provides opportunities for pupils to reflect on their own lives and the lives of others. For example, during their daily assembly, the reception class thought about the Bible as a very important book for Christians and learned about Noah's work in conserving various animal species. The class teacher effectively linked this with our responsibility for looking after the world. Throughout the school, pupils are encouraged to develop a thoughtful appreciation of the changing seasons, the wonders of the natural world and the creation stories. In a whole school assembly, pupils reflected on someone whom they really liked and why they liked them. Pupils gave examples like; 'I like Stacey, because when I'm sad, she makes me happy,' and 'When I'm sad, my grandad is always there for me in my heart. He is disabled, but doesn't let it get him down'. Kindness, love and care for others, was emphasised throughout the assembly and was related to Jesus' teaching in the Sermon on the

Mount. The school prayer, which is said with reverence and meaning, focuses on love, kindness and contentment. The message and the response is a reflection of the ethos of the school and the commitment of adults and children alike, to caring for others, making it a meaningful experience for all who were present. The beliefs, stories and values of Christian and other world religious communities are related to everyday life and concern for others. Appropriate extracts from poems and other literature, songs and music are selected to develop pupils' spirituality and there are opportunities for reflection. Assemblies are used to celebrate achievement, thereby developing pupils' self-esteem whilst reinforcing the school's expectations. Assembly themes relate to the programmes of study for religious education that help to reinforce spiritual themes. In English, texts and poems used in the literacy hour reflect the sense of awe and wonder in the natural world, for example, an anthology of poems used for group reading in Year 6. In a science lesson in Year 6, pupils were very excited when the lights and buzzers worked after wiring a complex circuit. Children exhibit wonder in the school's environmental centre, as they watch the animals and talk about the graveyard for animals. The study of the natural world, the stars, the moon, the planets, water and rivers in geography and in art enhances spiritual development, as does the playing of 'The Planet Suite', by the orchestra, and other experiences in music lessons and clubs. In assemblies and in music lessons, pupils listen to well-chosen music, or compose their own music; the orchestra makes a significant contribution to whole school assemblies. Opportunities for spiritual awareness occur through dance, for example, in connection with the planets, through the performing of plays, such as 'Hiawatha', the orchestra's playing of 'Peter and the Wolf,' the nativity play, the harvest festival, fundraising, Easter celebrations of new life and visits to local churches.

31. The provision for pupils' moral development is very good, as it was as the last inspection. The ethos of the school, which encourages respect for self and others, provides a very strong and effective focus for pupils' moral development. Values are fostered through the caring and supportive relationships that exist between staff and pupils and by the good example of all who work in the school. High expectations of behaviour and an emphasis on developing self-discipline support pupils' moral development. Personal and social development are central to the aims of the school and teaching within this area fosters a sense of value, dignity, appreciation and achievement, in themselves and in others, including an understanding of right and wrong. Pupils' moral development is reinforced in assemblies and in religious education lessons. For example, pupils in Year 3 explored the issue of bullying, when learning about the story of David and Goliath. Pupils in Year 6 learned about the moral code associated with Hinduism. Pupils demonstrate a clear sense of ownership and moral responsibility. The value of positive action is stressed, rather than dwelling on what is forbidden. Right and wrong are emphasised throughout the school by staff, and children are encouraged at all times to care for one another, the school and the community. Relationships between all staff reflect the atmosphere of friendliness and support which is apparent and this has a strong effect on the children. The openness of the school, the use made by parents of their own room, the strong links with the community, such as the Community College, the Busy Bees Play Group, the Sports Centre and Honiton Academic Council, help to create a strong sense of belonging to a community where everyone has not only rights, but also responsibilities.
32. The school actively promotes the development of good social skills and pupils' social development is very good; at the time of the last inspection, it was deemed to be excellent. In all classes, pupils are given opportunities to respond to the needs of their peers in a thoughtful and sympathetic way as, for example, the current raising of funds to provide an electric wheelchair for a pupil. The school ensures that all pupils with special educational needs take a full part in school activities. In all lessons, pupils are encouraged to express their views, knowing that they will be given respect. Children are provided with many opportunities to take on responsibilities within their class as monitors for a variety of tasks. These responsibilities are extended, as pupils mature, and opportunities are provided for pupils to develop social skills and confidence to play an active role as citizens. Pupils help to draw up classroom rules and take responsibility for the school environment, in their classrooms, around the building and in the environmental centre and the library. Older pupils look after younger ones and all pupils have a strong sense of responsibility towards pupils with disabilities and other special needs. Paired and group work feature frequently in lessons and this helps to foster collaborative learning and team participation. Regular homework and the use of a very good library encourage independent learning. In music, dance and drama, pupils have many opportunities to refine their skills to play to an audience. The school takes part in the Honiton Festival, the

May Day celebrations and Christmas services in local churches. Pupils throughout the school visit elderly residents and sing carols. Children take part in fund raising for a school in The Gambia, a leper colony in Zambia, Guide Dogs for the Blind, the Blue Peter Appeal and other charities. The school is represented in a variety of sports, such as football, cricket, netball and athletics in competitive matches with other schools. Pupils also have opportunities to join chess, computer and conservation clubs, to sing in the choir, play in the orchestra and learn a range of musical instruments. These activities develop pupils' self-esteem, as well as their awareness of how to work as members of a team. Many visitors are frequently seen in the school. This is a further aspect of the way in which pupils develop a wider sense of their place and role in society.

33. The provision for pupils' cultural development is very good; at the last inspection, it was judged to effectively help pupils experience and appreciate their own cultural traditions and, their links with other countries were acknowledged. The school promotes the cultural traditions of its own area and of other cultures and countries. The aim is to celebrate cultural variety, rather than emphasise differences. Visits to places of interest, such as The Royal Albert Memorial Museum in Exeter, which took place during the inspection, play an important part in developing children's understanding of cultural similarities and differences. During this visit, the children gained a wealth of interesting information from all over the world, including the Americas, Africa, Asia, the Mediterranean, and Baffin Island. They also learned about Victorian paintings and weather paintings. The local vicar and Methodist and Baptist ministers, as well as members of their congregations, visit the school and welcome classes to their churches, in order to help pupils to learn about different religious traditions and beliefs. Numerous visits during the year enable the children to develop their understanding of their own cultural background. In Key Stage 1, pupils study the local area and visit the High Street to enhance their sense of belonging to a community. They develop their understanding of their own cultural background through visits to Exmouth and Sidmouth, where they learn about the seaside in Victorian and present times. Year 6 undertake an exchange visit to Normandy for a week, which gives them a new sense of being part of Europe. They also make a study of Nepal, in conjunction with their study of Hinduism. In religious education, pupils learn about Christianity and some of the major world religions and how beliefs can affect lifestyles. Year 5 study Judaism in depth and Year 6 study Hinduism. All these experiences provide opportunities for pupils to develop their knowledge and understanding of other cultures and traditions. The library is well stocked with books about world faiths and the lives of people from other countries and different ethnic groups.
34. The contribution of the community to the pupils' learning is good, and compares well with the judgement made at the last inspection. Such contributions enhance pupils' education considerably. The local community policeman is very involved with the school. He comes into classes regularly and talks to the children about 'Stranger Danger', substance abuse and road traffic. In the summer he runs a 'Life Skills' day, when children are put into awkward situations and asked to think for themselves.
35. Within the local business community a building company sponsors school football shirts and the local bank arranges the prize money at the school's Summer Fayre. Several co-opted governors represent the business community on the board. Every year the pupils sing Christmas carols at the local old peoples' homes and in the town. The school's choir and orchestra regularly perform at the local Methodist Church and also at the Honiton Arts Festival. The school encourages work experience students from local secondary schools and also student teachers from a nearby college. The school is very appreciative of their help. The school helps with many charities including Guide Dogs for the Blind, Blue Peter Baby Unit Appeal and the Devon Air Ambulance. Currently, the pupils are also raising money for: new equipment at a school in The Gambia, a leper colony in Zambia and a motorised wheelchair for one of their own disabled pupils. During the inspection, £1000 had already been raised for the latter in one week. Via the Adult Education Centre the school is well used by local groups for yoga, aromatherapy and tai-chi and the Community Church.
36. The school has good links with many other local schools and all pupils benefit from the successful organisation of these links. The school is a member of Honiton Academic Council that comprises the adjacent community college and eight other primary schools. Country dancing festivals are organised between local primary schools. There are very good, sensitive arrangements for pupils moving on into secondary education at the community college. The

head teachers and staff liaise continuously and pupils, particularly from Years 5/6, share lessons, facilities and many social events. Last year both schools set up a combined Summer Literacy School which is very popular. There is also very effective liaison on 'Bridging the Gap', a more able pupils programme for mathematics, English and science. The head teacher is a governor at the Community College.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Overall, the school's procedures for child protection and for ensuring pupils' welfare are good and are an improvement on the previous inspection. The school's special educational needs coordinator is the named child protection officer. She is well trained and ensures that all staff are well aware of their relevant responsibilities and also that they know the local educational authority's representative. All newly appointed teachers are well-inducted on current child protection procedures. The school uses the local educational authority child protection policy. The school has very good liaison with social services and health visitors and termly meetings are held at the school on any current issues. All relevant, personal documentation is securely locked away.
38. The school has a very caring and efficient medical policy. Pupils are provided with an airy and comfortable medical room. There are trained first aiders and sufficient up-to-date medical boxes around the school. All pupils with specific allergies are well known by staff. The school's well-trained health and safety representative holds the school's updated, written policy and has also caused a current risk assessment to be formulated. All portable electrical, fire and physical education equipment are date tested. Fire exercises are performed every term and all escape routes within the school are accessible and well marked. School meals are cooked, served and consumed in very hygienic conditions. During the inspection it was noted that the hut for teaching Year 4 pupils had various structural defects and the boys' and girls' outside toilets were quite untenable for a modern school. The head teacher is well aware of these defects.
39. Educational and personal support and guidance for pupils are very good and these are definite strengths. They compare very well with the previous inspection. Families with pre-school children receive a visit from staff and caring support is maintained whilst children are integrated into the school. When pupils from Year 6 leave, very detailed and supportive help is given for transferring to secondary school. Very caring and effective support is given, within school, for pupils with special educational needs including those with hearing impairment. The school has a very detailed Personal, Social and Health Policy and procedures for monitoring and supporting pupils' personal development are good. The coordinator is working very hard to up-date this policy to take into account the pressures of modern living. Arrangements are made for the local police to come in and talk about drugs and dangers in the community. The school has very good links with outside, professional agencies.

40. Procedures for monitoring attendance are good and a great improvement on the last inspection where they were made a key issue. Attendance registers are now well marked in accordance with current legislation and returned to the school office for checking and any other action required. The school has efficient procedures for contacting and alerting parents about absence from school. There is an effective lateness routine and very good liaison with the educational welfare officer.
41. The school has very good procedures for monitoring and promoting good behaviour and this is a strength of the school. Standards compare very well with the previous inspection. The school's discipline policy is very detailed and explicit. All parents are well aware of its contents and support it wholeheartedly. The school does not consider that it needs a formal list of awards, as it prefers the self-motivated ethic, based on good role models within the school, and this works very well. There is a system of sanctions and behaviour programmes but these are very rarely required.
42. Procedures for monitoring and eliminating oppressive behaviour are also good. These procedures are very closely linked to the school's discipline and personal, social and health policies. Every piece of relevant documentation emphasises that such behaviour 'will not be tolerated' and will be dealt with very firmly.
43. The school has effective systems in place for assessing the pupils' attainment. A baseline assessment on entry to the reception classes provides information that enables the teachers to plan an appropriate curriculum and to measure progress. They also alert staff to the possible special educational needs of some pupils. The document is used throughout the reception year and the information assists the next teacher to set targets for individuals and groups of pupils. During Year 2, pupils are given comprehension work that again helps the teachers target pupils for support in readiness for the statutory test. All teachers keep records of the pupils' progress in the National Curriculum subjects and there is very good ongoing assessment particularly in religious education. There is an annual assessment cycle for the core subjects of science, mathematics and English. This involves staff in setting moderation tasks, assessing the work individually and then as a whole staff, to ensure that all are familiar with and agree the level of work seen. Exemplars of each level are then kept in the school portfolios to promote consistency when evaluating standards of attainment. The optional statutory tests are also given to Years 3, 4 and 5 and the school is working on introducing standardised recording of these results which includes revising the marking policy. The school has made good improvement in the assessment of pupils' work since the previous inspection when it was regarded as rather unwieldy.
44. All teachers know individual pupils very well, including those with special educational needs. They are fully aware of the specific needs of each child. They respond to them in a very positive and supportive way. Together with classroom assistants, they keep very good records, which track pupils' academic and personal development. They know what to do and where they need help. As a result, appropriate support is directed very well to pupils who need it, for example, there is a special learning support programme for dyslexic children. This support has a very positive effect on learning. The school builds very effectively on its assessment procedures, when identifying pupils with special educational needs, to comply with the Code of Practice. The procedures for placing pupils on the register of special educational needs and for deciding what further help is needed, in accordance with the school's special educational needs policy and the guidance in the Code of Practice, are effective and consistent.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The overall view that the parents have of the school is that it is a good school. Parents say that the school is well led by the head teacher, that their children like coming to school, are taught well and that they make good progress. They say that pupils in the school are well behaved and that the school helps their children to become mature persons. All these views are

strongly supported by inspection evidence. Some parents are not satisfied that they are kept well informed of their child's progress or that the school provides an interesting range of activities outside of lessons. However, the inspection failed to verify any of these concerns.

46. The effectiveness of the school's links with parents is good. The quality of information provided for parents, particularly about pupils' progress, is very good. This compares well with the last inspection and is still a strength of the school. All parents receive a regular and updated prospectus and an annual Governors' Report. Although, currently these two documents do not fully conform to statutory requirements the school is now aware of the omissions. Pupils' annual academic reports to parents are very specific and contain all relevant information. Informative newsletters are regularly sent to parents and home/school agreements have now been set up. Parents' evenings are arranged to discuss timetables, pupils' reports and pupils' progress. Last term a curriculum evening was held for parents on numeracy. This was organised as part of the annual governors' meeting with parents. Later this year there is to be one on the Internet. Each Thursday afternoon parents are invited to discuss topics relating to school and the family.
47. The impact of parents' involvement on the work of the school overall is satisfactory but good in the under fives and this makes a worthwhile addition to their children's learning. The contribution that parents make to children's learning in school is broadly average for this type of school. Although the school makes great efforts to encourage parents to come in and help, during the day, response is not always fully forthcoming. Most parents have younger children or full-time employment and therefore find it difficult to find time to work in the school. The school ensures that parents with children who have special educational needs and those with hearing impairment are fully involved in their child's individual education plan. During the inspection a nucleus of parents was observed helping in various classes and particularly with computer work. Other parents are only too willing to help with trips out or sporting events. The school has a very good response at Christmas and Easter events, sports days, open days and Summer Fayres. The school has a very energetic Parent Teachers Association, which arranges social events and raises considerable funds towards the children's education.
48. At home parents are very willing to help pupils with homework spellings, tables and reading and this help is satisfactory overall. Some parents show a great interest in projects and topics and help their children with the necessary research.
49. Parents of pupils with special educational needs and those with hearing impairment are properly involved in identifying their needs. They generally provide appropriate support and regularly review their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Overall, the leadership and management of the school are very good. The headteacher provides strong, sensitive leadership and, with the effective support of key management staff and the governing body, gives a very clear direction for the development and improvement of the school. The quality of education owes much to his leadership and the effective support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. There is a positive ethos that reflects the school's commitment to achieve the highest educational standards and equality of opportunity for all pupils.
51. The headteacher maintains a very good balance between the strategic and administrative and monitoring elements of his role. In all of these he is very well informed. He has created a clear and effective management structure that includes two deputy head teachers, one in each key stage, year group leaders and subject coordinators. All staff with management responsibilities work very well together as a team. They all have clear written descriptions of what is expected of them and they work very hard in their roles. The headteacher and deputy headteachers work effectively together in their roles as members of the senior management team, they meet regularly and provide the school with a clear strategic view for its future development. Each subject is well managed by a curriculum coordinator who has a clear and

realistic view for the development of his/her curriculum area. Each year they produce a development plan that is costed and feeds into the school development plan. They are provided with release time, dependent on the priority given, when they focus on a specific part of their work. Effective communication systems are in place to ensure all staff have a clear view of the school's priorities for development and work successfully as a team. The headteacher monitors the work of teachers in the classroom and provides relevant feedback in order that staff might improve their performance. Each day the headteacher teaches literacy to pupils in Year 6. Through these avenues, and by monitoring and evaluating on a day-to-day basis, the headteacher has a clear view of the effectiveness of the school and the impact of new initiatives. The school is committed to raising achievement which is exemplified by realistic targets that have been set for cohorts of pupils in Years 2 and 6 for the improvement in standards in English, mathematics and science. The school has made a thorough analysis of tests that have been undertaken by pupils, and particular strengths and weaknesses have been noted. Planning has been adjusted on the basis of these findings, and groups of pupils identified for further support. Effective tracking procedures have been established to monitor the progress of different cohorts.

52. The contribution of the governing body to the effective running of the school is very good. Governors take their responsibilities seriously and are committed to raising standards in the school. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school. The Chair works very closely with the headteacher to provide clear educational direction for the work of the school. All governors' committees have appropriate terms of reference, they meet regularly and report back to the full governing body, as appropriate. There are governors for literacy, numeracy and special educational needs, all of whom are knowledgeable and very supportive of the work in the school. The special educational needs' committee of the governing body regularly reviews special educational needs provision by checking with the relevant staff that good records are kept and that there are good procedures for identifying, assessing and providing for pupils with special educational needs. They ensure that the progress of children is regularly monitored and reviewed and check that there are adequate computers and software available to children and to staff. They also check that appropriate use is made of specialist support services and professionals. The governing body fulfils all of its statutory obligations, apart from some minor omissions in the governors' report to parents regarding provision for pupils with disabilities and reporting on the schools action plan following the last inspection. In addition there is a minor omission in the school prospectus in that it does not include the school's figures for authorised and unauthorised absences.
53. The headteacher has been appraised by the governing body, and appropriate targets have been set. The school has suspended its operation of the system of teacher appraisal but operates a system of annual career development interviews with the head teacher or deputy headteacher. This is also available to any member of the non-teaching staff who wishes to be included and a significant proportion of them avail themselves of the opportunity. There are attempts during these interviews to match individual career development needs with the identified needs of the school and informal notes are made of any action agreed and shared with the person concerned. Newly qualified or appointed members of staff are given a very good level of support and, in the case of newly qualified staff, they are given adequate time outside of lessons, sometimes with their mentor, in order to develop their professional competence. Staff meetings are routinely devoted to in-service training. These sessions are particularly appreciated by newly qualified teachers.
54. The school development plan is a useful working document and is based on a thorough audit of the school's present position. The involvement of both staff and governors ensures that the educational priorities identified provide a shared vision for the school's development. Targets are set and costed for each year and efficient procedures are in place for monitoring and evaluating the extent to which these priorities are achieved. In its current form, however, it lacks rigour. Targets are not always specific enough and the criteria by which the school is to judge its success are not always sharply defined. As a result this document does not provide a secure framework upon which the school can plan effectively or judge value for money. As the plan is limited in its scope to one years' duration, it does not provide a clear view for the school's long-term development or a framework for long term financial planning. The school receives specific grants for supporting pupils with special educational needs, for staff training and for improvements to its provision and performance in information technology. These

grants are used effectively for their designated purposes, and very careful records of expenditure are kept.

55. Financial administration is very efficient and effective. The school administrator has systems that can readily provide accurate financial information to guide the headteacher and governors in making their spending decisions. The school has a finance policy which details the responsibilities of those involved in running the school's finances. This includes spending and virement limits. The most recent auditor's report for the school only arrived during the inspection. Some of its minor recommendations have already been acted upon.
56. The school applies some of the principles of best value in the use of its resources. It seeks best value for money by comparing prices and evaluating the quality of its purchases and the services that are provided. It considers different strategies of how to fund identified areas efficiently, how to target the money it spends, and what money to hold back in contingency. The governing body takes a keen interest in the school's performance and how it is perceived locally. The school carefully monitors children's attainment on entry and targets individuals and groups for additional support where it is needed.
57. For administrative purposes, the school makes very good use of its technological capacity. Many of the administrative records are computerised and are very well kept. There is a Web-mail link between the school and the Local Education Authority to enable instant transference of up-to-date financial information. The school keeps computerised records relating to its pupils and their progress. Although some of the computers located in classrooms are old, teachers use them to good effect. The school has recently invested heavily in the purchase of a number of up-to-date computers that have been installed in areas adjacent to the Upper Key Stage 2 classes. These are used to provide pupils with access to the Internet. However, although these machines are being used very well by pupils in Years 5 and 6, timetabling difficulties, and problems with accommodation, mean that access by pupils in Years 3 and 4 is very restricted.
58. The school is adequately staffed with teachers who are appropriately qualified to deliver the national curriculum. They are very well deployed, including those with additional responsibilities, to make the best use of their training and experience. There is a higher than average number of classroom assistants in order to meet the needs of the high number of pupils who have been identified as having special needs. They have been appropriately trained and are strategically deployed to support pupils with a range of academic and behavioural needs. Their work is highly effective and they make a positive impact on the progress that these pupils make.
59. The school accommodation is satisfactory overall. The original school building was built around a quadrangle. A large extension was added which includes a new office suite and upper Key Stage 2 classrooms. There are a number of temporary classrooms. Their quality is varied and ranges from satisfactory to poor. The temporary classroom housing a Year 4 class gives poor accommodation. The carpet is frayed and indeed has large holes in it, the heating is erratic and the ceiling is uneven. The poor quality of the environment and the limits it places upon the class teacher restricts the quality of curriculum delivered to the pupils. The class teacher deals with a poor situation admirably. The outside boys' toilets present a poorly lit, poorly decorated, wet and smelly facility that is unsatisfactory, despite the best efforts of the caretaker to keep it clean. The school has a large hall that is used well as an assembly hall, a dining hall and for physical education lessons. The studio and the library are very good facilities available for the pupils. The studio is used for drama lessons and music. The library was endowed by a gift from a member of the public. The inner part of the quadrangle houses an environmental area, which is used for lessons and a home for the resident animals. The under-fives have an outside area for play and it is earmarked for development.

60. Resources are overall satisfactory. The resources in the library, for music and physical education are very good. Additional resources for pupils with special educational needs and the Hearing Support Centre are also very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education in the school, the headteacher, governing body and staff should:

- Raise standards in spelling by:
 - ensuring policies and procedures are rigorously implemented and carried through into pupils' written work in all subjects; (*see paragraphs:2,90,92,98*)
 - improving marking procedures by highlighting mistakes and offering directions for improvement; (*see paragraphs:2,90,92,98*)
 - implementing strategies to improve the accuracy of finished work. (*see paragraphs:2,90,92,98*)
- Improve the quality of the school development plan by:
 - extending its length beyond one year; (*see paragraphs:54*)
 - including specific, measurable goals for each of the targets; (*see paragraphs:54*)
 - rigorously costing all identified priorities. (*see paragraphs:54*)
- Improve the quality of the accommodation in respect of a Year 4 mobile classroom and the outdoor toilets. (*see paragraphs:38,59*)

In addition to the key issues above, the following less important weaknesses should be considered by the governors for inclusion in the action plan:

- Ensure that the school prospectus and governors' annual report to parents meet statutory requirements. (*see paragraphs:46,52*)

Hearing Support Centre

61. The school has a centre for 20 hearing-impaired pupils. At present it caters for 11 pupils from a wide catchment area in East Devon. Over half of the pupils have severe to profound bilateral sensorineural hearing loss and the rest have slight to moderate hearing losses. The Centre is adequately staffed by one qualified teacher of the deaf, one experienced teacher (0.5 FTE) and 6 classroom support assistants (4.3 FTE). The Centre is an integral part of the school.
62. All the hearing-impaired pupils have access to a broad and balanced curriculum. They receive nearly all their education in mainstream classes with periodical additional support on an individual or small group basis in the Centre. The integration practices are good and well thought out. The in-class support, both by the teacher of the deaf and the classroom assistants, is very good. The school also carries out 'reverse integration' whereby small groups of normal hearing pupils join hearing-impaired pupils in the Centre for group teaching. This is good practice. It promotes co-operation and understanding among hearing and hearing-impaired pupils and fosters good links among staff.
63. The attainment of some of the hearing-impaired pupils in most subjects of the National Curriculum is below the national average but in line with the targets set in their individual education plans. The attainment of most hearing-impaired pupils, however, compares favourably with the average attainment of their hearing peers. This is very good achievement. Progress over time is consistently very good. It is regularly monitored and comprehensive records are kept. These records and assessments are extensively used to inform teaching and

planning. All hearing-impaired pupils work with interest and consistency. They enjoy coming to school and show pride in their work and achievements. Their behaviour is very good.

64. Individual and small group teaching in the Unit is very good and sometimes excellent. The teacher of the deaf and support staff show commitment and provide very good support both in the Centre and in mainstream classes. The teaching of hearing-impaired pupils in most mainstream classes is good. Class teachers support the integration programme and most of them are well informed about the special needs of these pupils. A minority of them, however, has not yet developed sufficient practical skills relating to special teaching strategies to respond adequately to the complex needs of these pupils.
65. There are very good links between the Centre staff and class teachers, especially in co-ordinating planning and teaching. Relationships between pupils, staff and hearing-impaired pupils are excellent. Both teaching and non-teaching staff are approachable and friendly. Links between the unit staff and parents are very good. Parents are regularly kept informed of developments and are encouraged to visit the school. Identification of learning difficulties is very good and well documented. Statements are in place and are reviewed annually. Individual education plans are comprehensive and well targeted, especially on the linguistic and personal needs of the pupils. They are regularly reviewed on a termly basis and earlier if required. Parents are involved in setting targets and in monitoring progress.
66. The Centre is housed in three interconnected rooms which are partially sound treated. They are well decorated providing a welcoming and relaxed atmosphere. The acoustic conditions both in the Centre and in most classes are good and this is conducive to good hearing aid use. The Centre is very well resourced. The individual, FM-wireless hearing aids and the cochlear implants of the pupils are extensively and competently used. They are checked daily for proper functioning by the staff and this is very good practice. The electroacoustic properties of pupils' hearing aids, however, are seldom monitored by competent technical staff, and this can lead to pupils using hearing aids with unacceptable levels of distortion.
67. The Centre has very good relationships and links with a range of services that provides a substantial input. In particular, links with the local audiology department, Cochlear Implant Centres, Local Education Advisory Service and Voluntary Bodies associated with deafness are well established and have a positive effect on the educational management and progress of the pupils. Transitional arrangements with the Secondary School Unit for hearing-impaired pupils are well organised and this ensures continuity of specialist provision and support.
68. The school has maintained the high standard of provision for hearing-impaired pupils, mentioned in the last inspection. The Centre is a strength of the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	105
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	34	49	13	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)	36	565
Number of full-time pupils eligible for free school meals	/	71

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	25
Number of pupils on the school's special educational needs register	2	93

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	43	34	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	34	37
	Girls	29	29	32
	Total	64	63	69
Percentage of pupils at NC level 2 or above	School	83 (81)	82 (82)	90 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	39	40
	Girls	30	32	32
	Total	68	71	72
Percentage of pupils at NC level 2 or above	School	88 (90)	92 (86)	94 (86)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	52	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	29	34
	Girls	40	43	45
	Total	71	72	79
Percentage of pupils at NC level 4 or above	School	79 (65)	80 (59)	88 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	29	27
	Girls	37	42	42
	Total	61	71	71
Percentage of pupils at NC level 4 or above	School	68 (65)	79 (65)	77 (71)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	21.4
Number of pupils per qualified teacher	25:1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	24
Total aggregate hours worked per week	552

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31:1

Total number of education support staff	4
Total aggregate hours worked per week	52

Number of pupils per FTE adult	6.2 : 1
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FTE means full-time equivalent.

Financial information

Financial year	1998 - 9
	£
Total income	1009467
Total expenditure	1025112
Expenditure per pupil	1780
Balance brought forward from previous year	51970
Balance carried forward to next year	36325

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	638
Number of questionnaires returned	150

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	3	1	1
My child is making good progress in school.	39	57	3	0	1
Behaviour in the school is good.	34	61	4	0	1
My child gets the right amount of work to do at home.	25	56	9	4	5
The teaching is good.	55	41	2	0	1
I am kept well informed about how my child is getting on.	28	46	19	5	1
I would feel comfortable about approaching the school with questions or a problem.	62	33	3	1	0
The school expects my child to work hard and achieve his or her best.	53	40	4	0	3
The school works closely with parents.	38	43	12	3	4
The school is well led and managed.	49	47	1	0	3
The school is helping my child become mature and responsible.	43	51	2	0	3
The school provides an interesting range of activities outside lessons.	23	47	17	4	15

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

69. The majority of children enter the nursery class with attainment that is lower than that expected of children of this age. A number of children who enter the nursery have problems with speech and language. Some have problems with their behaviour and social skills. The majority of children are on line to achieve, by the time they are five, the desirable learning outcomes in the six areas of learning defined by the Qualifications and Curriculum Authority for young children. Attainment on entry to the school is broadly average. This statement is supported by the children's baseline assessments. This position is similar to that at the time of the previous inspection. A minority of children is not expected to achieve the levels expected of children of this age although they have made good progress in all areas of learning. This is because some children in the reception classes still have delayed speech problems and a significant number of children are on the special educational needs register.
70. The nursery class has 73 children on roll and as a result of careful and skilful management, the older children attending in the mornings and the younger children in the afternoons. Children start in the nursery when they are three years old. They move into the reception classes in the school, in either the September or the January in the year in which they will become five. Most of the children have had some pre-school experience before they start in the reception class.
71. In personal and social education by the time they are five most children achieve the standards expected. Children make good progress, this is because they receive patient, supportive teaching. Children in the nursery class try hard to learn the class routines. They sit sensibly on the carpet and listen to the teacher, and learn through being carefully encouraged to share resources and to take turns. Children in the reception classes are able to undress themselves for physical education and manage well. The class teacher encourages the children to dress themselves and to help each other with buttons and fastenings, which they do. When they play with mathematics games they wait their turn and treat the games with care and respect. Children in the nursery are encouraged to tidy away at the end of sessions. Children in the reception class tidy away well replacing equipment sensibly. Children talk to each other and some form friendships. The children respond well to all the staff in both the nursery and reception classes. They listen carefully to what the staff have to say. Good routines set up in the nursery are extended and developed in the reception classes.
72. The teaching of personal and social education is good. Members of staff are patient and consistent and this enables the children to learn and develop their social awareness. Staff show a great deal of care and concern for the children. This ensures they make good gains in a secure environment. When some of the children start in the nursery they have poor social skills. They find it difficult to share, and play with other children. Staff work effectively to show the children how to play and to know exactly what is expected of them including the difference between right and wrong. When the children start in the reception class these early skills are further developed and the children rapidly learn to become independent in their work. The patience of the teachers and support staff results in a working environment in both the nursery and the reception class where the children feel happy and confident. All staff are very good role models for the children; they are unfailingly polite to the children and set them a very good example by modelling appropriate behaviour.
73. In language and literacy by the time they are five, the majority of children attain standards that are in line with those expected. Children make good progress as a result of good teaching. A minority of children in the nursery and reception classes has underdeveloped speaking and listening skills and delayed language development. They receive regular input from speech therapists. The children in the nursery listen carefully to their story in the studio and roar like lions and chatter just like monkeys. The teacher encourages and supports the children as they make the appropriate movements and noises. The excitement generated ensures that the children make good gains from this activity. The children in the reception classes enjoy looking at a number of books, particularly the "The Absolutely Crazy Party" and they talk knowledgeably about the different books the teacher shows them. The children in the nursery and reception classes listen carefully and join in with stories and rhymes. In this way they

learn to recite and say nursery rhymes and number rhymes. These activities develop not only the children's speaking skills but also their capacity to memorise songs.

74. The children handle books well. By the age of five, the majority of children read simple texts. Children in the nursery are introduced to the sounds and names of letters. They know that chameleon starts with the letter "c". One child in the nursery has a reading book. When children are judged ready they are given a reading book. Writing is very prominently displayed in the nursery with some of the most common words the children will encounter. The children take home their writing books and practise writing the letter 'c'. All the children in the reception classes have reading books. They show a wide range of reading skills with higher attainers reading within Level 1 of the National Curriculum. Lower attainers are beginning to read and use the pictures alongside the text to give them clues to the words. Some children can write their names and all write under the teachers writing, with the writing of the higher attainers generally appropriately formed.
75. The teaching of language and literacy is good. Staff work hard to improve the standards of spoken English of all the children by constant discussions and conversations. The staff all work hard to develop the language skills of all the children and no opportunities are lost in discussing work and play. For example, in the reception class the teacher uses a glove puppet to engage the children's interests. The children are encouraged to speak to the puppet clearly and carefully. Good speaking habits are encouraged and children are actively supported in their need to listen carefully. Reading is promoted in all classes by the careful choice of big books and enlarged texts that are stimulating and interesting for the children. This ensures that their learning is fun.
76. In mathematical understanding, most children attain standards in line with those expected for this area of learning by the time they are five. Children are enabled to make good progress through the good practically based teaching they receive. The oldest children in the nursery class count and write numbers to five. The younger children count out loud to five with the teacher. The oldest children sort a range of plastic objects according to their colour. Lower attaining children in the reception classes recognise numbers to five and play counting games with dice. Higher attaining children order numbers to five, add them together and recognise how many this makes. In their shape work, including recognition of two-dimensional and three-dimensional shapes, children know terms such as faces and edges. The children in all classes know a range of counting songs and they particularly enjoy singing and acting out "Five speckled frogs."
77. The teaching of mathematical understanding is good. All staff take every opportunity to develop the children's understanding of number through practical activities and play. This practical approach to teaching number and shape work ensures that all the children are fully engaged; intrigued by their learning and excited about the outcomes. Children's learning is well developed and built securely lesson after lesson. The wide range of practical activities is designed to consolidate and extend the children's learning through challenging and exciting tasks and playing number games. Children are shown how to record numbers accurately and are encouraged to work hard.
78. In knowledge and understanding, most children attain the standards in line with those expected for this area of learning by the time they are five. Good teaching ensures that the children make consistently good progress. Teachers provide a wide range of activities that is planned to extend early concepts in science, design and technology, history, geography and information technology. Children use the computer to dress a teddy and to draw pictures. The reception children have gathered a wide range of teddy bears. They looked carefully at the oldest bears and recognised the differences between those and more modern bears. They have looked at ice balloons and watched them melt understanding and developing language relating to this activity. The children look carefully at a range of materials and decide whether they are soft or hard by using their observational skills. All the children have the opportunity to use a wide range of construction kits and the children use them well to create a wide variety of models. The models become increasingly complex and accurate, as the children become older.
79. The teaching of knowledge and understanding of the world is good. Staff plan an extensive range of activities so that the children are fully engaged in their learning. For example, the children in the nursery classes searched the school grounds for a number of chameleons some of which were camouflaged and some were not. This active involvement of the children

reinforced the teaching point the teacher was making in the lesson. The teaching of literacy and numeracy links effectively with the good use of information technology.

80. In physical development, most children attain the standards that are similar to those expected by the time they are five. Good teaching enables children to make good progress. Children use a range of equipment and materials in their work. Their skills develop well. For example, the children are shown how to hold their scissors when cutting out and their pencils when writing. They use pencils, felt pens and different sized chalks as they draw and write on the chalk-boards and papers. The children use the brushes well when they paint their pictures. Children in the nursery enjoy working with the outdoor equipment when they have opportunities to play outside. In physical education lessons, children in the reception class travel along a bench in a variety of ways and jump from the end onto a mat, they hold a balanced shape and try hard to improve their work.
81. The teaching of physical development is good. The staff provide a wide range of activities to extend and develop the children's fine and gross motor skills. The children work hard during their physical education lessons and try hard to improve and develop their work as a result of very good levels of individual teaching. In the reception class's gymnastics lesson the teacher encouraged the children to perform their jumps and travels in a range of ways to a high standard through searching questions and pertinent advice.
82. In aesthetic and creative development, most children attain the standard expected in this area of learning by the time they are five. Children make good progress as they are taught well. The children in the nursery use paint expressively. They mix shades of green for their chameleons and then paint carefully. In the reception class the children have painted pictures of " Old Bear" and pastel pictures of "Little Bear" climbing a plant. Children's pictures are effectively used to support literacy lessons. In the imaginative play area the children develop their skills of co-operation and communication as they play with one another. Some of the younger children find the sharing of equipment in this area particularly difficult. In music lessons, the children enjoy singing a range of songs including " Twinkle Twinkle Little Star" and "Baa Baa Black Sheep", accompanying themselves with percussion instruments. They are beginning to know the names of some of the instruments they are playing.
83. The teaching of aesthetic and creative development is good. Staff provide ample opportunities for the children to develop their creative ideas through painting, drawing, drama and music. Teachers and support staff stimulate the children's interests with lively lessons that generate a high level of excitement and interest. The children are encouraged to express their feelings in all areas of their work. The staff value the children's work by effectively displaying their pictures.
84. Children make a very positive start to their education in all areas of learning. They listen carefully to instructions and behave well. They concentrate on the activities set for them and persevere well with their tasks, even if they find them hard. They are engaged by practical activities carefully matched to their individual need which stimulate and excite them. When the children are allowed a free choice of task they remain with the task they have chosen for some time. The children settle well into the classes and quickly understand the routines and sequence of life in school.
85. Children receive a broad and balanced curriculum, which contributes to the good progress made in the nursery and reception classes in the six areas of learning defined by the Qualifications and Curriculum Authority. The issues raised by the baseline assessment of the children have been tackled successfully. The curriculum has been extended to provide extra time for shape and space work. A part time teacher has also been appointed to give extra support for specific and specialised groups of children in the reception classes. The staff discuss and plan together the work to be taught so that all know exactly what is expected of them.

ENGLISH

86. Attainment at the end of Key Stage 2 in the 1999 national curriculum tests was above the national average, with the percentage of pupils achieving the higher grade close to what is found nationally. Attainment was broadly in line with similar schools. There has been a

gradual improvement in results over the past four years, with boys performing better than girls in 1999. At the present time, the attainment of pupils in Year 6 is above what is found nationally.

87. This represents an improvement since the last inspection report when the percentage of pupils attaining at the level expected of 11 year olds was in line with the national average.
88. Pupils regularly use discussion in small and larger groups in order to exchange information, opinions and evaluations of their own work. Because all pupils listen and respond sensitively, they are prepared to share their ideas without fear of ridicule. Pupils speak with appropriate clarity and use the full range of their vocabulary in order to make what they say as clear as possible.
89. Nearly all pupils value reading as both a means of obtaining information and as a worthwhile source of enjoyment. Pupils have well-developed habits and tastes in reading and are able to explain and discuss these sensibly. They show secure research skills in both books and on the Internet and are able to use these to extend what they learn in lessons. The majority of pupils read accurately and fluently and when reading aloud they use punctuation and contextual clues to enhance their expression and pace. Many pupils comment on their reading in a way that goes beyond understanding of plot or information to show an appreciation of character, theme and language.
90. Most pupils write in complete sentences, using a range of joining words that are usually correctly punctuated. Pupils vary the length and structure of their sentences by using appropriate joining words. They use an increasing range of adjectives and other literary devices to make their writing more interesting and vivid. They vary their style according to the purpose of their writing. For example, pupils writing a home page for a web site devoted to Shakespeare wrote in a style that would capture the reader's attention quickly. Pupils steadily develop a more extensive vocabulary and higher attaining pupils have a wide and, in some cases, unusual vocabulary, which enables them to write effective imaginative or reflective pieces. The spelling of many pupils, including those with higher levels of attainment, is inconsistent and careless, with many pupils making avoidable mistakes. Pupils copy words incorrectly or spell them correctly on one occasion and incorrectly on another. The improving standards of spelling which are seen in regular spelling tests are not reflected in finished work and pupils do not show sufficient awareness of the importance of accurate spelling.
91. Attainment at the end of Key Stage I in the 1999 national curriculum tests, was in line with the national average for reading, with the number of pupils achieving the higher grade also in line with national figures. In writing, attainment was below the national average and no pupils achieved the higher grade. Attainment in reading was below the average for similar schools and attainment in writing was well below what is found in similar schools.
92. The last inspection report commented that attainment at the end of Key Stage 1 was in line with the national average. With the exception of the decline in attainment in writing achieved in the 1999 tests, steady improvement has been made since then, to keep attainment in line with what is found nationally.
93. Key Stage 1 test results in reading have improved steadily over the past four years and in writing there was a steady improvement from 1996-1998 before the drop in 1999. In the previous inspection report the attainment of this group of pupils who took their tests in 1999 was judged to be below average on entry into the nursery. The attainment of pupils now approaching the end of Key Stage 1, based on evidence seen during the course of this current inspection, is judged to be in line with what is found nationally.
94. Pupils use speaking and listening skills with confidence and evident enthusiasm in order to benefit from hearing the ideas of other people and comparing them with their own. This is especially the case when discussing the books they read together as a whole class or in question and answer sessions. Pupils appreciate hearing the contributions made by others and show this appreciation very enthusiastically. The articulation of some pupils is rather indistinct.
95. Pupils express great enjoyment of reading and nearly all pupils at the end of the key stage are able to read accurately and usually with fluency and developing expression. Those who find

reading difficult can use an appropriate range of strategies to work out challenging words. Pupils have a developing sense that there is more to the enjoyment of a book than simply following the story and appreciate that the way in which the characters behave and are described enhances their pleasure. A particular strength is the developing ability of all pupils, including the younger ones, to use books efficiently as sources of information. Pupils understand the use of alphabetical order to look things up in an index or glossary and some pupils understand the idea of fiction and non-fiction.

96. By the end of the key stage, most pupils are able to write in complete sentences, sometimes correctly punctuated with full stops and capital letters and many can present their ideas in a short series of sentences that show development of their basic idea or theme. In order to do this good use is made of the planning of writing to ensure that ideas are presented coherently. Spelling of basic words is not secure and many spell inconsistently.
97. The attitudes and behaviour of pupils are good. They are nearly always quiet and attentive and listen to their teachers and each other courteously. This has a positive effect on progress since pupils can use the many opportunities to work in pairs or groups sensibly and benefit considerably from doing this. There is however, a small number of mainly younger pupils whose behaviour proves a distraction to others and which demands a disproportionate amount of teachers' attention.
98. Overall, the quality of teaching is good. It is good or better in 76 per cent of lessons, it is very good or better in 44 per cent and excellent in 12 per cent. No unsatisfactory teaching was observed during the inspection. In Key Stage 1, 77 per cent of teaching is good or better and 33 per cent is very good. In Key Stage 2, 75 per cent of teaching is good or better, 50 per cent is very good or better and 19 per cent is excellent. This represents a maintenance of the high quality of teaching seen during the previous inspection. Lessons are well planned with clear objectives and usually provide a variety of tasks to meet the needs of pupils at all levels of attainment that enables pupils to make good progress in lessons. Teachers have high expectations and provide a good level of challenge to pupils. Questioning is used well to make pupils think and extend their understanding. Pupils respond well to the challenge of their work and show enthusiasm, good levels of concentration and a desire to do their best. The explanations and instructions which teachers give to pupils are clear and precise and enable pupils to approach their work with a clear understanding of what they should do. Good use is made of summary sessions at the end of lessons to assess the knowledge and understanding of the group and to review progress with pupils. Pupils respond to the opportunity to evaluate their own progress by developing a thoughtful approach to their work and considerable skills of tact. Work is marked regularly, supportively and usually offers indications of what pupils need to do in order to make further progress. However, the thorough teaching, testing and monitoring of spelling progress is not consistently carried through into the marking of finished work and inaccurate or careless spelling is often not indicated to pupils, many of whom do not then appreciate the importance of this.
99. The subject is well managed. The curriculum fully meets the requirements of the National Curriculum and the introduction of the national literacy strategy has been carried out thoughtfully in order to meet the identified needs of pupils. The use of Primary English Profiles, introduced some years ago and since updated allows the attainment and progress of each pupil to be recorded fully, clearly and precisely. Writing has been correctly identified as the weakest of the three main aspects of English and thorough measures have been implemented to identify and monitor those pupils whose performance in national curriculum testing at the end of Key

Stage 1 gave cause for concern. A start has been made on the monitoring of the progress over time of all pupils in order to identify under-achievement and predict national curriculum levels. Annual reports include targets in this subject.

100. Literacy is well used across a wide variety of subjects of the curriculum in order to enable pupils to research and record their knowledge and understanding effectively. In history, pupils carry out a variety of extended writing assignments based on their study of the Tudors and a Roman newspaper "The Roman Express" and in music, pupils write about their response to listening to Wagner's "Ride of the Valkyries". In science, pupils' problem solving skills are promoted through the use of discussion.
101. There is a well-stocked and attractively set out library, which is used extensively. All classes have the opportunity to use its facilities on a regular basis and the librarian offers a well-planned programme of library skills during class sessions. The facilities offered by the library are much appreciated by the pupils and it has a very positive impact on the acquisition of research skills and regular reading habits.

MATHEMATICS

102. The results of the most recent tests for the oldest pupils showed achievement above the national average. The 1999 national standardised assessments, at the end of Key Stage 2, indicated that the percentage of Year 6 pupils reaching the expected level (Level 4) or above 80 per cent was above the national average. The number of pupils achieving at the higher level (Level 5) was above the national average. In comparison with schools with pupils from similar backgrounds pupils' performance was above the national average. The general trend over the past four years, although uneven, has shown a gradual rise in standards from below average to above this standard. The provision of booster classes for pupils in Year 6 has had a significant impact on the number achieving Level 4. Even though the National Numeracy has only recently been introduced it is already having a positive impact on standards due to the structure of lessons and the emphasis being placed on the development of mental and problem solving skills. Standards are continuing to rise and inspection evidence indicates that the majority is attaining at an appropriate level that is close to the national average, with a minority achieving at above this standard. Standards are similar to those recorded at the time of the last inspection.
103. The majority of pupils in Year 6 is developing their own strategies for problem solving and recording their findings both in working within mathematics, and in applying mathematics to practical contexts. They are beginning to organise their work well and explain their methods and reasoning when solving problems. They use a range of mental strategies, such as rounding and focusing on specific digits in a number, to help them take their investigations forward. They add two, three digit numbers mentally and use number facts up to 10×10 . The majority of pupils displays a good understanding of place value in numbers over a 1000 and applies the four rules of number to hundreds, tens and units accurately. Higher attaining pupils use inverse operations to check the accuracy of their calculations, whereas less able pupils find difficulties with solving division problems. The knowledge and understanding of fractions and decimals of the majority is generally sound. Pupils add fractions through reduction to equivalent and order decimals on a number line. They measure perimeters and areas accurately, using the correct units of measurement. Higher attaining pupils calculate areas using a given formula. Pupils recognise and name angles using such terms as *acute*, *obtuse* and *reflex*, and measure angles, with some accuracy, using a protractor. Pupils collect data on a frequency chart and display it in the form of line and block graphs, and interrogate these when making comparisons. Pupils make at least good progress through this key stage. Pupils with special educational needs and those with hearing impairment are very well supported in their learning and make very good progress in relation to their prior attainment.
104. The results of the most recent National Curriculum tests for pupils in Year 2 were below average. The 1999 national standardised assessments, at the end of Key Stage 1, indicated that the percentage of Year 2 pupils reaching level 2 or above, 90 per cent, was close to the national average. The percentage of pupils reaching level 3 or above, 6 per cent was well below average. In comparison with schools with pupils from similar backgrounds pupils' performance was below average. Trends over time indicate that standards rose steadily from 1996 to 1998

then fell back to below average in 1999. Last year's cohort had been identified by the school as containing a high number of pupils with special educational needs. Scrutiny of work of the current Year 3, coupled with observations made in these classes, supports this view. The majority of pupils in the current Year 2 classes is attaining at an appropriate level that is close to the national average, with a small minority achieving at above this level. Standards are similar to those recorded at the time of the last inspection.

105. The majority of pupils in Year 2, uses and applies mathematics in problem solving situations, and is developing an appropriate mathematical vocabulary. They are developing confident mental calculation skills. They add and subtract numbers up to, and beyond 10, count in twos, fives and tens and are beginning to understand place value to 100. Higher attaining pupils know their number bonds to 20 and beyond. The majority of pupils recognises the signs for *more than* and *less than*, and orders numbers accurately to 100. They know the difference between even and odd numbers, and recognise patterns in a hundred square. They understand concepts such as longer and shorter and use standard measurements like centimetres. They identify horizontal and vertical lines of symmetry in capital letters and recognise and name two and three-dimensional shapes. Higher attaining pupils identify the number of corners, edges and faces using the correct technical vocabulary. The majority of pupils has a sound understanding of $\frac{1}{4}$ and $\frac{1}{2}$ turns, clockwise and anti-clockwise. Higher attaining pupils record their movements describing their position and direction. Pupils with special educational needs and those with hearing impairment are very well supported in their learning and make very good progress in relation to their prior attainment.
106. Pupils' attitudes towards this subject are good overall although they range from very good to satisfactory. The majority of pupils shows interest in their work, they participate well in class discussions, they listen attentively and respond to questions with enthusiasm. They settle to their work quickly, remain on task showing good application when at work. They collaborate and co-operate well on joint tasks and work comfortably on their own when required to do so. Pupils have positive supportive relationships with each other and their teachers and display a high standard of behaviour. They take responsibility for clearing up after themselves and those with monitorial duties take their responsibilities seriously.
107. Overall the quality of teaching is good in both key stages, which is the same situation as recorded at the time of the last inspection. It is good or better in 78 per cent of lessons and very good in 39 per cent. No lessons were judged to be unsatisfactory. Teachers generally have a good subject knowledge and understanding of the subject. They use appropriate technical language to develop the pupils' knowledge and understanding of the subject. In the best lessons, teachers' expectations are high which is exemplified by their skilful and challenging use of questions. In the vast majority of lessons, work is well matched to the individual needs of the pupils, and at its best, teaching allows pupils of all abilities to be challenged to their full potential. In some classes, however, teachers do not ensure that all work is completed and do not set sufficiently high expectations of presentation or the amount of work to be completed. Teachers' planning is good, over the medium and short term. Planning is often carried out in the parallel classes so that the pupils are taught the same lessons and their entitlement is assured. The best lessons contain a range of stimulating activities with readily available resources for three attainment groups and extension activities for the more able pupils. In all classes, teachers display positive attitudes towards the pupils and their learning, encouraging them to behave well and to do their best work.
108. The majority of teachers has high expectations of pupils' behaviour and effort and pupils respond well to these challenges. Sometimes teachers struggle with the management of some pupils when the pace of lesson is too slow or when they have a limited range of management skills. Lessons are generally well organised and time and resources are used effectively to keep all the pupils on task. Most lessons move along at a brisk pace, but there is also time for the pupils to consolidate their work and think about the tasks set. Resources are used well to support the learning in the classrooms. The quality of day-to-day assessment is satisfactory overall, but varies considerably from class to class. In the best classes, teachers use the information from the previous lessons to inform and modify their plans for the next day. In these classes teachers monitor the pupils' work well giving support and advice, as the pupils need it. The quality of marking is variable across the school. At its best, it provides pupils with a clear view of their achievements and provides information to move their learning on, or target the next stages in their learning. Marking in these cases is both supportive and

informative. However, this is not the case in all classes. In some, work is not marked consistently, and in others it is only marked with ticks and crosses. This does not give pupils a clear view as to the success of their work or the teachers' expectations for future improvement. Homework is used consistently to support the pupils' learning in the classrooms. Detailed records of pupils' achievements are kept and passed on to the next teacher.

109. There is good provision, throughout the school, for pupils to apply their mathematical skills, knowledge and understanding to other areas of the curriculum such as science, history, geography and music. In science, pupils in Year 2 measured how far cars travelled using hand spans and rulers. In Year 4, pupils used a light sensor when testing which colour plastic would be the best for making sun glasses. In Year 6, pupils used a thermometer when testing best insulating materials, and sorted animals using a tree diagram. Throughout the school, pupils gain an understanding of the passing of time through their history lessons in such topics as the Romans, Tudors and the Victorians. In geography, Year 1 pupils created block graphs recording the range of weather they had observed during a four-week period. In Year 2, pupils developed their own treasure islands, using coordinates to identify particular positions on their maps. In music, pupils in Year 1, clap their names and keep and recognise a steady beat and pupils in Year 6 maintain three rhythmic percussion patterns. In Key Stage 1, pupils use computers to handle data on such topics as the weather and favourite colours. They create pictures from two-dimensional shapes and program a floor robot to follow a series of instructions. In Key Stage 2, computer programs are used to display data on such topics as birthdays, planning a party and favourite cars, in the forms of block graphs and pie charts.
110. This subject is very well led, by an enthusiastic and knowledgeable coordinator. She has worked very hard to develop this subject and prepare staff for the introduction of the Numeracy Strategy. Her work has already had a positive effect on raising the quality of teaching in this subject. She has been successful in developing effective procedures for planning that include lesson evaluations, and that provide for changes to be made in the light of assessments made during lessons. She monitors and evaluates teachers' medium and short term planning, but has not had an opportunity to monitor standards through work sampling or to conduct classroom observations. The coordinator has supported colleagues by organising in-service training, through staff meetings and on an informal day-to-day basis. She has conducted a thorough analysis of tests that have been undertaken by pupils, identifying particular strengths and weaknesses. School planning has been altered on the basis of her findings and groups of pupils identified for further support. Some new equipment has been purchased to facilitate the introduction of the Numeracy Strategy and is being well used by teaching and classroom support staff. The coordinator is seeking to develop resources further. There is very effective liaison with the local community college which facilitates more able pupils in Year 6 to visit the school for additional lessons with specialist teachers. Annual reports include targets in this subject.

SCIENCE

111. The results of the 1998 National Curriculum test for eleven-year-olds were close to the national average and in line with schools from similar backgrounds. The results of the 1999 National Curriculum tests indicated that attainment had sharply improved to well above the national average with 88 per cent of pupils achieving level 4 or above and 46 per cent of pupils achieving the higher level 5. When compared with similar schools, pupils are achieving well above the national average. The attainment of pupils currently in Year 6 is above the level expected nationally and they make good progress throughout the key stage.
112. By the end of Key Stage 2, pupils are more assured when experimenting and carrying out investigations. They understand that they can change only one variable whilst others remain the same when carrying out fair testing. The majority of pupils employs past experiences to link cause and effect in simple explanation of why a bulb does not light because of an open circuit. They also use correct scientific language such as '*condensation*', '*evaporation*' etc., when describing the water cycle.
113. At the end of Key Stage 1, the 1999 teacher assessment in science indicated that attainment was in line with the national average and schools of a similar background. Pupils achieving the higher level 3 was below that expected nationally. The attainment of pupils currently in

Year 2 is in line with national expectations, and they make satisfactory progress throughout the key stage.

114. Pupils with special educational needs are effectively supported within all classrooms and are making good progress in relation to their prior attainment. Special educational needs staff are well deployed and work closely with pupils and liaise appropriately with class teachers. Pupils who have hearing impairment have equality of access to the science curriculum. They are given good support by specialist teachers within the classroom and participate fully in lessons acquiring appropriate scientific vocabulary.
115. By the end of Key Stage 1, pupils are beginning to ask the questions 'how?', 'why?' and 'what will happen if...?' They are beginning to relate their knowledge of science to home and the environment. Through the study of weather they learn how the climate affects behaviour and dictates how we dress. They recognise a range of properties and compare and contrast materials. They are beginning to understand the methods of fair testing and to understand that the properties of some materials are changed by the process of heating and cooling. Through the topic on forces they know that objects move faster and go further down slopes.
116. In the reception class, children are introduced to light and sound through a topic on their senses. They predict what will happen when ice balloons melt and discuss states of materials, solids, liquids and gases. Through discussion on the weather and the story of Noah in religious education they ask the question 'what is a rainbow?' As they progress into Year 1, the topic of light and sound is extended. Pupils can identify the sources of natural and artificial light. The teachers enhance their listening skills by going on a 'listening walk' and pupils can detect natural and manufactured sounds and express their likes and dislikes. In Year 2, the pupils are given many opportunities to discover how toys can move through being pushed or pulled. This is continued into Year 3 where pupils test various textured surfaces and the force needed to move objects along them. They are beginning to use simple worksheets to record their findings and the higher attaining pupils are able to predict outcomes, explaining why these differ on some occasions. By the end of the key stage, pupils are competent at completing simple and complex circuits. They insert switches and buzzers and understand why bulbs do not light when overloaded. Pupils also build on the work on materials they have undertaken lower down the school. They are able to group materials and use filtering techniques. Many understand reversible and irreversible change when looking at the characteristics of solutions.
117. In both key stages, pupils use their literacy and numeracy skills to report their findings. Younger pupils are developing their written recording of investigations and some higher attaining pupils can interpret graphs and bar charts of data collected. As they progress through Key Stage 2 pupils are more proficient at recording their findings and Year 6 pupils are expected to write up their investigations for homework. In class discussions they respond well to the challenges to extend their answers so that they give more accurate and detailed descriptions of their experiments.
118. Pupils' attitudes to learning are good in both key stages. They show high levels of interest in scientific projects and listen with concentration during the introduction to lessons. Standards of behaviour are consistently high. Pupils work well together when required to do so, particularly in Key Stage 2. They show respect for each other's ideas and share resources appropriately. They show good consideration to aspects of safety. Responses were particularly good in a Year 2 class when they showed initiative when making decisions about overcoming problems.
119. Insufficient teaching was observed in Key Stage 1 to make an overall judgement. In the one lesson observed in this key stage teaching was judged to be very good. In Key Stage 2, the quality of teaching is good overall. 80 per cent of teaching is good or better, with 20 per cent being very good. No unsatisfactory teaching was observed during the inspection. Teachers' planning is consistently good and what pupils are expected to learn is clear. Appropriate attention is paid to national requirements and to the school's scheme of work. Introductions to lessons are good and teachers test previous knowledge and understanding through extensive and skilful questioning. Tasks set take account of pupils' prior attainment and support for pupils is well organised particularly for those who have hearing impairment. All teachers take the opportunity to extend pupils' scientific vocabulary as they work. The teachers use concept maps to help with assessing the progress of the pupils. The pupils complete this themselves before and after units of work. Formal assessment takes place regularly and this is analysed

effectively and used to inform future planning. Annual reports include targets in this subject. Teachers are very confident in their knowledge of pupils' progress and the next steps needed in their learning. However, the teacher assessment figures do not mirror this.

120. The subject is very well managed and led by an enthusiastic and well-informed co-ordinator. Planning, pupils' work and teaching are all monitored to ensure that pupils receive the best possible opportunities to develop their skills, knowledge and understanding. The scheme of work allocates the programmes of study across the year groups in a progressive way and meets the requirements of the National Curriculum. There is a good balance between practical and knowledge-based work and the pupils have some use of information technology to record their findings. The school's environmental centre provides very good opportunities for the pupils to experience life processes and living things at first hand. The Year 5 pupils also have the opportunity to participate in a residential visit to Paignton Zoo. These extra-curricular opportunities have a good impact on pupils' learning. Resources for the subject are good.

ART

121. It was not possible to observe a large number of art lessons during the course of the inspection, and so judgements are based on careful observation of work already completed as well as work being carried out in the classroom.
122. Pupils, including those with special educational needs and those with hearing impairment, make good progress in art during the course of Key Stage 1, notably in those areas which have been identified as priorities. They learn how to experiment and be adventurous in their choice of colour and medium. All pupils, including the younger ones, mix colours effectively and use paint of a good texture and thickness, for example pupils painting teddy bears produced some very subtle and realistic shades for the fur and other parts of the bears. Pupils also produce very subtle shades when using the computer for colour mixing. Pupils apply colour well, achieving thick, neat coverage and are able to use sponge and rag application as well as brushes in order to achieve a specific effect. All pupils, including the younger ones, use pencils for sketching and for observational drawing and use the correct type of pencil to facilitate their blending and shading. Pupils nearing the end of the key stage carry out fabric printing and dyeing using traditional African methods and materials that require care and dexterity.
123. During the course of Key Stage 2 pupils make good progress, building successfully on earlier knowledge and skills. Most pupils develop sufficient understanding of the characteristics and limitations of the media at their disposal to enable them to make informed choices about how they intend to approach their work and are able to explain these choices. All pupils make good progress in understanding the work of a range of well-known artists and know the techniques and subject matter for which they are famous. Many produce very authentic work in the style of these artists, using similar techniques. For example, pupils working in the style of Cézanne and Van Gogh mix their colours with glue in order to create the effect of oil paint and then apply these colours thickly, building up depth and texture. Pupils painting in the style of the impressionist artists are able to control their use of colour wash to produce subtle and realistic effects. Older pupils understand that artists paint in order to achieve a certain effect, and that their work is influenced by the values and conditions of their time. Pupils produce work in a wide range of media other than paint and pencil. For example, some very effective fabric printing on the theme of the Hindu beliefs of creation have been produced. Pupils planned and made jigsaw shaped ceramic tiles based on the local topography, and then worked neatly and cleanly to produce work of a high standard. The evaluations which pupils make of their own work, and that of their peers, are objective and well informed, and are put to good use in future work.
124. The behaviour and attitudes of pupils in the small number of lessons seen was good. They listen carefully to their teachers and each other and consequently are able to approach their work with a clear understanding of what each task entails. They use the materials provided sensibly and economically and clear up any inevitable mess willingly and sensibly. Although pupils do talk while engaged in their work, most of this is work related and has a positive impact in terms of the exchange of ideas and advice.

125. All teaching seen was at least good and one lesson was very good. Teachers plan carefully and share their plans and clear expectations with the class. Good use is made of the range of resources available in order to provide pupils with opportunities for choice. Explanations and instructions are clear, enabling pupils to get on with their work relatively independently. There is a very proper emphasis on the idea that pupils should make their own decisions about the way in which they intend to carry out their work, which has a very positive impact on pupils' confidence and willingness to experiment. Good encouragement is given to those whose experiments have proved to be unsuccessful. In classes where sketchbooks are used regularly teachers give good encouragement to pupils to use them as a planning and experimentation tool.
126. The subject is well managed and the high standards that were commented on in the last inspection have been maintained. There is a good policy, with clear guidance on the planned teaching of the acquisition of skills and techniques as pupils pass through the school. In the context of a reduction in the time available for the teaching of art, sensible decisions have been made about which aspects of the subject remain as priorities and how much time should be devoted to each. The subject is well-resourced, and the resources available have been pared down to reflect clearly the identified priorities, for example, since colour mixing forms an important element of the scheme of work, the only colours available in powder and ready mixed paint are the primary colours and black and white. The good displays of art around the school do much to enhance the learning environment, especially in those areas where the accommodation is drab and worn. Good use is made of visiting artists and trips to art galleries to enhance the curriculum.

DESIGN AND TECHNOLOGY

127. All pupils, including those with special educational needs and those with hearing impairment, make good progress as they move through the school and achieve standards commensurate with their age. The school manages to retain quality in this subject even though there are now considerable time restraints due to the emphasis on literacy and numeracy.
128. In Key Stage 1, pupils are introduced to the design process through the making of houses for the 'Old Bear'. They use a variety of media including construction kits, and recycled materials developing their skills of cutting, sticking and joining. They are quite accurate when cutting out designs for snowflakes or shapes for buckets and spades. In a Year 2 class, pupils produced cut out toys with moving parts using paper fasteners and in one class the pupils successfully selected materials and tools and manipulated them safely and successfully when constructing pulleys to enable Winnie the Pooh to island hop. They also carried out an investigation to see how a balloon full of air, facilitates a cardboard tube to successfully move along a line.
129. By the end of Key Stage 2, pupils draw a design plan, make and successfully evaluate their work. They know that the design process is fundamental to producing good quality artefacts. In Year 3 pupils are set the task of designing a toy that has moving parts to entertain a younger child. The designs were very imaginative and entertaining. For example, a kingfisher diving for a fish, dinosaurs fighting, a caterpillar moving to eat a leaf. The pupils developed their skills of making and used levers and linkages to produce quite sophisticated designs. Year 4 pupils successfully design and make carousels using hack saws to shape the wooden base, drilling and sanding techniques, to place the dowel, and cutting and sticking the cardboard figures. They understand how to score cardboard and how to fit this around a circle by making small cuts. Pupils in Year 5 looked at the support needed to strengthen a variety of bridges, as part of their water topic in geography. The Year 6 pupils will be looking at the design and logos of present day packaging and designing their own next term.
130. In the one lesson seen in Key Stage 1 the teaching was very good. 50 per cent of the teaching was good in Key Stage 2 and 50 per cent was satisfactory. Lessons are introduced with a clear exposition that reviews previous learning and extends pupils' thinking. Lessons are well paced and teachers have high expectations of the pupils' attainment. Very good teacher/pupil relationships are evident. Pupils' work indicates that teachers have a clear knowledge and understanding of the designing and making process. The planning includes clear statements about what pupils are to do. Teachers make assessments of how well the

pupils have achieved at the end of each unit of work and complete a record for coverage. However, this is not evaluative and lacks information as to how well pupils are using a particular skill. There are very good links with other subjects and teachers are quite inventive when planning the assignments. There is equality of opportunity in all aspects of the subject and all pupils have access to the design and technology curriculum.

131. The pupils displayed positive attitudes towards this subject. They listened intently and settled to their tasks with interest and enthusiasm. They were well behaved and relationships between them and with their teacher were good. They co-operated and collaborated well together sharing resources and ideas. They enjoyed talking about their work and were appreciative of the work of others and they cleared up well at the end of the lesson.
132. The subject is well led by an enthusiastic and competent co-ordinator. She gives good support to colleagues and has introduced the Qualifications and Curriculum Authority documentation into the scheme of work. She monitors the subject through the scrutiny of teacher's planning and informally observes teaching. She has also taught classes other than her own to determine the level of pupils' skills. Time constraints have reduced the number of assignments that pupils cover during the year, but the school still enables pupils to develop their design and making skills very well. Resources for the subject are adequate. Most classes have a selection of tools and materials and construction kits in their classrooms. Other resources are stored centrally. The co-ordinator has identified that Key Stage 2 requires more sophisticated construction kits. Visits to places of interest such as Morwellham Quay a mine with working wheels also have a good impact on pupils' learning.

GEOGRAPHY

133. Opportunities to see this subject being taught were limited. During the inspection two lessons were observed at Key Stage 1, and three at Key Stage 2. Additional evidence was obtained from pupils' past and present work, the teachers' planning, school documentation, photographic evidence and displays around the school. This evidence shows that standards of work at both key stages are good and achievement and learning are good, due to good teaching. Pupils, including those with special educational needs and those with hearing impairment make good progress. This represents an improvement since the last inspection when attainment at both key stages was satisfactory.
134. Most geographical work in the reception class is covered by the topic, 'The Seaside,' when pupils use geographical terms and undertake fieldwork activities in the locality of the school, looking at houses, buildings, materials used, etc. They follow directions, up, down, far, near, under, on, etc. They make maps, for example, picture maps, of real and imaginary places. They visit Exmouth and compare it with Honiton. During the inspection, they made good progress in using directional words accurately and using them to find teddy's position on the computer screen. Pupils in Year 1 know the physical and human features that give Honiton its character. They observe, question and record and use geographical terms when exploring their surroundings. They visit Exmouth and compare it with Honiton. During the inspection, they demonstrated their knowledge of the effects of the weather. They readily identified different forms of weather noting the harmful effects of the sun and the value of water for plant and tree growth. They looked at the chart of the last four week's weather and, using construction materials made a block graph, identifying accurately the weather symbols. The task was well chosen to reinforce pupils' understanding. During the inspection, pupils in Year 2 developed their understanding of maps and co-ordinates. Very good use was made of the overhead projector to clarify the content of the lesson and develop new understanding. Pupils make good progress, especially in understanding the use of symbols on maps. During the year, they use globes, maps and plans at a variety of scales and identify major geographical features. They study a contrasting area, The Gambia. In their work on 'homes', they incorporate a thematic study of the quality of the environment. They examine how the environment is changing, how it can be sustained and improved, for example, by creating cycle lanes and excluding cars from certain areas.
135. At Key Stage 2, attainment is good. During the inspection, pupils in two Year 3 classes looked at different climates around the world. Having previously located where hot and cold places are found, they now looked closely at the impact of extreme weather conditions on people's

lives. They identified similarities and differences between Baffin Island and England. During the year, they also look at how weather varies over time. They know that site conditions can influence the weather, for example, temperatures in the shade and in the sun, wind speed in sheltered and exposed sites and seasonal weather patterns. Pupils in Year 4, look at three localities, an area larger than the school's vicinity, for example, the High Street and two contrasting areas of similar size to Honiton, one in the United Kingdom and one in Africa, Asia or South or Central America. They link their local study with history, art and religious education. During the inspection, pupils in Year 5 revealed a good understanding of the water cycle, the course of a river and the erosion process. They know that rivers can change the shape of a river bank. They explain what erosion, transportation and deposition mean. They are aware that sedimentary rocks are made up of layers. Literary and information technology skills are promoted through the use of computer programs, for example, when writing a glossary of geographical terms. During the year, pupils gain a good knowledge of settlements, villages, towns and cities. They know that they vary in size and that their characteristics and locations reflect the types of economic activities in the settlements, for example, market towns, ports and seaside resorts. They know that land in settlements is used in different ways, for example, for housing, transport and industry. They discuss particular issues arising from the way that land is used, for example, the conflicting views over the construction of the recent by-pass. They study the River Otter in detail, carrying out profiling, etc. In Year 6, three localities are studied, namely Honiton, India and Nepal, which is the focus of the religious education topic on Hinduism. They compare and contrast physical and human features, for example, hills, valleys, housing estates and reservoirs. They discuss environmental issues, such as water pollution and the proposal for a new supermarket. They talk about how the features of a locality influence the nature and location of human activities, for example, roads following valleys, and multi-storey car parks near city centres. They look at recent and proposed changes, such as the closure of a corner shop. They describe how localities are set within a broader geographical context, for example, within a town, a region, a country and how they are linked with other places through the supply of goods and the movement of people. They discuss how people spoil their environment by quarrying, building reservoirs and motorways and polluting rivers. They discuss how and why people seek to manage and sustain their environment, for example, by combating river pollution and by organic farming. During their exchange visit to France, they study similarities and differences between France and the United Kingdom. The acquisition of geographical skills is planned for each year group.

136. Pupils' attitudes and behaviour are good and this has a positive effect on learning. They are interested and keen to learn. They contribute eagerly to discussions and listen carefully to the views of others. They work well, both independently and collaboratively and maintain concentration. They build on previous knowledge and are keen to search out new facts. They use computers with confidence. Their relationships with their peers and with adults are very good. All these factors make a valuable contribution to learning.
137. Teaching is good at both key stages and successfully promotes learning. Teachers' knowledge and understanding is good and they encourage pupils to become independent learners, through the use of primary and secondary sources of evidence. Their expectations are high and they encourage pupils to achieve success. Their methods and organisation are effective and class management is good. Well-established class routines ensure that pupils know what is expected of them and they make good use of their time, as a result. Teachers are successful in encouraging pupils to demonstrate methods and reasoning and to respect the views of others. Good use is made of visits to places of geographical interest and these promote learning.
138. The curriculum is discrete, but is closely linked to termly topics. It is broad, balanced and relevant at both key stages. The new co-ordinator is enthusiastic and is currently reviewing the curriculum to ensure pupils build successfully on their skills, knowledge and understanding. The coordinator has identified the need for a sharper focus on the development of geographical skills. Standards have been maintained and improved during a period of difficulty, due to the good knowledge and good teaching of all staff. Resources are good, are centrally stored and are used well. Geographical skills generally receive appropriate emphasis. Areas identified for further development include the monitoring role of the co-ordinator, greater use of information technology and further development of geographical skills.

HISTORY

139. Standards of attainment in history throughout the school are good and are higher than those expected of pupils of similar age nationally. Pupils, including those with special educational needs and those with hearing impairment make very good progress. This is an improvement on the standards achieved by pupils in the previous report.
140. No lessons were seen in history at Key Stage 1. Evidence was gathered from an analysis of pupils' work, displays around the school, schemes of work and discussion, both with the coordinator and the teachers. It is clear that pupils make very good progress over time and by the end of the key stage are able to explore the ways toys are used and enjoyed by different age groups. They understand that toys, clothes, utensils and other artefacts have a history. Some imaginative and effective work was observed in Year 2 classrooms, where the pupils produced timelines relating to kettles and family trees. They suggest reasons why the types of toys, clothes and utensils and other artefacts change with time. They respond knowledgeably to questions such as "Which types of toys did your grandparents play with?" or "Why did your grandparents bathe in front of the fire?" Pupils with hearing impairment and those with special educational needs are given very good support, and make very good progress in relation to their prior attainments.
141. Very good progress over time is also maintained throughout Key Stage 2. By the age of 11, most pupils have a secure knowledge about the past, based on a range of sources, encompassing a wide variety of stimulating experiences. For example, pupils in Year 4 are exposed to a rich diet of Victorian history celebrating achievements in health, education, industry and transport. They show understanding of the difficulties faced by people during this period, appreciate their lasting contribution to modern times and produce well-researched essays on several topics. They seek information from several sources and in a recent excursion to Morwellham Quay, Victorian history became alive for them when going down a copper mine, sampling 'Victorian' cuisine, exploring a sailing ship and observing the construction of wooden barrels. Pupils in Year 6 refine their research skills, use CD-ROMs to extract information and their work on the Romans is of high quality. In particular, the production of the school newspaper 'Roman Express' provided excellent opportunities for the pupils not only to appreciate historical developments but also to enhance their literacy skills by reading and writing about a wide range of topics and for a variety of purposes, such as sensational reports - the brutal murder of Caesar; food recipes- spiced olives, songbird pie; advertisements - slaves for sale; news - Boudicca, the warrior queen; sports results - chariot races.
142. Pupils throughout the school enjoy history. They show interest and enthusiasm; they seek information from several sources; appreciate the displays; work hard; co-operate well with one another; are willing to talk about their work and show pride in their achievements.
143. As no history lessons were observed at Key Stage 1 it is therefore not possible to make judgements on teaching. The quality of teaching throughout Key Stage 2 is very good. Teachers have very good subject knowledge, present their lessons effectively and encourage the pupils to seek information from various sources. Their questioning technique is very good, leading pupils to use their previous learning in making correct historical deductions. In a literacy lesson, for example, Year 4 pupils reading a book on 'Tinnars' were challenged to give reasons for the pronounced crust on cornish pasties. This led to a stimulating discussion in class with most pupils participating and using their historical knowledge gained from their visit to the copper mine. Lesson planning is very good with clear aims. Expectations are generally high and this leads to very good acquisition of skills and knowledge. Teachers present challenging tasks, using a wide variety of relevant resources, such as historical artefacts, videos, posters, pictures, textbooks, visits to museums and places of interest. Pupils are continuously stimulated in their learning, acquiring new historical vocabulary and knowledge. A wide variety of time lines are found throughout the school, helping pupils to acquire a better understanding of chronology. Hearing-impaired pupils and pupils with special educational needs are well supported in class by both teachers and classroom assistants, thus enhancing their learning and progress. Teaching at Key Stage 2 has improved since the last inspection.

144. The co-ordinator has been appointed recently and has very good plans for developing the subject, especially in planning and monitoring of teaching. In spite of the fact that procedures for assessment of progress, planning and monitoring of teaching have not yet been implemented, the subject is most effectively delivered throughout the school. Resources are good and well used. The teaching of history is a strength of the school.

INFORMATION TECHNOLOGY

145. Information technology is a rapidly developing subject. Each class has its own computer and although many of these are quite old they are used effectively and pupils make sound progress in all National Curriculum programmes of study. The school has also recently purchased a number of modern PC's. These are located in areas adjacent to the upper Key Stage 2 classes and offer pupils access to the Internet and to up-to-date technology. Although these are a very recent purchase, pupils are making rapid progress in developing their computer skills. By the age of seven and eleven, standards are in line with the national average.
146. In the reception class pupils begin to develop their information technology experiences. They begin to process simple sentences using key words. They use a graph programme to record their birthdays and grade the comparative size of different shapes. They begin to learn about programming a floor robot and using a simulation program to find out where in the world Teddy could be. They effectively use a listening centre and in the school library they learn effectively about how much information is stored on a CD-ROM.
147. Early in Key Stage 1, pupils develop simple keyboard skills and can control the mouse. They develop good skills of word processing and combine this with graphics, for instance in writing the story of "Little Red Riding Hood." Most pupils produce individual compositions using the line facility of a graphics program. For example, they produce pictures of their favourite toys. They learn to plot a graph of their birthdays and note which is the most popular month. They also plot a graph of the different weather they have recorded on their chart. Most pupils use simulations correctly to develop mathematical or reading skills. For example, they count on in twos when requested to in a number simulation. They effectively develop skills of using information and of simple programming at the standard expected for pupils of this age. They enjoy planning the route for the "Pixie." Most pupils know the names of the different parts of the computer. They change the font size and colour of words using the appropriate menu correctly.
148. Pupils at the end of Key Stage 1 have opportunities to develop this skill across different subjects. All pupils produce a simple piece of text and combine it with graphics. They retrieve information from a CD ROM. Pupils in the Year 2 have a sound understanding of some of the features of word processing. For example, they use the shift key correctly and use capital letters with accuracy. They produce weather pictures using a thick or a thin brush. In these classes most pupils control a programmable robot to move in a straight line. They have also mastered the skills of making the robot carry out a series of movements as expected of seven-year-olds. Most pupils handle information sufficiently well to produce a simple bar chart and they gradually become confident in this aspect of the curriculum.
149. Lower Key Stage 2 pupils develop their word processing skills. They learn to load the programme enter their work then use *Bold Type*, *Italic* and *Underline* to change parts of their work which they then print out. In an art lesson they learn to use a painting program to produce good quality William Morris designs. They portray a weather condition in a picture, print it out and then save to disc. They collect information about their friends' pets. They make a graph of the information and then successfully interrogate it. They use their skills successfully in other areas of the curriculum when writing about Victorian children and about Africa. They also make very effective use of sensor equipment in a science experiment.
150. By the end of Key Stage 2, many pupils are able to describe some of the uses of computers in society and to use computer technology to drive motorised models. They connect to and use Internet facilities to search for and download documents to enhance the information available on topics such as William Shakespeare. They design their own web page and also interrogate database files they have created, printing out the results in graphical form. This level of skill is

in line with that set out in the National Curriculum for pupils of this age. Pupils' skills in word processing develop satisfactorily as they move through the key stage. By Year 6, most are confident in their use of a wide range of word processing applications, easily swapping from one type of machine to another and some are able to describe accurately the difference in facility and usefulness of each. The displays and files of work kept by teachers show that pupils are able to make sensible choices of types sizes, and colours of fonts to suit the intended audience. They incorporate borders, pictures and graphics into their work, and use justification to enhance interest according to the purpose of the writing. Pupils use pull down menus, edit and move sections of text and use spellcheckers and other tools. Some pupils have progressed to using desktop publishers to further enhance the output of their work, for instance in their "Roman Times" newspaper.

151. Progress of pupils with special educational needs, and those with hearing impairment, is very good. Very effective use is made of special programs to support their learning. For example, a talking word-processing program, to enhance their language development.
152. Although no teaching was observed in Key Stage 1, it is evident from a scrutiny of teachers' planning and from an examination of samples of completed work that teachers have high expectations of their pupils. They plan challenging activities both in information technology lessons and in other subjects such as literacy, numeracy, geography and science so that pupils can practise and improve their information technology skills. They keep records to inform them of pupils' achievements. This helps them to plan the next activity so that pupils can improve. They plan a good range of activities to cover the National Curriculum and the detail of their planning reveals that they have good knowledge of their subject.
153. The quality of teaching observed in Key Stage 2 is good overall and very good in one lesson. Teachers have very good subject knowledge. This enables them to offer good explanations and to effectively sort out problems as they arise. In the best teaching there is effective intervention either to improve the standard of the work or to support the pupil through difficulties. The teacher gives clear demonstrations with well-sequenced instructions linked to good quality displays. These teachers develop basic skills effectively by breaking down the learning into its different parts and then providing time for all pupils to consolidate their skills. Their expertise enables them to capitalise on pupils' contributions during whole class discussions. Teachers use questioning effectively to extend pupils' understanding. For example, pupils are guided through the process of using a search engine to locate a piece of useful information on the Internet via a series of well chosen questions. This leads to good levels of understanding. Lessons are conducted at a challenging pace and this ensures full concentration from all pupils. Resources are deployed well and the best use is made of the time available to maximise pupils' learning.

154. Most pupils respond very well when they have time on computers and co-operate very well to complete the tasks. Many have computers at home, are very interested in the subject and practise at home the skills they learn at school.
155. The two co-ordinators have worked hard to improve standards, and have a clear and realistic idea of how they wish to develop the subject. The new computers have provided them with enhanced provision. However there is no classroom available where these machines could be utilised to their maximum efficiency. Timetabling problems also make it very difficult for pupils in years 3 and 4 to use computers frequently. The co-ordinators are also aware that some members of staff need training in the use of the new computers and plan an in-service programme accordingly. Work is also well advanced on a new scheme of work to take account of the latest recommendations of the Qualifications and Curriculum Authority. They carry out regular monitoring and evaluation of work in their subject and are in the process of improving the system of assessing and recording pupils' progress in this subject.

MUSIC

156. By the time they are seven and eleven, most pupils reach standards in music that are above those normally seen for pupils of their ages.
157. The attainment of pupils singing in the choir, those who play in the orchestra and those who have extra instrumental lessons is good. The high quality teaching and individual tuition these pupils receive impacts positively upon the progress that they make.
158. Attainment for the majority of pupils stems from the teachers' very good knowledge and understanding of the subject. A significant number of the teaching staff are musicians, and this high level of expertise impacts positively upon the quality of their lessons. The quality of teaching for Key Stage 1 is good and in Key Stage 2 it is very good. Pupils including those with special educational needs and those with hearing impairment make good progress in Key Stage 1 and very good progress in Key Stage 2.
159. In Year 1, pupils tapped the beats of their name and created a piece of music by clapping the beats of four pupils' names. Untuned percussion instruments were then used effectively to develop this idea into a piece of music. Pupils recognised that if they stood in a different order the music would change. Teachers' expertise, secure subject knowledge and clear, detailed planning ensures that all pupils, including those with special educational needs and those who find it difficult to behave, make significant progress in the lesson. Support staff give very good support to individual pupils. They ensure that these pupils are challenged and make good gains in their learning. In another Year 1 class, pupils recognise and keep a steady beat and perform well in a group. When singing familiar songs such as, "Good Morning Mr Sun" they use their hands to indicate the different pitches of notes. Pupils are engaged by active challenging teaching and show very good attitudes and levels of concentration, which ensures that they learn well. In Year 2, pupils sing high and low, responding appropriately to a visual prompt.
160. In Year 5, very well prepared lessons with very good pace and use of encouragement enable pupils to ask pertinent questions. All pupils are fully involved in the lessons. They recognise the music of a range of composers and compose their own music using percussion instruments or the computer. Higher achievers compose more complicated dance music using a wide variety of instruments. Pupils know the sequence of the different aspects of the lesson and this helps their concentration and learning. In Year 6, the pupils work well together to produce music based upon an Asian dance. They play the drone and percussion parts trying very hard to keep to their own music part as they play together. Pupils worked hard at the set task but found confidence in playing in a large class group more secure than playing in their small groups. The achievement in this technically difficult task was good. The class teacher has a high level of expertise and the pupils gained confidence and understanding during the lesson. The lesson was effective in linking the religious education curriculum with the music curriculum and promoted the pupils spiritual, moral, social and cultural development well.

161. Pupils who are part of the school orchestra and choir are taught by the music co-ordinator who has outstanding qualities as a teacher. She insists that in choir sessions pupils breathe and stand correctly. In orchestra lessons she writes parts adapted from “ The Nutcracker Suite” for the different families of instruments in the orchestra to play. The orchestra performs during assemblies and for concerts and plays. There are regular productions for the parents and the wider community. The level of expertise and proficiency of these pupils is very high.
162. The music co-ordinator gives very good management in the subject. There is a policy and a helpful scheme of work, which gives staff good guidance. A wide range of clubs, including guitar club, is run by members of staff. Those pupils who wish may have extra tuition using a range of instruments. The school has good resources for music and they are readily accessible.

PHYSICAL EDUCATION

163. Standards of attainment in physical education at Key Stage 1 are good and at Key Stage 2 are in line with those expected of pupils of a similar age nationally. Progress over time is good throughout the school. Both hearing-impaired pupils and pupils with special educational needs make good and sustained progress and the attainments of most of them compare favourably with those of their peers.
164. By the age of 7, most of the pupils listen carefully to instructions, take turns and pay particular attention to safety factors. In gymnastics lessons, pupils explore different ways of travelling and perform complex sequences of movements involving rolling, climbing, jumping and balancing on a wide variety of equipment. They move rhythmically to music, some of them creating complex dance routines. They develop the appropriate vocabulary to describe their activities and begin to understand the beneficial effects of physical education on their body and health. They participate in a wide variety of competitive games and their ball skills in throwing, catching and controlling are good. They understand defence and attack tactics in games and appreciate the value of teamwork and co-operation.
165. By the age of 11, the great majority of the pupils show increased independence of action and take more responsibility for their own learning. They understand the beneficial effects of physical education on their health and general well being. They make good progress in moving to music, dance, gymnastics and games. In gymnastics, they crawl, lift, jump, balance, turn and move in different directions with confidence and speed of movement. They compose and carry out complex sequences in gymnastics and dance and most of them can play several competitive games, such as football, hockey, cricket, netball, rounders, to a relatively high level of skill. They work constructively in teams, take part in athletic events and understand the role of officials. Swimming is well developed throughout the school with most of the older pupils being competent swimmers, well versed in the basic aspects of water safety.
166. All pupils in the school enjoy their lessons in this subject. They work hard with interest and concentration and want to please. They listen carefully to instructions, cooperate well in teams, and try their best. They remain focused for the duration of their lessons, behave well and show pride in their achievements.
167. Teaching throughout the school is consistently good and sometimes very good. Both long term and short term planning are very good. Lessons are well planned to develop skills in small and interconnected incremental steps. This facilitates and consolidates learning by providing pupils with achievable goals, thus encouraging effort by reinforcing success. Lessons are presented in an enthusiastic manner with teaching and support staff having high expectations. The pace of lessons is most appropriate, giving pupils time to evaluate and improve their skills.
168. All pupils are given a wide variety of opportunities to consolidate new skills. Their achievements are highlighted by the teachers, and this provides additional impetus for the pupils to try their best. Lessons in physical education also have a considerable impact on the personal, social and linguistic development of the pupils. They cooperate well in teams, appreciate fairness and sportsmanship, take turns and improve their specialised vocabulary. For example, in a gymnastics lesson Year 6 pupils came to understand the meaning of symmetry and asymmetry with regard to a sequence of movements.

169. The subject is most ably managed. The coordinator is forward looking and enthusiastic, having very good ideas for future developments. In particular, the introduction to school of the 'Top Sport' scheme and of the 'Sherbourne Scheme' for pupils with physical difficulties enrich the curriculum and have a positive impact on both teaching and learning. Support staff work hard and make a good contribution to the learning of the pupils. The policy statement is comprehensive and forms a sound base for further developments. Learning resources are very good and are extensively used. These are enhanced by the use of local resources, such as the Honiton swimming pool, the local sports centre and by residential facilities in outside pursuit centres. The school provides a rich diet of physical education to all its pupils. This is an improvement since the last report.

RELIGIOUS EDUCATION

170. In the reception class and at Key Stage 1, pupils reach standards that are above those expected in the Locally Agreed Syllabus. This shows an improvement since the last inspection when attainment was satisfactory. In the reception class, children think about other people and their needs. They explore their own feelings and emotions. They know about some important times and festivals in the lives of Christians and some aspects of world faiths. They talk about aspects of the natural world and the life of Jesus. In Year 1, pupils learn more about the life of Jesus and about parables. They learn about creation and reflect on silence out in the woods and on the field. They know that the Bible is a special book for Christians and that the Qur'an is a special book for Muslims. They learn about darkness and light, and about Divali. They talk about prayer and types of prayer. During the inspection, pupils in Year 1 listen to the story of the feeding of the five thousand and suggest that an appropriate prayer would be a 'thank you' prayer. Pupils in Year 2 know about different aspects of Jesus as a person. They increase their knowledge of Jesus as a healer and they learn how trust in Jesus helped people. They write creatively about their special place and a special event and the role of the donkey at the birth of Jesus. They learn about Sikhism and compare and contrast churches and mosques. They are encouraged to explore meaning and purpose, reflecting on their own values, attitudes and behaviour. Their attainment and achievement are good, in response to teaching that is good.
171. At Key Stage 2, pupils reach standards that are above those expected in the Locally Agreed Syllabus. This represents an improvement since the last inspection when attainment was satisfactory. In two lessons seen during the inspection in Year 3, pupils knew about special books associated with Christianity and Islam. One class looked at Psalm 136 and pupils discovered what it said about God. They wrote a psalm about someone special. The other class look at the story of David and Goliath. This led to pupils exploring the issue of bullying. During the year, they learn that the Bible is a collection of books, compiled over a long period of time by many authors. They know that The Guru Ganth Sahib, is the special book of the Sikh religion. They look at the books of Proverbs and Psalms. They compare special journeys, like the Exodus and the Muslim journey to Mecca. They give much thought to the most important things in people's lives and accept that each person has personal values and ideas, and they discuss why we should respect them. During the inspection, pupils in Year 4 evaluated what special books meant to different people, including personal and religious books. During the year, they learn about religious festivals and the life styles of key religious figures. They explore what makes a good friend and a good leader. They express opinions on whether Jacob, Joshua, Deborah, Samson, Nehemiah and Ruth were good leaders. They participate in periods of reflective silence and experience a variety of places and situations that may be conducive to reflection. They consider the awesome aspects of nature. They explore the religious beliefs of groups and individuals and consider the moral codes of at least one religious tradition. They may visit the Catholic Church in Honiton and receive a visit from the priest. They look at symbolism. During the inspection, pupils in Year 5 studied the life of Christ and considered the miracles of Jesus. They have a sound knowledge of the baptism of Jesus, his temptations in the wilderness and his teaching and healing ministries. They look at Christian symbolism - the cross, fish, dove, water, bread and wine. They may visit the Baptist Church and receive a visit from the local minister and members of the congregation. They consider the commitment involved in belonging to a religious group. They study Judaism in considerable detail, Shabbat and how it is celebrated, the importance of The Torah and how it

is put into practice, the festivals of Pesach, Hannukah, Purim, and Rosh Hashanah. Year 6 have an equally good knowledge of Hinduism. They study the Puja ceremony and during the inspection displayed a good knowledge of the Hindu religion, its festivals and beliefs. In their study of Christianity, they study the Resurrection appearances, the martyrdom of Stephen and the life of St. Paul.

172. Pupils' attitudes are good at Key Stage 1 and very good at Key Stage 2. Their attitudes have a positive effect on learning. Lessons are able to proceed at a good pace and so pupils make good progress at Key Stage 1 and very good progress at Key Stage 2. All pupils are interested and enthusiastic and apply themselves well to their work. They are confident in contributing to discussions and listen well to other pupils and respect their views. Their responses are thoughtful. They explore religious and other stories and relate them to everyday life. They exhibit good literacy skills. At Key Stage 2, the quality of debate and of pupils' perceptions of other people and cultures is very stimulating. Very good relationships lead to learning that is good at Key Stage 1, and very good at Key Stage 2.
173. Teaching is good at Key Stage 1 and very good at Key Stage 2. It supports pupils' spiritual, moral, social and cultural development and literacy skills. The teachers' subject knowledge and understanding, the teaching of basic skills, the effectiveness of planning, expectations, management of pupils, the use of time, support staff and resources are good at Key Stage 1, and very good at Key Stage 2. These qualities promote good learning at Key Stage 1 and very good learning at Key Stage 2. The use of homework is good. Teachers are good at helping pupils to understand the elements of worship and they create an atmosphere of respect and reflection in lessons. The moral and social teachings of different faiths are well emphasised and pupils are encouraged to link this with their own experiences. Some opportunities are provided for recording their ideas and opinions, which help to develop expressive thought through writing. Resources, including artefacts, are used well to promote learning. Pupils, including those with special educational needs and those with hearing impairment, make good progress through both key stages.
174. The curriculum is based on the Locally Agreed Syllabus, which is currently under review. The breadth, balance and relevance of the curriculum is very good. Teachers use ongoing assessment, but do not record in a consistent way. It is planned to adopt the assessment procedures in the new Agreed Syllabus. Teachers are very clear about what individual pupils understand, know and can do. The curriculum is greatly enhanced by many visitors to the school and visits made to local churches. Also by the use of the Internet and very good displays, for example, a display in the foyer, with details of the school's links with Banjul, for which they collect money to improve water in the village. In the Year 6 communal area, there is an excellent display of artefacts from Nepal, linked with Hinduism. Each of the three Year 6 classes has made beautiful batik quilts, based on a mathematical shape. The designs are based on aspects of Hinduism, using the technique of hot wax and cold water dyes. In the Year 5 communal area, there is a very good display on the life of Christ, John the Baptist and the baptism of Jesus.
175. Curriculum leadership is very good. The experienced co-ordinator has raised the profile of religious education and gives good support to colleagues. She carries out her monitoring role effectively and has evaluated the work of Year 6 during non-contact time. Resources are good, are centrally stored and are used effectively. Providing that monitoring procedures continue to be developed and the use of information technology is extended, the subject has a good capacity for further improvement.