

# **INSPECTION REPORT**

## **DUNSFORD PRIMARY SCHOOL**

Dunsford, Exeter

LEA area: Devon

Unique reference number: 113199

Headteacher: David Gibbard

Reporting inspector: Barrie Mahoney  
18175

Dates of inspection: 13 – 16 March 2000

Inspection number: 192104

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Dunsford  
Exeter  
Devon

Postcode: EX6 7DD

Telephone number: 01647 252548

Fax number: 01647 252548

Appropriate authority: Governing body

Name of chair of governors: Gillian Gibb

Date of previous inspection: January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barrie Mahoney	Registered inspector	Mathematics Science Information technology Physical Education Music Under fives	What sort of school is it?  The school's results and achievement.  How well are the pupils taught?  How well is the school led and managed?  What should the school do to improve further?
Catherine Fish	Lay inspector		Pupils' attitudes, values and personal development.  How well does the school work in partnership with parents?
Peter Buckley	Team inspector	English Design and technology History Geography Art Religious education Equal opportunities Pupils with special educational needs	How good are the curricular and other opportunities?  How well does the school care for its pupils?

The inspection contractor was:

Quality Assurance Associates Ltd

Herringston Barn  
Herringston  
Dorchester  
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Dunsford Primary School is a small rural school, serving a village on the edge of the Dartmoor National Park, seven miles from Exeter. There are 57 pupils on roll, which is much smaller than other primary schools. Most pupils come from the local area.

The school is arranged in three mixed-ability classes in the mornings and two during the afternoons, representing the four to eleven year age range. There are 11 pupils on the school's register of special educational needs (19 per cent). Two pupils are on the Stages 3 to 5 of the register of special educational needs, including one pupil with a statement of special educational needs.

There are 20 per cent more boys than girls on the school roll. There are no pupils from minority ethnic backgrounds. All pupils start school with some pre-school experience and most have attended the village playgroup. The pupils' attainment upon entry to the school is average overall, with well developed speaking and listening skills. The socio-economic circumstance of pupils is favourable, with three per cent of pupils known to be eligible for free school meals.

Since the previous inspection the school has been able to open an additional classroom and employ another teacher for the morning sessions for pupils in Year 2 and Year 3. These pupils return to one of the other two classrooms during the afternoon sessions. The numbers on roll have increased from 44 to 57 pupils since the previous inspection.

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

Dunsford Primary School is a good school with many good and very good features. It is very well led and managed by the headteacher and supported well by staff and governors. The quality of teaching is good overall. The pupils in Key Stage 2 achieve above expectations in English and science. Taking into account the overall average standards of attainment of pupils upon entry to the school, the good progress that they make and the overall effectiveness, the school provides good value for money.

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

- There is good and often very good teaching throughout the school.
- The headteacher provides very good leadership.
- Pupils' attitudes, behaviour, personal development and relationships are very good.
- Standards are above expectations in science at the end of both key stages, and above expectations in English at the end of Key Stage 2. Standards in reading are high throughout the school.
- Provision for extra-curricular activities is very good in Key Stage 2.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall.

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

- Insufficient time is spent teaching the foundation subjects in Key Stage 1.
- There are insufficient opportunities for pupils in Key Stage 1 to write at length or for a variety of purposes.
- The hatted accommodation is unsatisfactory and lacks toilet facilities.

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

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

Since the last inspection in January 1997, the good standards overall identified in the previous inspection have been maintained. The National Literacy and Numeracy Strategies have been implemented successfully throughout the school.

The school now has schemes of work and policies for most subjects; those remaining are detailed in the good school development plan. There are now satisfactory policies for children under five and for sex education. The subject responsibilities of teachers have been clarified. There has been a satisfactory improvement overall in the balance and coverage of the National Curriculum in all subjects. However, the curriculum for Key Stage 1 lacks sufficient time for the foundation subjects. There continue to be insufficient opportunities for pupils to develop and practice their writing skills in Key Stage 1.

The school has made good progress in developing a monitoring system to assess the quality of teaching and pupils' learning. Governors now take a more active role in overseeing the curriculum and this is an improvement since the previous inspection. The school development plan includes long and short term targets relating to teaching and learning and is now an effective tool for planning and success criteria are now included. Since the previous inspection there has been an improvement in the attainment of pupils in Key Stage 2.

The school has worked hard to establish a third class during the morning sessions, together with an additional part-time teacher. This is having a positive impact upon raising pupils' standards and the quality of teaching throughout the school due to smaller classes.

Good and sometimes very good teaching is now a strong feature of this school and, together with very good leadership and management provided by the headteacher, it is in a very good position to improve standards further.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	*	*	*	*	well above average    A above average        B average                C below average        D well below average    E
mathematics	*	*	*	*	
science	*	*	*	*	

\*These figures relate to a small number of pupils and have been omitted as statistically unreliable.

Given the very small number of pupils in each year group, too much emphasis placed upon one year's performance against national and comparative data is unreliable. Consequently, the requirement to report on pupils' attainment compared with all and similar schools is lifted.

The narrow range of attainment measured by baseline assessment shows that children's attainment on entry is average overall. All children aged under five, including those with special educational needs, make good progress and broaden and consolidate their knowledge in all six areas of learning, including personal and social development. At the age of five, the children's attainment is in line with expectations, and above that expected for their age in personal and social development, language and literacy and knowledge and understanding of the world.

Inspection findings indicate that standards of attainment overall meet expectations and have been



maintained since the previous inspection. In Key Stage 1, standards are in line with expectations in English and mathematics, and above expectations in science. In Key Stage 2, standards are above expectations in English and science, and in line with expectations in mathematics. The attainment of the oldest pupils at the time of the inspection in information technology is in line with expectations and in religious education the standards of the oldest pupils is in line with the expectations of the locally agreed syllabus.

The school has set sufficiently challenging targets, and is making satisfactory progress towards meeting these.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school.
Behaviour, in and out of classrooms	Very good. This contributes significantly to pupils' learning.
Personal development and relationships	Very good. Relationships throughout the school are of very high quality.
Attendance	Good.

The pupils are enthusiastic about coming to school and are eager to learn. Their very good behaviour in the classroom and around the school reflects their confidence and certainty that they are liked and valued by all school staff. The consistently high standards of behaviour from the oldest pupils are particularly good.

## 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.*

The quality of teaching is consistently good or better throughout the school. All lessons observed were at least satisfactory, with 80 per cent of all lessons observed that were good or better. Fifteen per cent of lessons were very good. Examples of good teaching were observed in both key stages and for the under fives. The quality of teaching has improved since the previous inspection.

For children under five, the quality of teaching is good overall. Adults working with these children work well together and have good knowledge of their needs. However, opportunities for the development of activities such as construction, role-play, sand and water investigation are often restricted by the cramped and unsuitable accommodation for these children.

The quality of teaching is good in English, mathematics, and science throughout the school and good in information technology in Key Stage 2. There was insufficient evidence to make a judgement concerning the quality of teaching in religious education, design and technology, art, music, physical education, geography and history throughout the school and information technology in Key Stage 1. The reasons for this are given in the text of the full report.

Good and very good teaching in a significant number of lessons is characterised by well-planned activities that are well matched to the needs of all pupils and a brisk pace. In the very best lessons, planning is thorough, expectations of work and behaviour are high, teachers have good knowledge of the subject, and resources are well prepared and used.

The good quality of teaching supports pupils' learning well throughout the school, and the pupils make good progress overall. Pupils show interest in their work, and they respond well to the challenges set by teachers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well enhanced by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The school quickly identifies pupils with special educational needs and supports them well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is very good, and provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	Good overall. The school provides very good educational and personal support for pupils. Toilet provision is unsatisfactory for the youngest pupils.

The overall quality and range of learning opportunities is good. The curriculum is broadly based and well balanced in the range of subjects taught in Key Stage 2. However, in Key Stage 1, while there is sufficient curricular breadth, insufficient time is allocated to the foundation subjects and religious education. There are too few opportunities for pupils in Key Stage 1 to develop and practice their writing skills in other subjects. The subjects meet the requirements of the National Curriculum and the locally agreed syllabus for religious education.

Pupils on the special educational needs register make good progress due to well planned, short term, achievable targets and good teaching. Pupils with a statement of special educational needs make good progress over time against the identified needs in their statement due to good quality classroom support.

The school makes very good overall provision for pupils' spiritual, moral, social and cultural development. This is a strength that the school has sustained and developed since the previous inspection.

The school has continued to work hard to maintain very good care and support for its pupils, and standards have been maintained since the previous inspection. The school does all it can to ensure the safety of its pupils. However, as there are no toilets in the mobile classroom that accommodates the under-fives and Key Stage 1, pupils have to go to the main building which necessitates passing through six doors, often unsupervised. This constitutes a significant safety issue.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Good overall. The headteacher provides very good leadership.

headteacher and other key staff	
How well the governors fulfil their responsibilities	Good. Governors understand the strengths and weaknesses of the school well.
The school's evaluation of its performance	The headteacher monitors and evaluates the school's performance effectively.
The strategic use of resources	Good. The school makes effective use of the available resources.

The accommodation is unsatisfactory overall, although the staff, governors and parents have done their best to make good use of the facilities available. The school has worked hard to provide an additional classroom and part-time teacher during morning sessions. This is having a positive impact upon raising standards. The huttred accommodation is unsatisfactory for the youngest children in school. The room is small and there is insufficient space for the full range of learning activities required, particularly during the afternoon sessions. There are no toilet facilities easily accessible for the youngest children, as these are in the main building. The school office also acts as staffroom and headteacher's room and lacks the privacy required for interviews with parents. There is no school hall, although good use is made of the village hall nearby. Outside facilities are very good, and the environmental area makes a significant impact upon pupils' learning. Resources for learning are good overall and used well.

The quality of leadership and management is good overall, with the headteacher making a very good contribution to the life and work of the school. The headteacher provides a clear sense of direction and purpose. The governing body is making a good contribution to the life of the school. The governors fulfil their statutory responsibilities well. The governors make good use of its resources and links spending decisions to educational priorities. There are effective procedures to review, and evaluate the effects of financial decisions and governors are aware of best value principles.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents feel comfortable about approaching the school with questions or a problem.</li> <li>The school expects pupils to work hard and achieve their best.</li> <li>The school is well led and managed.</li> <li>The teaching is good.</li> <li>Children like coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>Interesting range of activities outside lessons.</li> <li>Information parents receive about how their child is getting on.</li> </ul>

Inspectors agree with parents' positive views. However, inspectors conclude that there is already a very good range of activities for pupils outside lessons, particularly in Key Stage 2. The information that parents receive about how their child is getting on is satisfactory, and the school is considering ways of providing more information.

## **PART B: COMMENTARY**

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

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

1. Given the very small number of pupils in each year group, too much emphasis placed upon one year's performance against national and comparative data is unreliable. Consequently, the requirement to report on pupils' attainment compared with all and similar schools is lifted.
2. The narrow range of attainment measured by baseline assessment shows that children's attainment on entry is average overall. All children aged under five, including those with special educational needs, make good progress and broaden and consolidate their knowledge in all six areas of learning, including personal and social development. At the age of five, children's attainment is in line with expectations, and above that expected for their age in personal and social development, language and literacy and knowledge and understanding of the world.
3. Inspection findings indicate that standards of attainment overall meet expectations and have been maintained since the previous inspection. In Key Stage 1 standards are in line with expectations in English and mathematics, and above expectations in science. In Key Stage 2 standards are above expectations in English and science, and in line with expectations in mathematics. The attainment of the oldest pupils at the time of the inspection in information technology is in line with expectations and in religious education the standards of the oldest pupils is in line with the expectations of the locally agreed syllabus.
4. The school has set sufficiently challenging targets, and is making satisfactory progress towards meeting these.
5. Standards in literacy are good, and especially in reading and writing. Standards in numeracy are also good. In most classes, pupils' computational skills are good, and particularly their ability in mental calculations.
6. Overall, standards in English at the end of Key Stage 1 are in line with national expectations. By the end of Key Stage 2, standards are higher than national expectations. The presentation of pupils' work is also of a consistently high standard, particularly in upper Key Stage 2. This shows an improvement since the previous inspection.
7. Attainment in speaking and listening for pupils in both key stages is above expectations. Most listen well to each other's suggestions. Pupils are accustomed to regular discussion in class and in small groups. Standards in reading for pupils in both key stages are above expectations. As they progress through the school, pupils learn to read for information and research using the index and contents page with increasing skill.
8. Standards in writing for pupils in Key Stage 1 are in line with expectations, but there are no examples of pupils attaining higher levels. There are insufficient opportunities for pupils in Key Stage 1 to write at length or for a variety of purposes across the curriculum. Standards in writing for pupils in Key Stage 2 are above expectations. Pupils' writing is mostly interesting and carefully presented. Handwriting is usually neat,

of a consistent size and is joined. However, there is often a lack of emphasis upon the quality of written work and its presentation for lower Key Stage 2 pupils.

9. In mathematics, pupils' attainment in both key stages is in line with expectations. In lessons, standards are satisfactory with the pupils working at appropriate levels, following work pitched at the average level in line with the expectations of the National Numeracy Framework.
10. Standards of numeracy are satisfactory across both key stages. Many pupils in Key Stage 1 have a sound understanding of place value and demonstrate good understanding of number skills. In Key Stage 2, the older pupils display good data handling skills, using tally charts and graphs to illustrate data they have collected.
11. In science, pupils' attainment in both key stages is above expectations. Pupils in both key stages have a particularly good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties.
12. Attainment in information technology by the oldest pupils is in line with expectations and standards have been broadly maintained since the previous inspection. Since the previous inspection, and particularly in the last year, the school has improved provision for information technology and this has been identified as an area for further development. The oldest pupils are beginning to use the Internet to search for information linked to other areas of their work.
13. Pupils on the special educational needs register make good progress due to well planned, short term, achievable targets and good teaching. Pupils with a statement of special educational needs make good progress over time against the identified needs in their statement due to good quality classroom support. There is no discernible difference in the progress made by girls and boys.

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

14. The good attitudes described in the previous report have been successfully built on, and pupils' attitudes to school and to learning are very good overall. Pupils are enthusiastic about coming to school. This is reflected in their very positive approach to what the school offers them. Their attitudes to learning are very good overall, particularly with older pupils. All show good levels of concentration and engagement in the tasks presented. Pupils are very interested in what they are being asked to do, and settle quickly to their work. In a literacy lesson on writing their own fable, pupils in Year 6 showed sustained levels of concentration and perseverance, even when not directly supported by an adult. Pupils listen well to the instructions given to them, and from an early age they start to listen to others and begin to wait their turn to answer questions and make suggestions. Pupils talk willingly about their work and show pride in what they have done. Presentation of work is satisfactory but variable, and improves in upper Key Stage 2.
15. Pupils show a great deal of confidence when talking with adults. Those asked to show the inspectors around the school spoke with enthusiasm of the swimming pool, the millennium pottery mural, the environmental area and developments in the building where an extra teaching area has been created. They spoke confidently of their move

to the next school and the mixture of feelings about it; sadness at leaving, but excited anticipation of a new challenge. Pupils enjoy being involved in more than just lessons; they eagerly participate in extra curricular activities such as drama and, when the opportunity arises, to be involved with pupils from other small schools in events such as quizzes and sports matches. These activities also help pupils to develop relationships outside their immediate community and to support their personal development.

16. As in the previous report, the behaviour of pupils is very good; pupils behaved well in all lessons seen. It is best amongst the older pupils, where the expectations by teachers are highest. Pupils are made aware of the expectations through discussions in assemblies and in circle time; classroom rules are drawn up after consultation between pupils and staff. Pupils corrected for minor misdemeanours respond positively. Behaviour in the playground is also very good, and there was no evidence of bullying seen during the inspection. There have been no exclusions in recent years. Pupils are tolerant of each other, accepting that everyone is different. They are polite to adults, willingly engage in conversations, offer helpful suggestions and ask relevant questions.
17. The quality of relationships across the whole school community has improved; they are now very good. Pupils work and play very well together. They work collaboratively when asked to, such as in a literacy lesson where pupils worked in pairs to redraft their work. They work well together as seen in a physical education lesson when they worked in groups. Pupils are involved in helping the school to run smoothly; older pupils are responsible for the selection and playing of music for assemblies. The school runs weekly reading sessions when younger pupils are paired with older pupils. There is a very good forum for the school to both gauge pupils' views and to promote their personal development through the school council, which meets twice a term. Two representatives from each year group, except reception, attend. Those in Key Stage 2 are elected, giving pupils an idea of the responsibilities of citizenship, whilst those for Years 1 and 2 are volunteers. A number of issues are discussed, one recently concerned what should be included in the time capsule to be buried to commemorate the millennium. Pupils respect each other's views. They respect the principles of circle time very well, which ensures that all individuals have the opportunity to speak. This principle was particularly well used in a Key Stage 2 religious education lesson where the atmosphere created made a significant contribution to the quality of thought and pupils' discussion. Pupils show their awareness of the problems encountered by other people in their contribution to charity.
18. Pupils enjoy coming to school and this is evident from the good level of attendance. There were no unauthorised absences last year and absences overall were below national expectations. The school records and regularly monitors attendance appropriately.
19. Pupils with special educational needs have a positive attitude to their work and their behaviour is good.

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

20. The quality of teaching is consistently good or better throughout the school. All lessons observed were at least satisfactory, with 80 per cent of all lessons observed that were good or better. Fifteen per cent of lessons were very good. Examples of good teaching were observed in both key stages and for the under fives. The quality of teaching has improved since the previous inspection.

21. For children under five, the quality of teaching is good overall. Adults working with these children work well together and have good knowledge of their needs. Activities are planned to meet the needs of all children, and there is an appropriate emphasis on practical activities. Good teaching is characterised by well-managed children, and well-organised activities, and an appropriate balance between formal opportunities for learning and opportunities for play. However, opportunities for the development of activities such as construction, role-play, sand and water investigation are often restricted by the cramped and unsuitable accommodation for these children.
22. The quality of teaching is good in English, mathematics, and science throughout the school and good in information technology in Key Stage 2. There was insufficient evidence to make a judgement concerning the quality of teaching in religious education, design and technology, art, music, physical education, geography and history throughout the school and information technology in Key Stage 1.
23. Good and very good teaching in a significant number of lessons is characterised by well-planned activities that are well matched to the needs of all pupils and a brisk pace. In the very best lessons, planning is thorough, expectations of work and behaviour are high, teachers have good knowledge of the subject, and resources are well prepared and used.
24. The good quality of teaching supports pupils' learning well throughout the school, and the pupils make good progress overall. Pupils show interest in their work, and they respond well to the challenges set by teachers. However, there are often missed opportunities for pupils to use information and communication technology in their lessons, particularly in Key Stage 1. However, the school has identified this as an area for development in its development plan.
25. The quality of teaching for the pupils with special educational needs is good and enables them to make good progress. The match of work to the needs of the pupils is good and targets in individual education plans are met. Higher attaining pupils are also well supported and challenged.
26. The teachers in both key stages have good knowledge and understanding of the subjects that they teach. Lessons are well planned, and include what pupils are expected to learn. Teachers' planning clearly indicates what is to be taught to pupils of different ages and ability.
27. The management of the pupils in lessons is good throughout the school, and pupils respond positively to the tasks they are given. The teachers make their expectations of behaviour clear, and the standard of discipline is very good. Good behaviour is noticed and praised, and effective strategies are in place to manage pupils' behaviour and to raise their self-esteem. Classroom support staff and other adult helpers are well briefed and interact positively with the pupils.
28. Teachers use learning resources effectively. The pace of lessons is often brisk, and in the best lessons the teachers make clear to pupils how much time they have to complete an activity, and effective intervention encourages them to persevere with the task.
29. The teaching of literacy is good across both key stages. Teachers are using the National Literacy Strategy successfully in their classes, with good opportunities being given to guided reading and writing. However, there are too few opportunities for pupils

in Key Stage 1 to practice and develop their writing skills in history, geography and religious education. Whole class text, sentence and word level work is good and plenary sessions are effective. There are good opportunities given to hearing pupils read throughout the school. The teaching of numeracy is also good, and the school is using the National Numeracy Framework effectively in other subjects across the curriculum, such as science and design and technology. Good opportunities are given for pupils to develop their investigative skills in mathematics, particularly in upper Key Stage 2.

30. Throughout the school, the teachers assess pupils well during lessons through discussion and observation. In the best lessons, the teachers use their assessments to plan tasks that are well matched to the needs all pupils. However, there is a lack of diagnostic reading records in Key Stage 1. The teachers talk to pupils about their work and use positive comments in their marking to help them improve. The quality of marking throughout the school is good.
31. Homework is used well to extend and enrich the pupils' learning throughout the school. The pupils regularly take books home to read. Teachers and parents complete reading diaries satisfactorily.
32. The school has worked hard to establish a third class during the morning sessions, together with an additional part-time teacher. This is having a positive impact upon raising pupils' standards and the quality of teaching throughout the school due to smaller classes.

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

33. The overall quality and range of learning opportunities is good. The curriculum is broadly based and well balanced in the range of subjects taught in Key Stage 2. However, in Key Stage 1, while there is sufficient curricular breadth, insufficient time is allocated to the foundation subjects and religious education. The subjects meet the requirements of the National Curriculum and the locally agreed syllabus for religious education.
34. Since the previous inspection, the school has developed its curricular planning effectively by incorporating national guidance into the schemes of work, and has sustained its very good range of extra curricular activities. At present, there is no music policy or scheme of work although this has been identified in the school development plan.
35. The curriculum successfully promotes the physical, personal and intellectual development of the pupils. Provision for personal and social education is good. It is successfully taught through a programme of personal and moral education. Religious education and collective acts of worship also make a significant contribution. The school has a planned programme for sex education and drugs awareness. Pupils have equality of access to the curriculum and a very clear policy supports this. Pupils with special educational needs have full access to the curriculum.
36. The curriculum promotes intellectual development by providing increasing opportunities, as pupils get older, for personal study. Good provision through the National Literacy and Numeracy schemes, which are well established, have a positive impact on raising standards in literacy and numeracy. The creation of a third class in the morning



contributes significantly to this provision. However, there are too few opportunities for pupils in Key Stage 1 to develop and practice their writing skills, for example in history, geography and religious education.

37. A wide range of extra curricular activities, which include football, netball, gardening, mathematics, French, drama and a music ensemble, enhance the curriculum. This year there is a planned residential visit for older pupils to a village in Normandy that has recently twinned with Dunsford.
38. The contribution of the community to pupils' learning is good. Dunsford is a very active village and pupils are very involved in a range of activities. The parent teacher association not only raises funds, for example to maintain the school's swimming pool, but also arranges events for pupils. Through its work in the community, the Prince's Trust has improved the environmental area with walkways and a bridge over the stream. The church and clergy and lay members are important features in the life of the school. Pupils also benefit from a variety of visits in the locality and from visitors to the school.
39. There are good relationships between the school and partner institutions. Links with the pre-school playgroup are very good and contribute to the very smooth transfer of children into school. The secondary school has a designated liaison teacher who visits the school and Year 6 pupils have an opportunity to visit their new school. The surrounding small schools organise a day where Year 6 pupils can meet and get to know each other before transferring to secondary school.
40. Pupils benefit from the good links that the school has established with Exeter University for the initial training of teachers. During the inspection, two students were working very successfully in Key Stage 2, and a teacher returning to teaching was working effectively in Key Stage 1, through a scheme organised by the local education authority. All were well briefed by school staff and interacted well with pupils.
41. The school makes very good overall provision for pupils' spiritual, moral, social and cultural development. This is a strength that the school has sustained and developed since the previous inspection.
42. Opportunities for pupils' spiritual development are good. Religious education lessons, such as a Key Stage 2 discussion about creation, contribute to pupils spirituality, as do the daily collective acts of worship. The quiet area in the school playground and the environmental area provide opportunities for pupils to be reflective.
43. The provision for pupils' moral education is very good. All teachers have high expectations of pupils. Pupils have a clear understanding of right and wrong and are encouraged to take responsibility for their actions. The new behaviour management policy that is understood by both pupils and parents is having a positive effect. The school encourages pupils to respect and value themselves through a programme of personal, social and moral education. Pupils' work is also valued through assemblies and plenary work at the end of lessons. Pupils are encouraged to respect property and the school environment, which is tidy and litter free. Through developing very good relationships, adults encourage pupils to be consistently courteous and considerate.
44. The school makes very good provision for pupils' social development. The staff are very good role models. They set a very good example to the pupils in their relationships with each other and with the pupils. Teachers provide a range of opportunities for pupils to work together and discuss their activities. Further opportunities are provided in the

wide range of extra curricular activities. Pupils from each year group are represented on the school council, and feel that their views are valued and contribute to changes in the school.

45. Provision for cultural development is good. The school has strong links with the community and uses it well as a learning resource. The range of well-planned visits, often linked to studies in history, geography and religious education, encourage pupils to appreciate their own cultural traditions. The school actively encourages its pupils to understand and value other cultures through, for example, its links with a school in Walthamstow and the twinning of Dunsford with a village in northern France. Religious education lessons and visitors to the school provide a sound basis for the development of pupils' appreciation of other cultures and faiths.

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

46. In the previous inspection the school's care for its pupils was identified as a strength. The school has continued to work hard to maintain this level of care and support for its pupils; standards are good overall and have been maintained.
47. Overall, procedures for child protection and ensuring pupils' welfare are satisfactory. The school has a clear policy on child protection, a designated child protection officer and guidance for staff is based on local authority guidelines. All the children are very well known to teaching and support staff, and this contributes significantly to the very good care and support they receive. The school has a health and safety policy that identifies those with responsibilities and appropriate checks are carried out. The school does all it can to ensure the safety of its pupils. However, as there are no toilets in the mobile classroom that accommodates the under-fives and Key Stage 1, pupils have to go to the main building which necessitates passing through six doors, often unsupervised. This constitutes a significant safety issue. Pupils' behaviour is well monitored. They are cheerful and courteous, and show an awareness of the school rules that contribute to their safety. The school has good well-established procedures to encourage and monitor good attendance and punctuality.
48. Procedures for monitoring pupils' academic progress and personal development are good and the personal support and guidance pupils receive are very good.
49. The assessment policy clearly sets out procedures for assessing individual attainment that has a positive impact on planning work to meet their needs. Good records are kept of all test results. Teachers assess pupils' work in the core subjects against National Curriculum levels of attainment and assessment results are maintained in a record of achievement folder. As pupils get older, they become increasingly involved in selecting their work and adding their own comments to those of the teacher. The recently introduced target cards are used well by teachers and pupils to identify short term achievable targets to improve pupils' learning. In Key Stage 1, there are no diagnostic reading records, only a list of books read. This restricts teachers' understanding of pupils' learning and what they need to do to improve. Marking is sound, and contains good guidance for pupils to improve their work, particularly in Key Stage 2. The school monitors the personal development of its pupils effectively in an informal way.
50. All the information gathered is very well used to guide planning and to help teachers meet the needs of individual pupils. It is also effectively used to set individual and school targets. Annual reports to parents are satisfactory and contain targets for improvement. These are currently of satisfactory quality overall; however, in many areas

they lack precision. There are some good elements within some reports, where the teacher details clearly the skills pupils have acquired, what they know and what they understand; sometimes targets are set for improvement. However, too often there is purely a description of what has been covered and what pupils have experienced. Opportunities are provided for parents to discuss their child's progress. The school is currently considering ways of providing parents with more information.

51. The special educational needs co-ordinator ensures that the provision outlined in statements of special educational need is implemented and the school has very good relationships with external special educational needs support staff and agencies. Regular reviews of individual education plans by the special educational needs co-ordinator and teachers contribute to the good assessment arrangements for pupils with special educational needs. The school has effective procedures for identifying pupils with special educational needs, placing them on the register and identifying what further help is needed in accordance with the school's policy.

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

52. Parents have very positive views of the school. Those returning the questionnaire and attending the meeting prior to the inspection felt comfortable in approaching the school with any concerns or suggestions, appreciating the high expectations set for their children and the good teaching. They also spoke of the school being well led and their children liking school. Parents are always welcome to come into school to talk about concerns or suggestions. The school will also approach parents if there is a need to discuss a particular aspect with them. Parents expressed some concern about two aspects. Many parents feel that the school does not provide an interesting range of activities outside lessons. Evidence gathered from the inspection shows that there is very good provision in this area, particularly for Key Stage 2 pupils. There is a very good range of activities for pupils at lunchtimes and after school, such as netball, a mathematics club and a French club and pupils attend these enthusiastically. A gardening club takes place in the summer, run by a previous governor, and the school swimming pool is also available for use, providing that suitably qualified adults are on hand for supervision. The school also makes good use of the environmental area, which provides pupils with both a valuable learning resource and a great deal of pleasure. A range of curriculum based visits are also made by pupils. The range of activities is very good for a small school, particularly one in which there are only two full time members of staff. Parents are involved in running some of the current clubs, and both the school and pupils appreciate this.

53. Another concern expressed by parents was with regard to the information on their child's progress. This had already been identified by the school in its own recent survey as an area for development, and it is looking at ways in which this might be improved. Inspectors consider that the information parents receive about how their child is getting on is satisfactory, but the school is moving towards more precise target setting. Parents are provided with good curriculum information each term about what is to be covered by each class, particularly in English, mathematics and science and parents find this helpful. Recently, meetings have been held to talk with parents about literacy and numeracy and these, together with other similar meetings, including parents' evenings, were well attended. Parents are also kept informed through a range of appropriate letters and a regular newsletter, which keeps them abreast of events and activities. The amount of information provided is an improvement since the previous report.

54. The school benefits from the involvement of parents in its everyday life. A number of

parents and members of the community come into school to help in the classrooms with, for example, reading. Parents help at home, particularly by hearing their child read; sometimes pupils are asked to share their homework with their parents. The school uses the talents of its parents where it can, such as the parent who provided the drawing of the school for the prospectus, which is also reproduced on mugs sold in aid of school funds. The parent teacher association is very active, and each year raises a considerable sum of money, with the support of the community, to further the provision made by the school. Recently, funds raised have been used to refurbish the changing rooms and provide solar heating for the swimming pool, which was also recently upgraded by parents. Money has also been provided to support information technology provision.

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

55. The quality of leadership and management is good overall, with the headteacher making a very good contribution to the life and work of the school. The headteacher's caring and supportive manner to all involved in the school and, in particular, to the pupils and their parents makes a valuable contribution to the school. The headteacher provides a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon promoting high standards and effective teaching and learning. There have been continuous improvements in the quality of the learning environment and the curriculum provided. Standards have improved since the previous inspection.
56. A team approach is developing well, and all the staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted, and the pupils with special educational needs are well supported. All teaching staff, including part-time teachers, have responsibilities for co-ordinating areas of the curriculum. Within the time constraints, this is carried out successfully.
57. The special educational needs co-ordinator maintains a good overview of the provision for pupils with special educational needs. This ensures that the school complies with the Code of Practice and fulfils its statutory requirements. Classroom support staff are well deployed to give effective support to these pupils.
58. The governing body is making a good contribution to the life of the school. A range of its responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil their statutory responsibilities well.
59. The school has clear aims that are supported by the pupils, parents, staff and governors. They promote the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school.
60. The school development plan is an effective document that clearly identifies the areas for future development. The planning process is good, the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings.
61. There is very good, regular and informal monitoring of teaching and the curriculum by the headteacher, and this is proving to be effective in raising standards. Governors are becoming more involved in the monitoring of the work of the school, and several governors visit the school whilst it is in session.

62. The school and governing body have set up effective structures to ensure that the pupils with special educational needs are appropriately and effectively supported. The governing body is well informed about any changes in the provision, and ensures that the required information is included in the governors' report to parents.
63. The school has identified appropriate aims, priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raise standards. The school's ethos is good, and an effective learning environment has been established.
64. Financial planning is good, and special grants, such as allocations for professional development are used well. The governors are prudent in their budgeting, and the strategic planning of the school is good.
65. The school budget is managed well, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure twice each term in order to check that actual expenditure is in line with the agreed budget. Sufficient financial information is made available to all governors. The governors make good use of its resources and link spending decisions to educational priorities. There are effective procedures to review and evaluate the effects of financial decisions and governors are aware of best value principles.
66. The school is well staffed and there is an appropriate balance of experience and expertise. There have been substantial changes in teaching and support staff since the previous inspection, with two part-time teachers newly appointed to the school, as well as a newly appointed administrator. All have been very well assimilated into the life and work of the school.
67. The accommodation is unsatisfactory overall, and particularly Key Stage 1 accommodation in the temporary classroom, although the staff, governors and parents have done their best to improve and make good use of the facilities available. The school has worked hard to provide an additional classroom and part-time teacher during morning sessions. This is having a positive impact upon raising standards. The hatted accommodation is unsatisfactory for the youngest children in school. The room is small and there is insufficient space for the full range of learning activities required, particularly during the afternoon sessions. There are no toilet facilities easily accessible for the youngest children, as these are in the main building. The school office also acts as staffroom and headteacher's room and lacks the privacy required for interviews with parents.
68. There is no school hall, although good use is made of the village hall nearby. Outside facilities are very good, and the environmental area makes a significant impact upon pupils' learning. Resources for learning are good overall and used well.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the standard of education further for the pupils, the headteacher, staff and governors should focus upon the following key issues:

- (1) Improve the balance of the curriculum in Key Stage 1, by reviewing and rectifying the time allocation for all subjects and, in particular, the foundation subjects and religious education; (paragraphs 33, 129)
- (2) Provide more opportunities for pupils in Key Stage 1 to write at length and for a variety of purposes across the curriculum; (paragraphs 8, 29, 36, 85, 114, 130)
- (3) Ensure that every effort continues to be made to improve the quality of accommodation for the youngest pupils, and to raise awareness of its impact upon pupils' learning, and health and safety concerns relating to inadequate toilet provision. \* (paragraphs 21, 47, 67, 77)

\*This issue has already been identified as a priority by the school.

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

Provide opportunities for pupils to use information technology in other subjects, particularly in Key Stage 1; identify skills to be covered in each year group to ensure planned coverage and progression; and further develop data handling and the use of control technology throughout the school. \* (paragraphs 24, 117, 119)

Ensure that records of pupils' work include diagnostic comments, particularly within reading records for pupils in Key Stage 1. (paragraphs 30, 49, 83)

Establish a whole school curriculum policy and scheme of work for music. \* (paragraphs 34, 122, 123)

Ensure that end-of-year pupils' reports include skills pupils have acquired, what they know and understand, and targets for improvement. \* (paragraphs 50, 53)

Ensure that teachers' planning for the under-fives includes specific reference to the desirable learning outcomes for children of this age. (paragraph 78)

Ensure that outdated resources and furniture are replaced or disposed of, and that books are attractively displayed and accessible, particularly for younger children. (paragraphs 79, 88)

Encourage pupils to improve the quality of their written work and its presentation, particularly for pupils in lower Key Stage 2. (paragraph 8, 14, 94)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	65	20	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)		57
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		11

#### 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	7
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.0%
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	[ ]	[ ]	[ ]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	*	*	*
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	*	*	*
	National	82	86	87

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	[ ]	[ ]	[ ]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	*	*	*
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	*	*	*
	National	68	69	75

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

\*These figures relate to a small number of pupils and have been omitted as statistically unreliable.



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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	51
Any other minority ethnic group	0

*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)	2.8
Number of pupils per qualified teacher	21.1:1
Average class size	19.7 – am 29.0 – pm

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

Total number of education support staff	4
Total aggregate hours worked per week	22

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
----------------	---------

	£
Total income	128470
Total expenditure	124383
Expenditure per pupil	2073
Balance brought forward from previous year	11071
Balance carried forward to next year	15158

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	57
Number of questionnaires returned	40

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	2	2	0
My child is making good progress in school.	60	32	2	2	2
Behaviour in the school is good.	60	32	8	0	0
My child gets the right amount of work to do at home.	30	57	8	0	5
The teaching is good.	65	30	5	0	0
I am kept well informed about how my child is getting on.	38	42	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	18	0	2	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	52	42	2	0	2
The school is well led and managed.	65	32	2	0	0
The school is helping my child become mature and responsible.	59	38	0	3	0
The school provides an interesting range of activities outside lessons.	18	48	30	0	5

### **Other issues raised by parents**

Inspectors agree with parents' positive views. However, inspectors' conclude that there is already a very good range of activities for pupils outside lessons, particularly in Key Stage 2. The information that parents receive about how their child is getting on is satisfactory, and the school is considering ways of providing more information.

## **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. Children enter the reception class at the beginning of the term in which they reach the age of five. Before this, children attend the school's over-fours group for three sessions each week. Children have the opportunity to attend school for part-time sessions before attending full time. There are particularly good links with the village pre-school group for children starting school.
70. The range of attainment measured by baseline assessment shows that children's attainment on entry is average overall. Children make good progress and broaden and consolidate their knowledge in all areas of learning. At the age of five, children's attainment is in line with expectations, and above that expected for their age in personal and social development, language and literacy and knowledge and understanding of the world. The provision overall for the under-fives is satisfactory and standards have been maintained since the previous inspection.

### **PERSONAL AND SOCIAL DEVELOPMENT**

71. The children achieve above what is expected for children of this age, and they make good progress through opportunities to work, plan and co-operate with others. They are responsive, interested in what they are doing, and are able to concentrate and persevere in their learning. They listen well, and are happy to contribute their own ideas during discussion, for example, when sharing a book together. The caring attitudes of all adults make a good contribution to the development of children's personal and social skills, due to the good quality of teaching in this area.

### **LANGUAGE AND LITERACY**

72. The children listen well to their teacher and are becoming confident in their use of a growing vocabulary and range of expression and achieve above what is expected for children of this age. Progress in all aspects of language and literacy is good. They are happy to share books with adults, and enjoy talking about the stories and pictures. The quality of teaching is good, and there is a good match of tasks to what children can do. There are satisfactory opportunities for role-play, despite accommodation restrictions.

### **MATHEMATICS**

73. Attainment in mathematics is in line with expectations, and children make good progress in colour, shape and number recognition. Children experience a range of number and singing games, and appropriate computer programs reinforce activities and their learning. Numeracy skills are developing satisfactorily. The children are beginning to identify and create patterns and are able to compare, sort and count objects and count up to ten. The quality of teaching in this area is good.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

74. Children achieve above expectations for their age, and they make good progress. The activities provided help children to develop an understanding of the world around them. Children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play. However, children sometimes have limited opportunities for role-play and a range of scientific experiences, including experimenting with sand and water, due to accommodation restrictions. Children are able to use the skills of cutting, joining and building using a wide range of materials. They have satisfactory access to a range of construction materials, although again this is limited by space. There are satisfactory opportunities for children to use information technology to support literacy and numeracy. The quality of teaching is good; teachers plan lessons well, make good use of resources to stimulate the children's enthusiasm, use skilful questioning to develop children's knowledge and understanding and provide well-structured practical opportunities for experimentation and discovery. Particularly good use is made of the outside environmental area and the children are encouraged to notice changes in their environment and to talk about them.

## PHYSICAL DEVELOPMENT

75. The children's physical development is in line with expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons effectively. Children have access to the main playground to extend their physical development. There are good opportunities for children to have physical education lessons in the village hall. They enjoy physical activities, and are becoming confident in the use of space. The quality of teaching is good, and the teacher tries to ensure that the children have regular access to physical activities.

## CREATIVE DEVELOPMENT

76. The children's creative development is in line with expectations for their age and they make good progress. Children show enthusiasm for art and represent what they see and feel in a wide range of media. They show a growing appreciation of the effects of different textures, colours, shapes and patterns. The teaching in this area of learning is good.
77. Overall, the quality of teaching for the under-fives is good. The class teacher and classroom assistant have good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. Children under five share their classroom with pupils in the Reception year, Year 1 and Year 2 during the afternoons and this restricts the opportunities for a range of practical and creative activities due to space limitations. There is an appropriate emphasis upon activities that will promote speaking and listening, for example, through some role-play and effective questioning.
78. Planning is satisfactory overall, but omits specific references to the desirable learning outcomes for children of this age as these children are working toward level one of the National Curriculum. This is implied in the written planning and the class teacher is careful to ensure that the learning needs of all are met. The staff have high expectations of children's behaviour, and their discipline and relationships with children are secure.

79. There is a satisfactory range of resources available, although some resources and furniture are old and in need of replacement or disposal. The book stock is not attractively displayed and the shelves of books are overwhelming for younger children. There is equality of learning opportunities for boys and girls.

## **ENGLISH**

80. Overall, standards in English at the end of Key Stage 1 are in line with national expectations. By the end of Key Stage 2, standards are higher than national expectations. The presentation of pupils' work is also of a consistently high standard, particularly in upper Key Stage 2. This shows an improvement since the previous inspection.
81. Attainment in speaking and listening for pupils in Key Stage 1 is above expectations. For example, in a topic about 'Ourselves,' Key Stage 1 pupils discuss differences in terms of shades of colour of skin, showing a well-developed vocabulary. Pupils in Year 2 discuss the character traits of Peter and the Wolf, and make a good quality analysis. Most listen well to each other's suggestions. Pupils speak clearly and express a keen interest in each other's contribution to discussion, as when they discuss the character in a shared story.
82. Standards in speaking and listening are above expectations for the oldest pupils in Key Stage 2. Pupils are accustomed to regular discussion in class and in small groups. In a religious education lesson, pupils discuss the creation, expressing their views and respecting the views of others. All pupils participate fully in class discussion, giving opinions on a range of issues and confidently talk about their work and everyday experiences.
83. Standards in reading for pupils in Key Stage 1 are above expectations. Pupils learn a range of strategies to help them tackle unknown words. However, there are no diagnostic records maintained, only a list of books read. This restricts teachers' understanding of pupils' learning and what they need to do to improve. Pupils are heard reading regularly and enjoy reading with the teacher during the shared text session. Paired reading between older and younger pupils is a strength throughout the school.
84. Standards in reading of the oldest pupils in Key Stage 2 are above expectations. Their reading skills are well developed and pupils read confidently for a range of purposes. They identify a favourite author and offer opinions on a range of books. Pupils in Years 4, 5 and 6 read a traditional fable, discussing the main elements with a view to writing their own in an interesting and entertaining style. As they progress through the key stage, pupils learn to read for information and research using the index and contents page with increasing skill.
85. Standards in writing for pupils in Key Stage 1 are in line with expectations. There are no examples of pupils attaining higher levels, because there are few opportunities taken for pupils to practice and develop their writing skills, for example in history, geography and religious education. Many younger pupils show good letter formation and reasonably accurate spelling. They can identify capital letters and punctuation marks and are beginning to understand when to use them. Year 2 pupils use their white boards to spell words with a 'ai', 'oe' and 'ay' sound. Pupils write stories in simple sentences and are beginning to join their handwriting.

86. Standards in writing for pupils in Key Stage 2 are above expectations. Pupils' writing is interesting and carefully presented. Spellings are mainly accurate and pupils have good experiences of writing for different purposes. Pupils in Years 4, 5 and 6 write their own version of a fable in an interesting and entertaining style. Punctuation and vocabulary is increasingly developed as pupils progress through the key stage. Year 6 pupils use a good range of connective words in complex sentences and use punctuation within the sentence. Handwriting is neat, of a consistent size and is joined. Pupils in Key Stage 2 use their writing skills effectively, in for example their visit to London and their study of World War 2.
87. The quality of teaching is good throughout the school. This is an improvement since the previous inspection. Lessons are well planned and begin with good introductions. The format of the lesson is clearly shared with pupils. Teachers are skilled in questioning and they have good subject knowledge, particularly in the format of the literacy hour, which has a positive impact on pupils' learning. Teachers have high expectations of behaviour and attainments and pupil management is good. Pupils respond with very positive attitudes to their work, very good behaviour and equally good relationships with adults and each other. This creates a positive environment for pupils in which they can learn well and make good progress.
88. Good assessment procedures overall include the use of national testing materials. Samples of pupils' work with attainment levels are maintained to track individual progress and teacher assessments. Satisfactory marking often has positive comments and targets for improvement and pupils' achievement cards make a positive contribution to short term achievable target setting. The range and quality of books is good, particularly in the Key Stage 2 fiction and non-fiction library. However, the book display in Key Stage 1 is unattractive and the number of books on display is overwhelming for younger pupils. The strong emphasis on developing literacy skills has had a very positive impact on attainment in English.
89. The curriculum provided is linked well to the National Literacy Strategy and provides equal opportunity and access for all pupils, including those with special educational needs and higher attaining pupils. The subject is resourced well and is accessible to all pupils.

## **MATHEMATICS**

90. Inspection findings show that pupils' attainment in both key stages is in line with expectations. In lessons, standards are satisfactory with the pupils working at appropriate levels, following work pitched at the average level in line with the expectations of the National Numeracy Framework.
91. Standards of numeracy are satisfactory across both key stages. Many pupils in Key Stage 1 have a sound understanding of place value and demonstrate good understanding of number skills. Many younger pupils have good understanding of space and shape, and identify basic symmetry of two-dimensional shapes. In Key Stage 2, the older pupils display good data handling skills, using tally charts and graphs to illustrate data they have collected. Measuring skills are sound and most pupils use a range of units of length, mass, time and money competently.
92. Learning is at least satisfactory and often good in both key stages. Low and average

attaining pupils in both key stages make satisfactory progress due to at least satisfactory teaching and effective support. There are opportunities identified in planning to provide extension activities for the most able pupils, and these pupils also make satisfactory progress.

93. Pupils respond very well to their learning, are attentive and co-operative. They apply themselves well to their work, and sustain concentration for long periods. They collaborate well when required, in pairs or small groups, sharing equipment sensibly and learning from each other.
94. The quality of teaching is at least satisfactory and often good throughout the school. In most lessons, planning is effective in matching tasks to pupils' needs, and class control and management are good. The pace of lessons is often brisk and maintains the interest of pupils well. Introductory mental mathematics activities at the beginning of lessons are well established, and are very effective in providing a rigorous focus for the start of the session. Pupils are brought together at the end of the session to discuss their findings, and these sessions are effective. There is often a lack of emphasis upon the quality of written work and its presentation for lower Key Stage 2 pupils.
95. The curriculum provided is broad and balanced, linked well to the National Numeracy Framework and provides equal opportunity and access for all pupils, including those with special educational needs and higher attaining pupils. The subject is resourced well and is accessible to all pupils. Standards have been maintained since the previous inspection.

## **SCIENCE**

96. Pupils' attainment in both key stages is above expectations. Pupils in both key stages have a particularly good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties. For example, they compare and correctly group a set of materials according to their properties. The pupils know the characteristics of living things, and understand that plants require light and water for growth.
97. Pupils' learning is good in Key Stage 1 and they make good progress. The pupils learn about plants and animals and are able to describe and record the growth; they consider life cycles and environmental issues. They make predictions based on prior knowledge; for example they predict the effect of heat on everyday materials. Younger pupils are beginning to understand the meaning of a fair test, and they predict what may happen to materials that are heated or cooled.
98. Pupils' learning is good in Key Stage 2 and they make good progress. Pupils are given a wide range of opportunities to extend their knowledge and skills as they move through the key stage. For example, the pupils study food chains and they understand the function of herbivores, carnivores and omnivores. They understand the concept of producers and consumers. The pupils are becoming confident in explaining their experiments and are able to relate their knowledge to everyday things. There is no difference in the progress of boys and girls through the school.
99. The pupils' attitudes to science are very good. The pupils behave well, are attentive and enjoy the practical work. They value each other's contributions to discussions and collaborate well in group work. Pupils in Year 2 responded very promptly to instructions

from the teacher to continue with the making of their models relating to work on 'What is Wind?'. They quickly gathered the resources they required, and settled to their work without fuss.

- 100. The quality of teaching is good in both key stages. Teachers are knowledgeable and confident when teaching the subject. Teachers' planning for lessons is sound. The scheme of work is well structured and gives clear guidance. Lessons begin with questions and a review of previous work, and the work planned builds effectively on this prior knowledge. In the best lessons, clear explanations and instructions are given to the pupils. The teachers have high expectations of both work and behaviour.
- 101. Literacy and numeracy skills are used well in science, and older pupils follow a common format in which to record the findings of experimental work. The pupils are encouraged to write up their experiments in a scientific way using appropriate technical vocabulary, using charts and tables. Information and communication technology is also used appropriately, for example in Key Stage 2, as part of pupils' work on food chains.
- 102. Resources are accessible and well managed. The environmental area is used well and contributes significantly to pupils' learning. Standards have been maintained since the previous inspection.

## **ART**

- 103. Only one lesson in art was observed during the inspection. Inspection findings are also based upon scrutiny of pupils' work and discussion with pupils and staff. There was insufficient evidence to make a judgement about the overall quality of teaching in both key stages. Standards have been maintained since the previous inspection.
- 104. Pupils in Key Stage 1 use a range of sponge shapes effectively to create a repeating patterns on paper before printing on textiles. In the one lesson observed, sound teaching and the good use of a student teacher ensured pupils of differing ages were given appropriate help. In previous work, pupils demonstrated good use of pencil and charcoal to sketch in the style of Leonard da Vinci, and printed with natural objects such as wood, cork and leaves.
- 105. Pupils in Key Stage 2 record their work in sketchbooks well. They sketch buildings in the village, for example the local church seen from the playground. They use these sketches as a basis for using media such as crayon and pen. They create a silhouette of the church using black sugar paper with a background of fire imagining people sheltering in the church during the bombing of historic places during World War 2, which is part of their work in history. They print with a range of media and use their sketchbooks to record a range of close observational drawing. Through the help of a local artist and potter they make ceramic tiles to build a millennium wall.
- 106. Evidence from planning indicates that the curriculum is satisfactorily covered in the key stage rolling programmes and that good use is made of the scheme of work which has a positive impact on the standards pupils achieve.

## **DESIGN AND TECHNOLOGY**

- 107. Only one lesson was observed during the inspection. Inspection findings are also based upon discussion with teachers and pupils and scrutiny of pupils' work. There was insufficient evidence to make an overall judgement about the quality of teaching.



Standards have been maintained since the last inspection.

108. Pupils in Key Stage 1 link their design and technology to their study in science of wind and waterpower. They make water wheels from junk models, the youngest pupils using lollipop sticks and older pupils using stiff plastic as paddles. They look at the use of windmills and water mills to grind corn and lift water and wind to fly kites. Local visits contribute to their understanding. Pupils test the force of the wind using a range of paper; tissue, cartridge and thin card before making windmills and kites.
109. Pupils in Key Stage 2 design and construct a framework for a vehicle connected with their space topic. They select appropriate tools and techniques, measure and cut a range of materials, join and combine the materials and apply additional finishing techniques. Using their design books, pupils sketch, make notes and modify their designs. They experiment with positioning eccentric wheels on the axle, by putting on a temporary fixing and testing before making the fixing permanent. The quality of teaching in the one lesson observed was good. Pupils and resources were well organised and managed. Pupils understood their tasks and were aware of safety issues. They responded very well to this organisation and displayed high levels of collaborative work and good quality discussion that contributed to their good levels of achievement in the lesson.
110. Evidence from planning indicates that the curriculum is satisfactorily covered throughout the school.

## **GEOGRAPHY AND HISTORY**

111. No lessons in history and geography were taught during the inspection. Inspection findings are based upon scrutiny of pupils' work and discussions with pupils and staff. There was also insufficient evidence in the previous report to make a judgement about standards. There was insufficient evidence to make a judgement about the quality of teaching in either subject.
112. Pupils in Key Stage 1 often integrate their studies with another subject effectively; for example, in science when studying the use of wind and water power and a visit to a water mill. They use the locality to look at buildings from a historical viewpoint; the use of the buildings and the type of building materials. They develop dance through history by identifying objects such as Granny's teapot and a carpet beater as an inspiration for dance. In geography they spend a day at Dawlish, observing features of the beach and the fresh water nature reserve behind it making comparisons with their own village.
113. Pupils in Key Stage 2 visit London to make a comparative study of a city and a village. They travel down the Thames from Westminster to Tower Bridge observing many historic sites and looking at the range of transport in a city. They use their contact with a school in Walthamstow well to conduct a comparative food survey with questions about pubs, restaurants, take-aways and supermarkets. In history, pupils study World War 2, identify damaged historic buildings in Exeter. Pupils identify the advantages and disadvantages of the range of bomb shelters available to the population.
114. There are few opportunities taken for pupils in Key Stage 1 to practice and develop their writing skills in these subjects. However, there is evidence of some good teaching in Key Stage 2 from the quality of written work produced. Pupils use their literacy skills well in writing narrative accounts, keeping a diary, creating charts and producing surveys. They use their skills in information technology well in using research

programmes. The school has successfully developed a rolling programme of studies in history and geography for both key stages and these are well supported by an appropriate range of visits.

## **INFORMATION TECHNOLOGY**

115. There was little direct teaching of information technology observed during the inspection. Inspection findings are therefore based upon scrutiny of pupils' work, and discussion with pupils and staff. There was insufficient evidence to make a judgement about the quality of teaching in Key Stage 1.
116. Attainment in information technology by the oldest pupils is in line with expectations and standards have been broadly maintained since the previous inspection. Younger pupils in Key Stage 1 communicate and handle information effectively and use the mouse confidently to make choices on the display screen. The majority of pupils use a word-processor with confidence in order to display their on-going work. Since the previous inspection, and particularly in the last year, the school has improved provision for information technology and this has been identified as an area for future development. Older pupils are beginning to understand the use of a spreadsheet. They are beginning to use the Internet to search for information linked to other areas of their work.
117. Pupils' learning is satisfactory in both key stages. The pupils make satisfactory progress in Key Stage 1 and good progress in upper Key Stage 2, where information and communication technology is used more as an integral part of pupils' learning. The school has yet to identify skills to be covered by each year group to ensure planned coverage and progression. Older pupils are given the opportunity to use computers regularly throughout the school week, although planned opportunities are less frequent in Key Stage 1. Data handling work and use of external devices, for example, the robot 'Roamer' and work on "logo" are less well developed throughout the school, although this has already been identified as an area for development by the school.
118. The pupils work well in pairs and individually. They share the equipment and wait for their turn sensibly. The quality of teaching is satisfactory overall, with an appropriate balance between individual and group work, and whole class teaching of skills. A particularly successful example was observed in Key Stage 2 when whole class teaching had a significant impact upon pupils' learning. Appropriate skills were taught to the whole class and opportunities given for consolidation during the main class activity. Information technology activities are well integrated and planned into lessons in upper Key Stage 2.
119. The quality of teaching is good in Key Stage 2. Programs are selected to support other areas of the curriculum; for example, in literacy and mathematics, geography and history. However, there is little systematic teaching of skills that build on previous experiences. Record keeping of skills acquisition is not consistent throughout the school, and therefore is not an effective planning tool to meet the needs of the different ability ranges.
120. The number of computers available for the pupils' use is sufficient to meet curricular needs, with a satisfactory range of appropriate software. The headteacher has a clear vision for the development of computer use throughout the school and is aware of the weaknesses of the subject, and these have been identified in the school's development plan.

## **MUSIC**

- 121.No music lessons were observed during the inspection. Inspection findings are therefore based upon scrutiny of planning and discussion with pupils and staff. There was insufficient evidence to make a judgement about the quality of teaching in either key stage.
- 122.Timetables indicate that provision is satisfactory in Key Stage 2, but with insufficient time given to the subject in Key Stage 1. At present, there is no music policy or scheme of work although this has been identified in the school development plan.
- 123.Discussion with pupils in both key stages, together with scrutiny of planning and discussion with staff, indicates few opportunities for practical music making and limited opportunities for creating simple compositions in Key Stage 1. The music programme in Key Stage 2 is supported by the use of taped broadcasts, and opportunities for composition and the use of symbols to record musical ideas. All pupils have regular opportunities to listen to a satisfactory variety of recorded music at the beginning and end of assemblies. Pupils also have regular opportunities to sing songs and hymns during assemblies. There is good range of musical instruments available and these are easily accessible to pupils.

## **PHYSICAL EDUCATION**

- 124.There was little teaching of the subject observed during the inspection. Inspection findings are therefore based upon scrutiny of planning and discussion with staff and pupils. There was insufficient evidence to make an overall judgement about the quality of teaching in either key stage.
- 125.A good range of activities, including dance, gymnastics and games, is taught within the restrictions of the accommodation available. The school has a satisfactory scheme of work, to ensure that progress is consistent across the whole range of activities, and that existing skills are built upon satisfactorily.
- 126.The pupils enjoy the subject and work hard, improving their skills and performance levels. The one lesson observed was based on a radio movement programme. The quality of teaching was satisfactory, with appropriate intervention, explanations and demonstration given. Lesson planning is satisfactory, with clear learning objectives, together with an appropriate emphasis upon personal safety.
- 127.An appropriate emphasis is placed upon swimming, and all pupils benefit from regular use of the school pool during the summer months. There is an adequate supply of small games equipment. There is no school hall, but the school makes good use of the nearby village hall. Since the previous inspection, large apparatus has been installed in the village hall. There is regular provision for floor work and use of large gymnastics apparatus, team and competitive games and outdoor activities, swimming and dance. The school has the benefit of a large playing field. There is a good range of extra curricular activities, including football, netball, and athletics. There are satisfactory opportunities available for pupils to play other schools and to take part in local tournaments. Provision for the subject has improved since the previous inspection.

## RELIGIOUS EDUCATION

128. There was little teaching of the subject observed during the inspection. Inspection findings are therefore based upon scrutiny of planning and discussion with staff and pupils. There was insufficient evidence to make an overall judgement about the quality of teaching in either key stage.
129. The attainment of the oldest pupils at the time of the inspection is in line with the expectations of the locally agreed syllabus, and standards have been maintained since the previous inspection. However, in Key Stage 1, while there is sufficient curricular breadth, insufficient time is allocated to the subject.
130. Pupils in Key Stage 1 record their work in 'My thoughtful book'. Pupils learn about King Herod and the journey to Egypt. They consider new life and growth, a theme developed in a whole school collective act of worship. They consider similarities and differences between people. Their standard of speaking and listening is good, and they identify such differences as pitch in voices as well as the more obvious, such as hair colour. There are few opportunities in Key Stage 1 for pupils to develop their literacy skills. From the evidence of pupils' work, the recording for pupils is limited to mainly copy writing a sentence and drawing a picture, a criticism made in the previous inspection.
131. In a Key Stage 2 lesson, pupils think critically about explanations of their own creation and the creation of the universe. They show a good understanding of the Bible in considering Genesis, and that of other faiths with their knowledge of Brahma in Hinduism, Dreamtime as a belief of the Aborigines, and the scientific theory of the 'Big Bang'. Very good teaching, with pupils well organised in a circle, provided an opportunity for all pupils to contribute their views. Very effective questioning by the teacher encouraged pupils to reflect and develop answers and contributed significantly to pupils' very good attitudes and behaviour, and their well-developed skills of speaking and listening.
132. Visiting speakers connected to the local church and other religious faiths enhance the curriculum. There is often a planned link to the themes of the daily collective act of worship, which is a strong feature of the school. The subject makes a strong contribution to pupils' personal, spiritual, moral, social and cultural development.