

INSPECTION REPORT

ASHBURTON PRIMARY SCHOOL

Ashburton

LEA area: Devon

Unique reference number: 113184

Headteacher: Mrs Ros Cook

Reporting inspector: Mr Jon Palk
23630

Dates of inspection: 2 - 5 July 2001

Inspection number: 192178

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Whistley Hill Ashburton Devon
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Appropriate authority:	Local education authority
Name of chair of governors:	Mr Graham Endacott
Date of previous inspection:	24 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2363 0	Mr J Palk	Registered inspector	Mathematics Geography History Physical education Special educational needs	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1432 4	Mr M Hudson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2467 5	Ms G Beardsley	Team inspector	English Information and communication technology Religious education Art and design English as an additional language Equal opportunities	
2480 5	Mrs A Cogher	Team inspector	Science Design and technology Music Foundation Stage	How good are curriculum and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ashburton is an average-sized primary school. There are 219 pupils on roll. Forty two per cent of the pupils are on the register of special educational needs and 11 have Statements of Special Educational Need. This is well above average. There is an above average proportion of pupils receiving free school meals. Only two pupils have English as an additional language, which is a low proportion. Whilst there is a typical range of ability shown by children when starting school, overall attainment on entry is below average. The five and six year olds are taught in two mixed-age classes. The seven year olds have been taught in two classes based on ability. The rest of the 219 pupils are taught in age groups.

HOW GOOD THE SCHOOL IS

This is a good school. All pupils reach standards expected of them and they are taught well. They have very good attitudes to their work. There is a very strong team of teachers and support staff who are constantly seeking to improve. The school is very well led by the headteacher, who manages the improvements quickly and very effectively. The school provides good value for money.

What the school does well

- Pupils are making good progress and standards are above expectations for seven year olds in science and for seven and 11 year olds in history, design and technology and religious education.
- There is very good academic support for pupils, and those with special educational needs make good progress.
- The teaching is good across the school and the support staff work very effectively with the teachers in helping pupils learn.
- Pupils are well looked after and learn through a well-planned curriculum.
- The pupils have very good attitudes to their work and they benefit from the strong partnership between home, the local community and the school.
- The school is very well led and managed by the headteacher and there is a clear commitment shown by all the staff to do the very best for pupils, based on very good information.

What could be improved

- Standards are not high enough in geographical skills.
- Mathematics work for more able eight and nine year olds is not sufficiently challenging nor is the science work sufficiently different for different ability eight year olds.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since the last inspection. The eight issues raised by the last inspection in February 1997 have been very successfully addressed and standards are now higher. After the last inspection the headteacher set about improvement methodically and rigorously. Statutory requirements are being met. Teachers now plan their lessons around what pupils should be learning next and there is very good tracking of what pupils have achieved. There are good experiences provided for Foundation Stage pupils and their progress and that of other pupils are monitored carefully. Morale amongst staff and pupils is high and the school has the ability to carry on improving very quickly.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	E	C	B	well above average A above average B average C below average D well below average E
Mathematics	C	E	D	C	
Science	A	E	D	C	

These results in the table are for the cohort of pupils who left the school in the summer of 2000. The inspection found that the upward trend in English, mathematics and science attainment for 11 year olds has been maintained. The successful teaching of national strategies and the very well planned use of support teachers and teaching assistants¹ make a good contribution to the standards achieved particularly of lower attaining pupils.

Inspection found standards reached by 11 year olds in English, mathematics and science are average, and ten and 11 year old pupils are making good progress. These findings are good for a school where 42 per cent of the pupils have special educational needs and where there have been breaks in the quality of their teaching and learning in the past. Overall progress is satisfactory for eight and nine year olds. Lower attaining pupils benefit from effective support programmes and make good progress in reading and writing. Progress is not good enough for the more able eight and nine year olds in mathematics, or for more able eight year olds in science. This is due to a weakness in teachers' planning. The progress other pupils make in both key stages in scientific knowledge and thinking is often very good and their enquiry skills are above average. This is a consequence of the very good science planning and good teaching. The school has set very demanding targets for this year's cohort to reach in the national tests, based on recent assessments and improved teaching and learning.

The performance of seven year olds in the year 2000 tests and tasks was below the national average. It was similar to that of pupils in schools with the same proportion of free school meals, in reading, mathematics and science, but below average in writing. Inspection found the standards in reading, writing and mathematics are now average, and exceeds expectations in science. Reception children make good progress because of the good planning of the Foundation Stage² curriculum and reach expected levels by the time

¹ Teaching assistants: refers to those members of staff not qualified as teachers but who work with pupils individually or take charge of a small group. They work under the direction of the class teacher, headteacher or special educational needs co-ordinator and receive appropriate training. They are sometimes called learning support assistants.

² Foundation Stage: There are three stages identified in the primary phase of education. The Foundation Stage begins when children reach the age of three and finishes at the end of the reception year; typically before the child's sixth birthday. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. Key Stage 1 begins when pupils are rising six, and ends after they are seven years old and covers Years 1 and 2. Key Stage 2 starts when pupils are rising eight and is usually completed after they are 11 years old.

they are ready for Year 1. Progress is also good for six and seven year olds because of the very good support in reading, writing and mathematics.

Seven and 11 year olds exceed expectations in history, religious education and design and technology because of the good quality planning. They meet expectations in art, and geography, although pupils' map work skills are below expectation. Inspectors judged standards in music to be similar to that of most 11 year olds but insufficient evidence was gathered to make a judgement for seven year olds. The swimming of 11 year olds was above that usually expected. Standards in information technology are improving at a rate similar to that found in other schools as teachers become more confident with their teaching. Attainment meets expectations.

Pupils make appropriate use of their reading, writing and mathematical skills to support their progress in other subjects. Standards in presenting work in books and displays are high and reflect high expectations of all pupils. Overall, pupils with special educational needs make good progress and many go on to achieve the expected standards by the time they leave school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils feel valued and are keen to do their best.
Behaviour, in and out of classrooms	There is good behaviour in and around school. Pupils play happily together and move around the school sensibly.
Personal development and relationships	Good. Pupils are self assured and confident. They work well together and with the staff and this helps them to improve.
Attendance	Good. Pupils are keen to come to school. No time is wasted.

The pupils are particularly respectful and accept each other's views and opinions. The atmosphere in the school is purposeful but friendly.

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 teaching is good, overall. Teaching is good or better in 65 per cent of lessons and very good in 18 per cent. One lesson was outstanding, whilst one was unsatisfactory.

Lessons are well organised to make the best use of support staff. The aims of the lessons are generally well matched to the different abilities. The very best teaching inspires pupils with the confidence to share their thinking, and the smooth organisation of the lessons leaves no time for pupils to waste.

Literacy, numeracy, history, design and technology and science are taught particularly well. There is a strong emphasis placed on investigative work in science, whilst in English there

is very good emphasis given to developing basic reading and writing skills. There are very high expectations of what the pupils are capable of achieving in most mathematics lessons. However more able eight and nine year olds are not given enough challenge in mathematics lessons.

The teaching for children in the Foundation Stage is good. It is well planned to cover all areas of the Foundation Stage curriculum in classes of mixed age groups. Not enough activities are set up to encourage children to make their own choices.

Teachers make good use of the information they are getting about how well pupils are doing and this helps them direct the good quality support staff to where they can be used best. Pupils are aware of what they need to do to improve.

Teachers manage their classes well and this is particularly effective for those lower-attaining six and seven year olds.

The planning and teaching methods reflect a good understanding of the skills pupils need in order to be effective learners. There is a weakness in lesson planning for geography skills across the school.

Pupils with special educational needs are taught well. Information about their progress is shared effectively and good strategies are in place to meet their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is well planned and provides a good balance between basic skills and creative and practical work.
Provision for pupils with special educational needs	There is very good provision. There is plenty of good support in classes. Individual education plans are thorough and regularly reviewed.
Provision for pupils with English as an additional language	Both the pupils receive good support and are making good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Spiritual development is well provided for through assemblies, displays and opportunities to reflect during lessons. Moral and cultural understanding makes a good contribution to personal development. A very good sense of community promotes pupils' social development.
How well the school cares for its pupils	Very well indeed. Very good use is made of information to track pupils' academic performance and give the necessary support. Health and safety standards are high.

The school gets a lot of support from the parents and others in the community. The very regular newsletters are of good quality and information is presented to parents clearly. There is a good number of clubs for older pupils that promote physical fitness, art and understanding of the environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. There is very effective sharing of responsibilities so that all staff are making a contribution to improving the children's education.
How well the governors fulfil their responsibilities	Good. They maintain strong links with the community. Governors are well informed about all that is developing in the school.
The school's evaluation of its performance	This is very effective. Very good use made of performance data. Most subject co-ordinators monitor the quality of teaching and standards in their subjects.
The strategic use of resources	Very good use is made of funds to train staff to improve the quality of pupils' learning.

The teachers and support staff make very good use of all the space available in the school. The school building is very well maintained and this encourages high standards. The recent staff appointments have contributed to the progress pupils are now making. The school uses its funds wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The recent emphasis on literacy and numeracy, and the fact that standards are rising. • Support for special educational needs. • That teachers enjoy working in the school. • That they have been consulted about matters such as homework, and the headteacher values their opinions. 	<ul style="list-style-type: none"> • The provision for music.

The inspection team agreed fully with parents' positive views about the school. Whilst standards in music are meeting the expectations for seven and 11 year olds, the team agreed that more should be done to raise the profile of this subject in the school as it would benefit all pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The National Curriculum test results for 11 year olds in 2000 indicated a significant improvement on the pupils' performance from the age of seven. In English results were average when compared with those in all schools, but in mathematics and science they were below average. Compared to those in similar schools they were above average in English and average in mathematics and science. There was a below average proportion of pupils reaching the higher Level 5 attainment than found nationally, and the school has made this a target for this year's cohort. Improvements in test performances are in line with national trends, with the best progress made in English following the successful implementation of the National Literacy Strategy and very good provision for those on the register of special educational needs. The year 2000 results were a significant improvement on the performance in the 1999 English and mathematics tests. This reflected the success of additional teaching for small groups of lower-attaining pupils. A good proportion of these pupils achieved an average standard and others reached Level 3³. This represented good achievement from a year group with 45 per cent of the pupils on the register of special educational needs. The school's targets were exceeded and there is a substantial and challenging level set for this year's pupils.
2. The performances in the year 2000 National Curriculum test and tasks for seven year olds was below average in reading and writing, and well below in mathematics and science. They were average in reading and below average in writing and mathematics when compared to similar schools. There was a typical spread of attainment in the results but a greater proportion at Level 1 than found nationally, which reflects the below average attainment on entry. The progress of most pupils from their attainment on entry had been satisfactory. The test and task results over the last three years indicate that boys have made steady improvement, particularly in writing, whilst girls' results have been erratic. In part this is the result of different proportions of boys and girls in the cohorts and also the proportion of pupils on the special educational needs register. The inspection found no evidence to suggest any reasons for these variances, and support is provided to meet the needs of individuals. This academic year the school has piloted a teaching programme to develop early literacy skills amongst six year olds, increased the support for lower-attaining pupils in lessons and appointed a co-ordinator for Key Stage 1. These measures are successfully helping the school track, in more detail, the progress of pupils in the first couple of years in school and improving the teaching of basic literacy and numeracy skills.
3. The inspection found that the children in the Foundation Stage enter with below average attainment in communication, language, literacy, numeracy, and knowledge and understanding. They are making good progress in their reception year, and attainment is broadly average by the time they are five. Those with special educational needs make good progress. They are very well supported and the attention to their individual education plans and regular reviews of progress are very

³ On levels: The average level expected of all 11 year olds is Level 4. The average level expected of all seven year olds is Level 2. Level 2 is subdivided into 2A, 2B and 2C. Level 2C is the next level up from Level 1.

good. Some of these children have hearing and communication difficulties, and trained support is having a good influence on their progress.

4. By the age of seven, pupils are achieving average standards in speaking, listening, reading, writing and mathematics. All pupils in Key Stage 1 are making good progress. Those experiencing difficulties in acquiring reading and writing skills benefit enormously from the very well-planned teaching programme. Higher-attaining pupils benefit from good planning that identifies their needs. Seven year olds reach standards that are above those expected in science. This is because of the very good improvement in the way science is taught and the emphasis placed on enquiry and investigation.
5. Lower-attaining seven year olds have achieved well in learning basic skills, including speaking and listening. The decision to teach these pupils in a smaller banded class has proved successful in giving them personal confidence and the chance for plenty of small group and individual attention. Consequently their progress has been good and their attainment is average or close to average in reading, writing and mathematics. The joint planning with the other Year 2 class has been very well managed and pupils in both classes have been properly challenged according to their different abilities.
6. By the age of 11, standards in English, mathematics and science are average. Pupils have made good progress in the last two years because of the improved teaching of literacy, numeracy and science and the extra support from trained staff. The arrangements for providing small group teaching of basic skills in reading, writing and mathematics has benefited the lower-attaining pupils and those with special educational needs, and many are achieving an average standard. The proportion of pupils in Year 6 with special educational needs is high, but their progress is good. Higher-attaining pupils make satisfactory progress overall as a result of better teaching methods, but there are only a small number in the present Year 6 class and this could affect the average points⁴ scores in this year's National Curriculum tests.
7. Progress for pupils aged eight and nine is variable but generally satisfactory. Lower-attaining pupils are achieving well in reading because of the additional literacy support. More-able pupils do not make enough progress in mathematics, as there is insufficient challenge for them in much of the work given to them in both of the mathematics sets. The work given eight year olds in science is not sufficiently different for more able pupils in this mixed ability class and they don't achieve as highly as they could.
8. By the ages of seven and 11, pupils are now meeting expectations in information and communication technology skills. The improved equipment and a better approach to teaching the skills have improved the rate at which pupils make progress. Pupils across the school are making good progress in developing historical enquiry skills and design and technology skills and, by the ages of seven and 11, their attainment is above that usually found. This is largely the result of improved planning with good support from the co-ordinators. Insufficient attention is given to teaching geography skills, and teachers' planning is not identifying these as a central element of the geography lessons. Whilst standards in geography overall

⁴ Levels of attainment are given a points score in order that schools can compare the average performance of all pupils in the year group taking the test. A Level 1 equates to 9 points, 2B to 15 points, Level 4 to 27 points and Level 5 to 33 points.

meet expectations progress and attainment in mapping skills are below expectations. In art and design standards are meeting expectations. Very nearly all 11 year olds swim 25 metres and for many confidence and technique in the water are above expectation due to the very good teaching. There was insufficient evidence to form a judgement on standards for seven year olds in music or in all aspects of physical education. Seven year olds achieved above expectations in a games skills lesson whilst standards in composing and appreciating music met the expectations for 11 year olds. The teaching of religious education is good and pupils are exceeding the expectations of the agreed syllabus. Presentation of work is good and reflects the very good attitudes to learning that the school encourages.

9. Pupils with special educational needs make good progress. There are sufficient and appropriately trained staff for to help those pupils with particular physical needs in lessons and playtimes and they are successfully encouraged to play a full part in all that goes on in school. Pupils' requiring additional help in learning to read, write and with their mathematics follow very good individual education plans and their progress towards these targets is checked regularly. The teaching assistants are well trained and teachers and the special educational needs co-ordinator give good advice on how they can best support each pupil. Well over half the pupils on the register of special educational needs are reaching average levels in their English, mathematics and science by the age of 11.
10. Standards are much higher than at the time of the last inspection. Pupils are achieving at least as well as expected and less able pupils and those on the register of special educational needs are achieving very well. Additional teaching assistants and changes in the deployment of members of staff have helped raise standards. In particular standards reached in science, information and communication technology, religious education and areas of learning for under-fives are higher because of the better teaching, and more consistent planning and management of these subjects. Raising the achievement of more able pupils is the next target for the school, and the strategies for achieving this are firmly in place.

Pupils' attitudes, values and personal development

11. Since the last inspection pupils' attitudes have remained very good and a strength of the school. Pupils are very happy to learn, responded eagerly to challenges, sustained interest and enthusiasm, and remained fully attentive in classes and assemblies. Pupils are very well motivated. They showed a high degree of commitment and stayed closely focused on their work. They work very effectively both on their own when reading during registration, and in paired and group activities such as solving design or mathematical problems. Pupils take pride in their efforts and are pleased to share the joys of achievement. They offered constructive ideas and listened to what others had to say, and their contributions to discussions; for instance, in science and history, were thoughtful and imaginative. Pupils' enquiry skills are sometimes better than expected and they respond enthusiastically to the opportunities to find out information and share this with their class. Parents confirm that their children enjoy school and work hard. Pupils' very positive attitudes substantially enhance their learning.
12. Pupils' behaviour is good, as it was at the time of the last inspection, and parents are happy with the standards achieved. There were no exclusions during the last year. Both the behaviour policy and key stage codes of conduct are well understood by pupils, and properly applied by staff. From the time they enter

school pupils are taught to exercise self-discipline and they respond willingly to what is expected of them. In lessons the atmosphere was calm, orderly and purposeful. At playtimes and around the school pupils behaved well and respected property such as computers, plants and displays. They opened doors and helped each other, and are thanked for doing so. Behaviour during assemblies was good. At lunch pupils are well mannered and friendly, making it an enjoyable social occasion. Pupils are polite and pleasantly inquisitive with visitors. During the inspection there were no signs of abuse, harassment or aggression. Pupils' good behaviour benefits their attainment and progress.

13. Pupils' personal development continues to be good. They are self-assured, and have high personal esteem and the ability to organise themselves effectively. They enjoy responsibility and carry out any tasks they are given with enthusiasm and pride. All pupils have classroom tasks, but only Year 6 pupils undertake school duties such as switching on computers and preparing assembly equipment. Pupils are pleased when their individual and collective efforts and achievements are recognised in table awards and merit certificates. Pupils' social awareness grows from the chance to discuss important issues like drug abuse and conservation. They appreciate the purpose of charities, benefit from visits and local events and have a strong sense of citizenship. Pupils noticeably mature as they progress through the school.
14. Relationships in the school are good. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust and have affinity with their teachers and readily confide in them when they are upset or worried. Relationships within peer groups and between older and younger pupils are positive and friendly, and those from different social backgrounds and of both genders interact comfortably. They have noticeable respect for the values and beliefs of others, and a very good understanding of peer-group feelings. Pupils with special educational needs are fully integrated into the school community.
15. Children in the Foundation Stage are enthusiastic and keen to learn. They enjoy all the activities and benefit from the opportunities to work with the older pupils in the class, particularly in physical education lessons.
16. Attendance is good. In the last school year it was above the national average, while unauthorised absence in the same year was in line with the average. Both rates are substantially better than at the time of the last inspection. Punctuality is good and lessons start on time. Registration is prompt and efficient, pupils answer politely and there is an orderly start to the daily sessions. Pupils' good attendance and punctuality make a positive impact on their learning.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good across the school. Forty-five per cent of lessons were good, 18 per cent very good and one lesson (two per cent) was outstanding. There was only one unsatisfactory lesson; the result of an ineffective introduction that left pupils unclear about what they were expected to do. Teachers have high expectations and pupils rise to the challenges because of the good relationships and the good support for their different needs.

18. Children in the Foundation Stage are taught well. The planning in the two mixed reception and Year 1 classes identifies clearly the Early Learning Goals⁵ to be taught and the classroom is organised so that the children have good quality experiences in order to achieve these. The teachers' assistants in both classes plan with the teachers and play an important part in the tracking of the pupils' progress. They provide good support in teaching basic skills and make good use of their training to teach literacy and support those with special educational needs. All practitioners encourage the children to work independently, but there is not much organised for children to pursue their own interests.
19. The teaching in Key Stage 1 is good. The teachers share in the planning for the classes and this means that the work set builds well on what the pupils have already learnt. Very good attention is given to the basic skills pupils need to learn next in English and mathematics, and also in information technology, design and technology and history. This is a significant improvement since the last inspection, when this aspect was the weakest element in teaching at this key stage. There are clear instructions and good matching of work to different needs. There are high expectations of the pupils and no time is lost thanks to the good organisation and well-established routines. Support staff are used very well to provide help and guidance.
20. The arrangement for teaching the large number of Year 2 pupils is successful and the teachers have adjusted their teaching methods suitably. For example, there is plenty of repetition of exactly what has been learnt and understood and just the right amount of time given to pupils to explain their thinking. Groups are small and the teachers help pupils' work confidently without support by setting small but achievable targets. Good subject knowledge and particularly language needs are ensuring that learning is effective.
21. Teaching is also good in Key Stage 2. The strongest and consistently best teaching is in Years 5 and 6. Here good attention is paid to different abilities within the classes. The teachers are clear about what the pupils are to learn and there are high expectations of the pupils. These are demonstrated by the type of questions asked of pupils but also by the pace of working and presentation. In a music lesson ten year olds quickly organise themselves into groups, negotiate constructively the focus of their composition and set about recording the scores to go with their selected instruments. The time given to each lesson is used very crisply with no unnecessary time spent on organising or managing pupils.
22. Both literacy and numeracy are taught well across the school and the strategies are used well. Teachers are good at identifying how they can reinforce literacy skills in other subjects. Careful consideration is given that the reading books being used in history and religious education match the abilities of the class and that writing tasks provide a good balance of experiences. Most of the teachers look to extend pupils mathematical skills particularly in measurement and data collection but it is not routinely part of every teacher's planning. In a games lesson seven year olds use stop watches to record 'sprint' times and find the difference between earlier performances. This was a good example of how the teacher had planned to extend

⁵ Early Learning Goals: These are the expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the six areas of learning: communication, language and literature; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning.

number skills as a main objective for the lesson. There is good use made of the information teachers have about what the pupils have already learnt when lessons are planned in most classes. An exception to this is preparing sufficiently demanding tasks or questions for higher-attaining eight and nine year olds in mathematics and sufficiently different challenges in science to ensure that the pupils are stretched. The teaching assistants are used very well to support lower-attaining pupils. This will often involve small groups working on word games or activities that teach letter sounds. These are very well prepared and the teaching assistants adapt them effectively to the needs of each individual in the group. They will often manage a small group in the first part of the mental mathematics lesson, guided by the teachers' planning and expectations. These mean that the lower-attaining pupils have more time to think about their answers and explain their thinking. Numeracy skills are developed well in information technology lessons and literacy throughout the curriculum, with an emphasis on developing technical vocabulary.

23. Teachers' marking of pupils' work is generally good. Comments are helpful in encouraging pupils to improve the accuracy of their work and presentation. Some of the teachers include additional challenges which pupils respond to.
24. Relationships between teachers, teachers' assistants and pupils are such that the pupils work hard and enthusiastically. Praise is used wisely to emphasise what has been learnt such as "*That's a good answer*". Teachers make good use of pupils' skills, as in a literacy lesson for six year olds when they wrote for each other their ow sounds, or in setting out the jumping and throwing challenges in Year 2 games lesson.
25. The teachers keep very good records of what the pupils have learnt and this gives pupils confidence in the progress they are making. The assessment of pupils' progress and their levels of attainment in English, mathematics and science are very good. In all other subjects assessment is in the early stages of development, but is already good. Teachers know a lot about their pupils and generally use the information well to plan lessons that match their learning needs. On occasions the needs of more able pupils are not fully met due to a lack of challenge in their work; this is mainly in Years 3 and 4. Pupils are frequently involved in their assessment and are made aware of what they need to do to improve. This is sometimes done through marking and sometimes through discussion.
26. Homework is satisfactory overall and this is an improvement since the last inspection. The teachers and parents have expressed some unease due to its irregularity and the lack of clear objectives and deadlines. These organisational issues are being dealt with in the new and much improved system for next year but it is unclear as to how this will be managed to ensure that it is implemented effectively.
27. There is good teaching of pupils with special educational needs. A consistent approach to the teaching of phonics is adopted. The special educational needs teacher and the trained teaching assistants are clear about what has to be taught to ensure that the pupils make progress and achieve standards similar to those of their peer group. They reflect on their lessons, sharing successes or disappointments with each other. Teaching assistants are well prepared and the pupils enjoy group lessons. One group of six year olds were entertained by the 'puppet helper', who kept them riveted to the task. Good use of games in 'sounds' work encourages

confidence and an interest in words. During class lessons work is carefully chosen for those with special educational needs which allows them to work independently.

28. Since the last inspection teaching has improved in a number of subjects and as result the progress made is often good. Teachers' subject expertise has been strengthened, especially in religious education and information and communication technology which were key issues at the last inspection.

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

29. The curriculum is of good quality, is broad and balanced, and offers a wide range of learning opportunities. It meets the statutory requirements for all National Curriculum subjects and the provision of religious education. A strong emphasis is placed on the teaching of English and mathematics. Pupils of all levels of attainment can access the full range of subjects. Good provision is made for personal, social and health education, including sex education, drug misuse and citizenship. The school has very good links with the community. Very good progress has been made since the last inspection and all of the key issues related to the curriculum have been successfully addressed.
30. Provision for children in the Foundation Stage is good. Effective planning in accordance with the Early Learning Goals provides children with learning opportunities that prepare them well for the National Curriculum. Activities are structured and have clear learning objectives. Opportunities for children to initiate activities and develop their imaginative skills are limited.
31. At both key stages sufficient teaching time is allocated to each subject. Both the National Literacy and Numeracy Strategies are planned and implemented well. They are having a positive impact on standards achieved in English and mathematics. Good opportunities are planned to develop literacy skills in other subjects. Numeracy skills are developed satisfactorily in other subjects with some good examples in science and games lessons of pupils using number, measures and data. The effective organisation of the timetable, and well-planned lessons that begin and end promptly, ensure that no time is lost during the day. Policies and schemes of work are in place for all subjects. The school's long- and medium-term plans ensure that all aspects of all subjects are addressed through topic cycles.
32. The provision that the school makes for pupils with special educational needs, and for those for whom English is an additional language, is very good. Individual plans drawn up for these pupils highlight learning opportunities tailored to their needs. Teaching assistants are well qualified and informed. They provide good support for pupils with specific needs.
33. The school's provision for extra-curricular activities is good. The school clubs offered are varied and have a positive impact on pupils' learning. Pupils are encouraged to participate in sporting, environmental and creative activities. Provision changes through the year to encourage pupils with a range of interests to become involved.
34. Good provision is made for pupils' personal, social and health education. The programme includes sex education, drugs awareness and citizenship, and the teaching is managed by appropriate policies. Parents and pupils have been

consulted. Much of the programme links to subjects such as science and religious education. In addition some elements of the programme are taught through whole-class discussions during circle time⁶, which allow issues to be raised by the pupils.

35. Since the last inspection the school has worked hard to improve its community links. These are now very good and contribute markedly to pupils' learning. Pupils are encouraged to take part in local life through the efforts of the governors and the home/school association. The town presents trophies to Year 6 pupils and makes contributions to the school from the town lottery. Pupils have a good appreciation of social needs and community interests. They donate to charities, for example the Blue Peter Appeal, take part in ceremonies and festivals such as Remembrance Day and a Medieval Fayre and visit Exeter synagogue. Townsfolk are invited to attend school events such as the summer fair. Pupils deliver Harvest Festival gifts to senior residents and sing at the town carol service. Local people talk to classes about their hobbies and special interests, and denominational leaders take assemblies. The town takes great pride in the school, and incidents of trespass, vandalism and theft of school property are virtually unknown.
36. Relationships with partner institutions are very good and a major feature of the school. There are very strong links with the neighbouring nursery from which the majority of pupils come. Induction arrangements are very well managed, and include several visits by children and parents, which helps children to settle in quickly. Transfer arrangements to the secondary school to which most Year 6 pupils go are also well proven. Across the year there are social and sporting events, an interactive academic programme and joint in-service training for staff. Students from the secondary school undertake work-experience attachments at the school. The school takes part in a range of activities with other schools within its cluster group. The very close relationships the school has established with its partner institutions greatly assist the continuity of pupils' education.
37. Provision for pupils' spiritual, moral, social and cultural development is good overall and the school is successful in promoting these aspects of pupils' personal development. A particular strength is the quality of relationships within the school and the way in which teachers and support assistants relate to pupils. They listen to what pupils have to say, value their contributions and provide them with good role models.
38. Since the last inspection attention has been given to pupils' spiritual development, which is now good. Acts of collective worship make a valuable contribution to this through providing appropriate moments for reflection. A stimulating assembly on pollution ended with a relevant prayer that helped pupils to reflect on ways of caring for the environment. Teachers effectively create opportunities for pupils to wonder at and be amazed by the world in which they live. In an art lesson in a Year 2 class, pupils reflected on the properties of local buildings through closely observing photographs. Pupils in Key Stage 2 made a close study of habitats and paused to think of the differences in the lives of creatures who lived in them. Pupils explore the values and beliefs of others through religious education lessons at both key stages, where comparisons between Christian and other kinds of worship are made.
39. Provision for pupils' moral education is good and is implicit in the life of the school. Pupils have a clear idea of right and wrong and fully understand the rules of the

⁶ Circle time: The provision of a discussion period called circle time provides a structured time for pupils to talk over issues that face them as part of their everyday life.

school with regard to aspects such as bullying. Planned themes in assembly often focus on moral issues, and pupils are encouraged to think about respecting and caring for others. Staff rarely have to refer to rules as there is an expectation of respect for one another and for pupils to be well mannered and courteous. Pupils fully understand what is expected of them and appreciate the calm atmosphere this creates within the school.

40. There are many opportunities for pupils to work with one another and the provision for pupils' social development is very good. Individual work targets are well understood and pupils are developing a good sense of individual and community responsibility. At both key stages pupils undertake a range of classroom duties and Year 6 pupils play an important part in the smooth running of the school through preparing the hall for assemblies acting as referees in the playground etc. Older pupils show a concern for younger ones in the playground and at lunchtime. Circle times encourage this social awareness through helping pupils to appreciate friendship, turn taking, co-operating and listening to others. Pupils are very appreciative of one another's efforts and are happy to clap when they feel something has been done well, as in a Year 2 class where pupils were enjoying and clapping the tongue twisters created by other pupils.
41. Provision for cultural development is also good. Pupils have a good range of cultural experiences through the various extra-curricular activities in lunchtime and after-school clubs. Most pupils are keen to take part in computer clubs, chess, art and craft, needlework, rounders, football or French. Taking part in local events such as the Medieval Fayre, the Lord Mayor's appeal and the carnival, which included a fun run and fancy dress, adds to pupils' awareness of community and the wealth of heritage around them. Work in art is effective in helping pupils' understanding of the styles employed by a range of artists. Religious education provides a good range of opportunities for pupils to appreciate the beliefs and customs of other people. The contributions of the two pupils who have experience of other cultures are welcomed and celebrated.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Procedures for child protection and pupils' welfare are given a very high priority. They have been improved since the last inspection and are now very good and a strength of the school. Staff know pupils very well and pastoral care is excellent. Pupils feel very safe, nurtured and secure. Arrangements covering accidents, illnesses and medicines are very good and sufficient staff have relevant first-aid qualifications. The child protection policy is very good. The designated child protection officer is trained and known to staff, and good links are established with the requisite agencies.
43. Health and safety measures are good and being enhanced. Risk inspections are carried out, emergency service officers talk to pupils about safety issues, and school security is regularly reviewed. Staff awareness of health and safety matters is good and cleanliness and hygiene within the school are very good. All appliance and equipment inspections are up to date and hazardous substances are very well managed. The school health and safety policy is being developed to clarify responsibilities and procedures. It is supported by a good policy on safety in science and technology.
44. Procedures for monitoring and supporting pupils' personal development are satisfactory. The teaching of personal, social and health education, drug abuse and

sex education is sensitive and well conceived. Circle time enhances pupils' self assurance, and discussions on moral and social topics broaden their worldly understanding. Pupils' efforts and achievements are recognised in table awards and merit certificates. To help younger pupils to become more responsible and mature they are given classroom duties; for example, tidying pencils and books and taking registers to the school office. However, the duties are not progressively challenging as pupils move through the school, and until Year 6 they have few opportunities to demonstrate personal or collective responsibility or play a meaningful role in the life of the school.

45. Very good procedures for assessing pupils' attainment and progress, particularly in the subjects of English, mathematics and science, have been established since the last inspection. Pupils are assessed regularly in these subjects, using a wide range of procedures. The information gathered gives a comprehensive picture of each pupil's development. The data from these tests is carefully analysed to track pupils' progress and overall attainment levels. This information is used effectively by teachers when planning. Targets for whole year groups, groups of pupils with similar abilities, and individual pupils, are set. Pupils are fully aware of these targets, and talk confidently about what they already know and what they need to learn next. Parents are also informed of their children's targets. In addition, the analysis of these assessments is being used to identify areas of strength and areas that need development within subjects. Pupils' attainment in the remaining subjects of the curriculum is also assessed regularly at the end of each block of work. These assessments are based on the Qualifications and Curriculum Authority⁷ guidelines and provide useful information about pupils' progress. Subject co-ordinators are using this information to set improvement targets for their subject in order to raise standards overall.
46. The school's procedures for monitoring and improving attendance have improved since the last inspection and are now very good. The lateness and absence policy is very good and pupils' punctuality and attendance are carefully checked. Most parents observe the absence procedure and ensure that their children arrive at school on time. The educational disadvantages of pupils taking holidays in term time are clearly stated in the prospectus, and applications for such holidays are closely monitored. Attendance registers are properly maintained and meet statutory requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' views of the school are very good. Opinions expressed at the parents' meeting, through the parents' questionnaires and before and after school, indicate that parents strongly support the school's provision for their children. They say that the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents confirm that their children enjoy school, they are becoming more responsible and mature, and their behaviour is good. Parents further say that they are happy with home/school links and the information they receive about children's progress, and they find it easy to approach staff with questions and problems. Parents support the amount of homework their children are given and are content with the range of school activities outside lessons. Evidence gained during the inspection upheld these views.

⁷ The Qualifications and Curriculum Authority produce guidelines on how the statutory Programmes of Study can be organised through each key stage. These guidelines are available for schools to use as part of a scheme of work.

48. A minority of parents commented on the school's provision for music. Inspection evidence found that music is satisfactorily taught and expected standards are achieved by 11 year olds. The opportunities for pupils to perform music outside lessons is no less than found in most schools.
49. Since the last inspection the school has considerably enhanced its partnership with parents by improving the information shared with them, and the accessibility of the headteacher. Pupils' attainment and learning benefit accordingly. The quality of information provided for parents, including that on pupils' progress, is very good. Regular notices and newsletters keep parents up to date with school activities, and parental views are sought through questionnaires. School reports are very good. They are attractively presented, provide a synopsis of the syllabus and give a suitable commentary on pupils' efforts and achievements. They do not include targets for improvement as these are separately sent to parents. There are two annual parents' evenings and staff are always available after school to speak to parents. The prospectus is clear and imparts useful information. The governors' annual report is well structured. Both documents meet statutory requirements. The school's complaint procedure is good and known to parents.
50. The impact of parents' involvement in the work of the school is very good and another strong feature. The school greatly values the part families play in pupils' education and welcomes their interest in all aspects of school life. Several parents and grandparents help with classes and activities and accompany educational visits. The home/school association is thriving and attracts support from friends as well as relatives. Reading diaries are kept in most classes and many parents assist their children with homework. Homework has not always been set consistently and the expectations have differed from those in the prospectus. As a consequence the arrangements have been improved following consultations with parents and will be implemented next term.
51. Parents of pupils with special educational needs work very closely with staff in drawing up and implementing their individual plans. The home/school agreement properly emphasises mutual commitment and parents comply with their undertakings about attendance and punctuality. They fully understand the importance of the home/school partnership and the part they play in their children's education. The large majority are happy to contribute both to the learning process and to the life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school is very well led and managed by the headteacher. She is very clear about what needs to be done to improve the education of pupils at the school and has successfully shared this with all the staff and governors. All staff are fully involved in helping review the education provided. The headteacher is good at giving feedback and praise, and evaluating the impact of any action taken. She is adept at taking decisions relating to support or restructuring and is open to advice and ideas that flow from the staff and governors through the management team. The guidance she gives to help co-ordinators manage their responsibilities is very good indeed and contributes to the high levels of morale in the school. She has high expectations of her staff, and gives them the support and the responsibility to enable them to flourish.

53. Management has been strengthened through the creation of a senior management team that monitors and evaluates teaching and standards. The inclusion of key stage co-ordinators and the co-ordinator for special educational needs is particularly effective in ensuring that action is undertaken across the whole school. A school development plan clearly sets out the action to be taken to raise standards and improve the quality of all pupils' education. The action has very clear deadlines and states when and how it is to be evaluated.
54. The governors provide good support for the headteacher and the staff. A group regularly visits lessons to ensure that they are well informed. They have checked on the impact of the literacy and numeracy strategies but also the quality of science teaching following the actions taken by the recently appointed co-ordinator. A useful development has been their pairing with different subject leaders, which has helped them get a better understanding of how developments are undertaken. The information they get from the school is good and this helps them keep a check on the progress that is made towards improvement targets and judge value for money. There is no means at present for them to take the lead in this aspect of their role and they have still to establish procedures for critically monitoring what the school is achieving. They play an important role within the community and fulfil their responsibility well to be accountable to parents.
55. The co-ordination of the provision for pupils with special educational needs is very good. Not only are the individual education plans of very good quality because they identify small steps in the development of literacy and numeracy skills, but they are also steadily reviewed against measured attainment. Formally this is termly, but in practice it happens much more frequently as the co-ordinator meets regularly with the 11 support assistants. Procedures are in place which mean that the support staff can record a pupil's gains or setbacks on a daily basis and this is brought together when decisions are being made about what type of support should be given and how frequently. The special educational needs co-ordinator is involved with helping the school track and monitor the performance of all pupils, including those now identified as able and talented. This strengthens the provision for all pupils and means that inclusion is very well addressed. Training and advice to those pupils, teachers and staff working with special educational needs are of good quality. The recent training in the early literacy strategy, additional literacy strategy and phonic teaching is of benefit to many pupils other than those with special educational needs.
56. The school has made very good improvement since the last inspection, which left the school with many issues, particularly to raise standards and improve teaching and learning. The headteacher has successfully delegated responsibilities and the school development plan has set out a clear agenda for action and how this is to be evaluated. Weaker elements of subject co-ordination are supported; stronger managers are given greater autonomy. Such initiatives as the sporting links with the secondary school benefit the management expertise of the co-ordinator as well as increase staff expertise. Subject co-ordinators have been given release time to monitor teaching and standards, and also the time to address issues with the staff through training. For example the science, mathematics, religious education and history subject reviews included sampling pupils' views and detailed recommendations on how the teaching could be improved. Whilst the regular support of local authority advisor in early years education has provided the necessary expertise to improve the teachers' planning in the Foundation Stage.

57. Good strategies are in place for monitoring the performance of teachers and importantly the headteacher makes it possible for teachers to take action to address any weaknesses through training. There is a strong focus on the issue to do with pupils' learning, in particular the need to differentiate. The headteacher wisely monitors the quality of the teaching of supply teachers and this gives a strong signal to all staff of the importance of high expectations.
58. There are a good number of both teachers and teaching assistants. Teaching staff are well qualified and trained, with a good spread of expertise covering most areas of the curriculum. Teaching assistants are also well qualified and provide good support for pupils. All staff work hard and support each other. Induction procedures for new staff are clear and work effectively.
59. Additional resources and the school's budget are very closely tied to the objectives of the school development plan. In turn these are aimed at raising standards within a prioritised set of agreed targets. These are constantly reviewed. Successful strategies such as the booster classes, the additional literacy strategy and early literacy strategy are funded whilst additional resources are used to fund support for lower-attaining pupils. The budget is well planned, with only a small but wise contingency remaining. A high emphasis is given to staff training and development. The headteacher and governors have made good use of recent management tools such as the assistants to the headteacher to reward and encourage best practice.
60. The adequacy of accommodation is very good and greatly assists the effective delivery of the curriculum. The separate play area for the under-fives is safe and secure, but it is not directly accessible from the school building and has no overhead cover. The school is developing an interesting wild life trail and pond, which has still to be fenced.
61. The interior of the building is airy, bright and cheerful and has many additional areas that benefit pupils. Corridors and classrooms are interesting and colourful, and there is a very wide range of imaginative and exciting displays, mobiles and paintings, many of them with a multicultural theme supported by pictures and artefacts. The balance between teaching aids, topic materials and the celebration of pupils' work is very good.
62. Learning resources continue to be good for all subjects except geography. For the Foundation Stage the resources are very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to continue improvements already made to the quality of education provided the school should:
 - (1) raise standards in pupils' geographical skills by:
 - a) ensuring that when teachers plan lessons they are clear which geographical enquiry and skills are being taught;
 - b) check more regularly on the teaching of this Programme of Study;
 - c) improve the resources to support fieldwork in a systematic way; (paragraphs 8, 114, 116, 118 & 120)

- (2) ensure that all pupils make consistent progress in mathematics and science through the school by:
- a) improving the quality of teaching and learning for more able eight and nine year olds in mathematics and science;
 - b) providing more challenge in mental mathematics sessions in these classes;
 - c) monitoring and improving the planning for individual and group work in these classes;
- (paragraphs 7, 22, 25, 90 & 97)

The following minor issues should also be considered as part of the action plan:

- (a) provide more opportunities for children in the Foundation Stage to take initiative and select from a range of planned activities;
(paragraphs 18, 67, 68 & 71)
- (b) extend the opportunities for all pupils to take part in regular musical performances;
(paragraph 137)
- (c) ensure that there is a suitable management plan to oversee the new homework arrangements;
(paragraph 26)
- (d) further develop the procedures for governors to critically evaluate the work of the school.
(paragraph 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	18	45	33	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	219
Number of full-time pupils known to be eligible for free school meals	53
Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	92
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	14
	Girls	8	8	9
	Total	22	20	23
Percentage of pupils at NC level 2 or above	School	76 (79)	69 (93)	79 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	6	11	7
	Total	20	25	21
Percentage of pupils at NC level 2 or above	School	69 (86)	86 (100)	72 (93)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	22	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	16
	Girls	16	14	15
	Total	29	28	31
Percentage of pupils at NC level 4 or above	School	74 (62)	72 (52)	79 (62)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	14
	Girls	16	15	15
	Total	24	25	29
Percentage of pupils at NC level 4 or above	School	62 (66)	64 (62)	74 (62)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	194
Any other minority ethnic group	1

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)	9.6
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	191

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	470,963
Total expenditure	477,394
Expenditure per pupil	2,210
Balance brought forward from previous year	21,915
Balance carried forward to next year	21,484 ⁸

⁸ This contingency acts as a buffer to maintain staffing levels in the event of any reductions in numbers of pupils entering school in the next year.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	0	1
My child is making good progress in school.	58	37	5	0	0
Behaviour in the school is good.	43	51	3	0	3
My child gets the right amount of work to do at home.	29	62	5	3	1
The teaching is good.	64	32	0	0	4
I am kept well informed about how my child is getting on.	42	45	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	63	30	0	5	1
The school expects my child to work hard and achieve his or her best.	64	33	1	0	1
The school works closely with parents.	43	47	5	4	0
The school is well led and managed.	70	25	1	1	3
The school is helping my child become mature and responsible.	51	43	3	1	1
The school provides an interesting range of activities outside lessons.	34	50	8	0	8

Three per cent represents the responses from two parents, five per cent represents the responses from four parents.

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

64. Children start in the reception classes in September and January in accordance with locally agreed procedures. Before starting school most children attend a local playgroup or private nursery. Children are given simple tests to find out what they can do on entry. The results of these assessments show that attainment generally is below average. The reception classes are stimulating and caring places where children feel safe and secure. They learn well and the majority reach the expected goals in all areas by the time they come to the end of the Foundation Stage.
65. The progress of children, the quality of teaching and the quality of the curriculum for the under-fives were key issues for the school at the time of the last inspection. Progress has been good, and the effective and continual checking of teaching and learning remains a high priority for the school. The teaching overall is good with some very good features. Teachers have a good understanding of the Foundation Stage curriculum. In the best lessons teachers maintain a brisk pace and activities are well chosen to meet the children's needs, and as a result they make good progress. A strong emphasis is placed on the development of children's learning in literacy. In this area all children, including those with special educational needs, make very good progress. Teachers plan effectively for all areas of learning, and progress towards the Early Learning Goals is good. The children's progress is carefully tracked and the teachers alter the planning as necessary.
66. The classrooms are set out to provide areas for quiet activities, for play and also to meet together to share work. Very good resources are used appropriately to support the children's learning. Skilled teaching assistants make a significant contribution to helping children organise themselves as well as learning to read and write. Parents help their children with reading at home and give financial support for the purchase of equipment.

Personal, social and emotional development

67. Children's skills in this area are well developed because teaching is good. Expectations of behaviour and work are high. Relationships are very good. Children behave well, are polite and work hard. They have a positive attitude to learning. They concentrate for extended periods and work well individually and in small and large groups. Many opportunities for working and playing together encourage co-operation and give them the chance to talk purposefully with each other. For example, when working with a partner, children give each other instructions as they practise their throwing and catching skills. Children have good self-help skills; for example, they need little assistance when changing for physical education lessons. Children make decisions about what to do next but the range of choices is limited. There are not enough other activity areas set out, inside or outside the classroom, with clear tasks or challenges that encourage the children to make their own decisions about what to do next.

Communication, language and literacy

68. Most children in the reception classes attain the expectations of the Early Learning Goals by the time they are ready to enter Year 1. Teaching is good and lessons

build appropriately on children's previous experiences. A suitable range of activities is provided to encourage speaking, listening, reading and writing. They confidently respond to their teachers' questions and use appropriate vocabulary in a range of situations. They listen attentively to each other and show respect for each other's views. Through a well-structured programme, children learn the sounds that letters make and how to write them. Teaching assistants make a valuable contribution to children's learning in this area. For example, their use of a puppet and real objects capture children's imagination during a 'sounds' lessons. The teaching assistants consistently help children identify letter sounds at the beginning and end of words, and this is helping reading and writing skills develop well. Children confidently write their own sentences and spell simple words. Opportunities for children to practise their writing skills in free play situations are limited. The areas set aside for children to practise their writing are underdeveloped, and consequently are rarely used by children. Children enjoy listening to stories and talking about books. They know the way a book is organised and that the author is the person who wrote the book. The majority of children confidently read simple books and retell stories that are well known to them. They take their book home regularly to share with parents and family. These are well-established routines that help the children gain confidence and enjoyment in reading.

Mathematical development

69. Children have access to a range of appropriate activities to support their learning in this area. They learn quickly and by the end of the reception year reach the exceptions of the Early Learning Goals. Most children count confidently to 20 and are able to add numbers to ten. Teaching is satisfactory in this area of learning. Teachers help the children to count at registration time; for example by finding out how many children want sandwiches and compare this with how many want hot dinners. Teachers make good use of the wall displays to encourage children to develop their problem-solving skills. For example, a display depicting the song 'Ten green bottles' asks children to work out how many bottles are left if a given number have fallen. Children move number cards on the display to record their answer. Role-play areas organised as a shop and beach café give children the chance to work with money and to practise further the skills of addition and subtraction. Children learn and use appropriate mathematical language in this area. They learn the language associated with capacity when working out how much sand or water a range of containers will hold. They compare, order, match and sort objects. During the practical work the teacher asks the children a good range of questions that encourages them to estimate. For example they were asked think about how many more cups of water they might need to fill the teapot, and whether this was the same if the cup was a different size. Work is well planned to cover all aspects of early mathematical development and children learn about patterns in numbers and the relationships between two and three-dimensional shapes.

Knowledge and understanding of the world

70. Teachers plan a good range of topics that interest the children in the world around them. Teaching is good and children reach the expectations in this area by the time they are ready to go into Year 1. Some aspects of this area are particularly well planned to help children learn. The local environment is used effectively. For example the children make a study of the different types of houses in the area as well as looking at some of the homes animals might live in. They make detailed drawings and write simple captions of the sounds they hear whilst on a sound walk

around the school. Children are encouraged to use their senses to explore the world around them. For example, a display on 'Light' encourages children to manipulate the shiny, reflective materials and to play with colour paddles and kaleidoscopes. They make predictions as they investigate into the colours they can make, or which ones will reflect the best. Children build and construct models using a wide range of materials and learn how to shape, assemble and join materials. Technology is used appropriately to support children's learning. They operate a listening centre and use a multimedia computer. Children use the mouse confidently to select options from the computer screen when they use a talking-book program. They create pictures and simple graphs, and develop the ability to control programmable toys. The trip to a local joinery helps children develop an understanding of how wood can be used as well as made them aware of their local environment. Their understanding of their own culture and beliefs, and those of other people, are fostered well through topics on specific religions and the personal, social and health education programme.

Physical development

71. Children's attainment meets the expectations. In physical education lessons they exceed the expectations benefiting from the throwing skills of the older children in the class and the good teaching. In physical education lessons children move confidently and safely. They recognise the changes that happen to their bodies when they are active and understand the importance of warming up and down before and after physical activity. Most children throw and catch balls over short distances. A safe, well-equipped outdoor play area is used to help them learn to use their bodies as well as a place for exploration and play. However, the potential of this area to allow children to develop their imaginative and creative skills freely is not possible on a regular basis, as it not overlooked from the classrooms. Children use a range of tools, equipment and materials competently. They work skilfully with construction equipment, and show good control when using paintbrushes and drawing tools.

Creative development

72. The teaching of creative development is good overall and they meet the expectations in this area of their learning. Through a range of activities children explore colour, texture, shape, forms and space in two and three dimensions. They make sculptures from found materials and create wax-resist pictures and collages. They work confidently with re-useable materials to make playgrounds for their toy people. A very good range of small toys and well-resourced role-play areas support children's imaginative development. Children enjoy creative activities and become fully involved. They sing a range of songs and rhymes from memory. They compose and perform pieces of music to represent different kinds of weather. Children confidently use their voices and percussion instruments to make the sounds of thunder and rain. They work on these with help from the teacher and teaching assistant before happily performing them in front of each other.

ENGLISH

73. Inspection found that by the ages of seven and 11, pupils' standards of attainment are in line with the national average. The results of the year 2000 National Curriculum tests for pupils aged 11 were average, but above average when compared with those of pupils from a similar background. Results in the 2000

National Curriculum tests taken by seven year olds were below average in writing and in reading and average in reading and below average in writing when compared with similar schools. The school has responded swiftly to these results, increasing the numbers of trained teaching assistants and piloting the Early Literacy Strategy with six year olds. Inspection evidence found that, in spite of the high numbers of pupils with special educational needs, standards are now average and all pupils are making good progress. This is an improvement since the last inspection.

74. By the ages of seven and 11, pupils' speaking and listening skills are in line with national expectations. Although their communication skills are below what is expected on entry, the good teaching pupils receive through the Foundation Stage and Key Stage 1 means that they develop their speaking skills effectively. During Key Stage 1, pupils develop confidence in their use of language through taking part in discussions and being encouraged to respond and question as part of their lessons. Pupils in one Year 1 class were encouraged to express their opinions on the behaviour of a fish after a story 'Rainbow Fish'. Introductions and ends to lessons provide many opportunities for pupils to share their ideas and talking with a partner is a feature of a variety of lessons across the curriculum. Pupils are encouraged to ask questions, give answers correctly and listen carefully to one another. In one lesson on tongue twisters, seven year olds had great fun producing tongue twisters that they repeated as quickly as possible. They learnt a lot about the alliteration of sentences like '*Betty Buckle bought a bucket but it broke*'.
75. At Key Stage 2, pupils continue to develop their speaking and listening skills through many opportunities in all lessons to give a point of view or present information. The whole class work in the literacy hour is used well to develop speaking and listening skills. For example, in one lesson higher-achieving pupils gave the teacher sentences to illustrate adverbs, as in, '*The cat quickly ran through the cat flap*'. Ten year olds appreciate how language changed when they use different persuasive devices when discussing a text on '*Are today's kids turning into couch potatoes?*' This also resulted in a lively argument with comments such as, '*Yes, children are couch potatoes, as watching television is very passive*'. Eleven year olds demonstrate a good understanding of standard English and language variation when they read a version of Macbeth. They adapted their intonation well to the character they were playing.
76. By the age of seven, higher-achieving and average pupils reading ability is in line with what would be expected nationally. Lower-attaining pupils have also made good progress because of careful teaching, effective support from teaching assistants, and the introduction of a comprehensive programme of teaching sounds. Many reach an average standard. They are confident in attempting new words by using their phonic knowledge. Word level work at Key Stage 1 provided many well-taught opportunities for pupils to manipulate sounds such as *s, t, u, a, ng, ck* as part of word games. Pupils also recognise sounds made by two or more letters and hear and say them as in '*ow*' '*cow*' '*air*' and '*hair*'. The sounds of words were explored during a lesson on riddles for seven year olds and pupils went on to successfully spot all the rhyming words. This phonic work continues at Key Stage 2, where, in Years 3 and 4, groups of pupils receive effective additional literacy support. These pupils make good progress. They recognised phonemes such as '*caught*', '*fraud*' and '*stall*', and learnt the different spellings. Pupils are encouraged to think about differences between singular and plural forms such as '*shelf*' and '*shelves*'. This focus on phonics with average and lower-ability pupils has been particularly effective in encouraging confidence and improving standards at both key stages.

77. In reading, most pupils meet a range of texts through books presented in the literacy hour and from chosen library books, and acquire appropriate levels of interest in reading for enjoyment and information. By the age of 11, the higher-attaining and average pupils read fluently and with a satisfactory level of understanding in subject areas such as science, history and religious education. They read books such as the Harry Potter series or 'The Never Ending Story' and talked enthusiastically about their favourite authors such as Dick King Smith, Gillian Cross and J K Rowling. Lower-attaining pupils read accurately, using their knowledge of sounds but with little expression.
78. All pupils have regular opportunities to use the library and develop sound library skills. However, most of the research skills are taught narrowly and pupils do not raise enough of their own questions. Seven year olds of all abilities use a contents page and index and locate appropriate books. Pupils in Key Stage 2 locate authors and publication dates and make comparisons between books on similar topics.
79. Pupils' standards in writing are average. Standards of attainment for different groups are varied. However, there has been considerable improvement since the last inspection and also since the 2000 national curriculum tests and tasks and pupils of all abilities are making good progress. This reflects the hard work of the staff in providing opportunities for pupils to develop their writing skills through a range of writing tasks across curriculum areas. The school has made positive efforts to improve this through a greater focus on the skills of writing for all pupils, including the large percentage of less able pupils in each class. Good progress is made during Key Stage 1, where, from the beginning, pupils are encouraged to write without help, and attempt spellings for themselves as well as read out their own work. They are encouraged to make use of imaginative vocabulary by sharing possible words, phrases and sentences they might use in preparation for writing. Seven year olds are highly motivated to write in different subjects such as science, geography and religious education, where they are given realistic targets for how much they might write.
80. During Key Stage 2, progress in lessons is often good and builds on the skills and knowledge of different kinds of writing. Pupils use imaginative vocabulary such as 'the snake *slithered*' and 'the eagle *soared*', whilst eight year olds developed complex sentences such as, '*I was in a race, because I was losing I muttered to myself*' and the very visual '*The sun exploded and was consumed in its own depth*'.
81. Pupils with English as an additional language and those with special educational needs make good progress throughout the school. They benefit from the good support they receive. The Early Literacy Strategy programme for five and six year olds, and the Additional Literacy Strategy for eight and nine year olds are carefully targeted at those pupils who are most likely to benefit from them. Support staff are well informed about the lesson objectives and work with the co-ordinator for special educational needs and class teachers to maintain the same high standards. They are good at checking on pupils' progress, and letting pupils know how well they are doing.
82. The quality of teaching in English is good overall. Lessons in Key Stage 1 are much better organised than at the time of the last inspection. There is detailed planning for each lesson and teachers have good subject knowledge. They are good at planning to extend and develop literacy skills in other subjects and set tasks that

reflect the pupils differing reading and writing abilities. Most lessons develop well the high expectations for learning through a well-paced lesson with very clear explanations. The teachers engender a sense of enthusiasm and excitement amongst pupils, as in the lesson on tongue twisters for seven year olds and the well-managed class discussions. Teachers also make good use effective and probing questions to develop pupils' knowledge and maintain interest. Careful and constructive marking has helped raise standards as pupils are clear about how to improve their work.

83. The subject co-ordinator provides good leadership. He makes sure that the tracking and testing of pupils' progress is regular. He gives teachers helpful feedback on areas for improving their teaching. His recent evaluation of all pupils writing has helped the school identify which areas of writing needs greater attention and this has helped raise standards. Resources for the literacy hour and the library are good. There is an improving range of resources for information technology to encourage pupils to access and use information from encyclopaedia programs and the Internet. This is helping pupils use their reading skills critically and more widely.

MATHEMATICS

84. By the ages of seven and 11, pupils achieve average standards. This is a good achievement given the high proportion of pupils on the special educational needs register who have gaps in their understanding of basic numeracy skills and the below average attainment on entry.
85. The National Curriculum test results for 11 year olds in the Year 2000 were a big improvement on the previous year, with a 20 per cent increase in the numbers achieving Level 4. Pupils' attainment was average when compared to that in similar schools, but below the average for all schools. However, the school attributes these favourable results to the effectiveness of the National Numeracy Strategy in guiding teachers' planning, and to the decision to teach pupils in smaller groups. Inspectors found that the upward trend is being maintained, but the target the school has set for 2001 is very challenging. Proportions of pupils reaching Level 5 above average are still likely to be below average.
86. Results over the past three years in Key Stage 1 have fluctuated and trends of attainment have been below those found nationally. In the Year 2000, attainment for pupils at the end of Key Stage 1 was well below average and below that of similar schools. Inspection evidence shows that this cohort of pupils, now in the junior stage, is making satisfactory progress and the higher-attaining pupils benefit from the setting for mathematics in Year 3 and 4.
87. Inspection evidence shows that the standards attained by the present seven year olds are now average and similar to those reported at the last inspection. The weaker elements in the teaching over the last three or four years have been addressed through the more rigorous use of the numeracy strategy, as well as a particular focus on developing pupils' reasoning skills. Progress in number is now good in Key Stage 1 for both higher- and lower-attaining pupils, due to the good level of support and good teaching. Most of the lower-attaining pupils demonstrated average standards in number and also in using and applying mathematical skills. There are a small group of higher-attaining pupils achieving above average standards. Progress was unsatisfactory at the time of the last inspection.

88. Standards at the end of Key Stage 2 were judged not to be high enough at the last inspection, and progress of low-attaining and more able pupils was unsatisfactory. Inspection found that lower-attaining pupils make good progress in numeracy in Key Stage 2. More able pupils in Years 5 and 6 are quickly improving their knowledge and understanding of using and applying mathematics, and also of data handling. Their levels of attainment are below those expected because of the gaps in their earlier experiences.
89. Teaching is now good in Key Stage 1, where the different needs of pupils, including the higher-attaining pupils, are being met well. Lessons are well prepared and challenges are well matched to different abilities. Lower-attaining pupils were excited by their success at adding money and rose to the task of finding the change from 50p. They helped each other to find the change systematically by rounding up to the nearest ten or by counting on. The teacher made sure everyone had a chance to both add and find the difference and quickly established where support needed to be put in during the rest of the lesson. In another lesson for seven year olds lots of challenging questions such as *"How did you know?"* and *"Can you explain why that is not quite right?"* helped all pupils explain the mathematics of subtraction. The teachers in this key stage use a good range of practical activities such as making flap purses for work on money and flip calendars for days of the week. In a Year 1 lesson, pupils set out a graph using real fruit before putting the results into a computer data base. They also set higher-attaining pupils investigations to find number facts that use the number five. These pupils in Year 1 had already developed a systematic way of recording their findings. Marking of pupils' work is good. Teachers rewrite numbers when necessary. They show how another multiplication strategy could be used, for example setting out the steps for doubling. They give praise as well as direct. Work sheets, when they are used, are varied in their style and the expectations for the different abilities. They are used wisely to reinforce mathematics rather than teach new skills.
90. Teaching is satisfactory in Key Stage 2. It is good for ten and 11 year olds than younger pupils. Largely because the level of challenge for the higher-attaining pupils is better and work is more carefully planned to demand the most of different abilities in the lessons. All teachers follow the National Numeracy Strategy and this is effective in teaching pupils how to apply a range of strategies to solve number problems. This was demonstrated well in a lesson for 11 year olds. Building from a confident response to how many football kits can be formed with two shirts and two shorts, pupils learnt that they could apply the same operation to more complex calculations. The lesson was particularly successful in increasing the challenge for higher-attaining pupils and then completing the lesson by returning to secure ground for the lower-attaining pupils. Teaching is satisfactory for eight and nine year olds. There is not enough challenge for more able nine year olds in multiplication mental work. There are not enough strategies taught to pupils for dealing with multiplication and division problems and this affects the progress of those who have a secure knowledge of their table facts. Eight year olds still have difficulty in understanding terms such as *'subtract'*, or understanding the value of simple fractions when it comes to putting them in order. The teaching is not precise enough about what is to be learnt and giving pupils enough direction in the strategies to use. This was an area of weakness at the time of the last inspection.
91. Marking is good. *"How could you have done this investigation to find a pattern?"* asked of a lower attaining 11 year old, set the right level of expectation. There is a good emphasis placed on developing reasoning skills through the questions a

teacher asks during an investigation of square numbers on a number square. However, the development of interpretative skills in data handling is an area that receives insufficient attention.

92. The co-ordinator has shown very good leadership and is managing improvements to the quality of teaching and learning in the school well. She has made sure that there is a regular programme of checking on the quality of teaching of numeracy and that there are no gaps in the experiences of pupils. A noticeable strength seen during the scrutiny of work is the thorough coverage of all statutory requirements of the Programmes of Study, as well as the emphasis on developing number in other subjects. Staff share best practice throughout the school, and an emphasis on teaching pupils to use and apply number skills was evident in all mathematics lessons. Some teachers take the opportunities provided by other subjects such as science, geography and physical education for pupils to reinforce their number, measures or data collecting skills and these objectives are clearly planned into the lessons. Teachers have good methods for keeping track of how their pupils are progressing. They check pupils' achievements against what is expected nationally and set targets to help raise attainment further. Teachers are helped improve their teaching by training opportunities and access to appropriate resources. Pupils with special educational needs have good individual education plans to develop mathematical knowledge and confidence, and receive good support in lessons.

SCIENCE

93. Overall, pupils' standards seen during the inspection were above expectations for seven year olds and average for 11 year olds. Performance in the National Curriculum test for 11 year olds in 2000 was below the national average and in line with that of similar schools. Teacher assessments for seven year olds were also below average.
94. The appointment of a new and highly effective co-ordinator has brought about the improved standards. There is a clear and well-thought-out action plan for science that has improved the teaching of scientific and enquiry skills. The science curriculum has been re-organised to give greater emphasis to teaching scientific facts and principles through practical investigations. There is a common planning format for all teachers and regular tracking of pupils' progress at the end of each unit of work. As well as this there is also a useful guideline on how teachers can organise and manage investigations with class. These improvements have benefited pupils at both key stages.
95. In many aspects of their work pupils achieve well and an improving trend is identifiable across the school. All pupils, including those with special educational needs, make good progress overall, with good progress often also being made within lessons. The school has focused recently on improving pupils' skills of scientific enquiry. Inspection evidence shows that pupils' investigative skills are improving, and this is having a positive impact on pupils' overall levels of attainment throughout the school.
96. Pupils in Key Stage 1 are interested and curious. Seven year olds know how to carry out simple investigations and are beginning to understand the importance of fair testing. Pupils predict outcomes for their investigations and give reasons for what they have found out. They complete booklets on their experiments that guide them through the process of investigation. The presentation of work is often very

good. Pupils learn to record their work in a variety of ways. They draw labelled diagrams, complete tables and draw simple graphs. They talked confidently about their work and used the correct terminology when naming the main parts of plants and what plants needed in order to grow. A good range of practical activities supported pupils' learning. For example, they learnt how sound is made, and investigated how it can be stopped. Their work on materials led the best choice for an umbrella.

97. Overall, in Key Stage 2, most pupils continue to make good progress and their attainment is satisfactory. More able eight year olds are insufficiently challenged and frequently complete the same work as pupils of lower ability. This results in overall levels of attainment for this age group that are below expectations. Eleven year olds reach above average standards in their planning of investigations. Most evaluate their procedures and suggest improvements. During investigative work they identify the variables, and understand why it is important to test one at a time. Pupils use a useful aide-memoire to ensure that they record their investigations in a consistent scientific manner. In Key Stage 2 overall the development of pupils' scientific enquiry skills is promoted well. Through their investigations pupils secure their knowledge and understanding of all aspects of the science curriculum. They present their findings in a range of formats, including bar charts and line graphs. They measure with increasing accuracy and use equipment appropriately.
98. Overall, teaching is good in both Key Stages 1 and 2 and the best is very good. Teachers plan carefully with clear objectives for skills and knowledge. Teachers' subject knowledge is good. In a lesson on plant growth 11 year olds were very well guided into considering factors that might affect plant growth. The pupils then came up with the most plausible explanations for why the same species of plant grew to a different size and shape in different parts of the school grounds. Class discussions are usually very productive because teachers use open and challenging questions to elicit pupils' understanding. Pupils are helped to think, make connections and explain events and observations. They enjoy science because their teachers present them with stimulating contexts for lessons and expect high standards of behaviour and work. They have responded well to the introduction of learning through enquiry, and as they progress through the school develop a well-organised systematic approach to their work.
99. Lessons move at a good pace and teachers use a range of effective strategies to keep pupils focused on their work. As a result pupils make good progress within lessons. Planning guides are used effectively to ensure that they understand and use the process of scientific enquiry. The emphasis on investigative work allows pupils to use and apply the skills and knowledge they already have, and further develop their knowledge and skills through "real" experiences. Information technology is used well to support pupils' learning; for example through the use of light sensors to prove why some plants are regularly found in certain places.
100. Pupils' work is regularly assessed against nationally expected key skills for each level of the science curriculum. This information is shared with the pupils, who understand their own target for improvement. Teachers use this information to inform their planning. Pupils' work is marked regularly, but its quality is variable across the school. The best marking clearly indicates to pupils what they have achieved and what they need to work on next.

101. There has been considerable improvement in the way science is being led and managed. It was poor at the last inspection. The co-ordinator has high expectations for the subject and a strong desire to “turn pupils on to science”. A whole-school approach to the teaching of science has been promoted and this has successfully raised the profile of science for teachers and pupils. A clear policy and scheme of work ensure that pupils cover all aspects of the science curriculum. Very effective support is provided for teachers as a result of lesson observations and monitoring of standards carried out by the co-ordinator. Strengths of the lessons observed are recorded, along with areas for development. The co-ordinator works with individual teachers, as and when it is appropriate, to assist them in the improvement of their practice. Once a year the co-ordinator sets an investigation that is well matched to the different year groups. All staff then carry out an analysis of the pupils’ work, and an action plan is drawn up to improve teaching and learning.
102. Resources for the teaching of science are good and the school is currently developing the school grounds as a learning resource. This will include a range of habitats including woodland and a pond. The provision of extra-curricular opportunities, through the ‘environmental club’, adds to many pupils’ experiences in science.

ART AND DESIGN

103. Although very little teaching of art and design was observed during the inspection, evidence from samples of previous work and displays indicates that standards for seven and 11 year olds are in line with those expected nationally and that pupils make satisfactory progress. These findings are similar to those reported in the last inspection.
104. At Key Stage 1, pupils make satisfactory progress in recording and developing their illustrations through the use of line drawings and by using pastels and paints. Six year olds used a variety of paper for fitting and overlapping to show the effects of light and dark in a frieze with houses lit up at night. Seven year olds used clay imaginatively. They looked at pictures of local buildings they had recently sketched, and successfully designed a tile, emphasising the pattern and decoration on the buildings.
105. In Key Stage 2, pupils continue to make satisfactory progress in selecting and stitching materials whilst creating a square to depict an area in the natural world. This was used as part of a larger patchwork square and contained many imaginative ideas. Pupils who belong to the after-school art and design club used paper weaving to create designs on the fence of the reception class playground. In further examples of abstract forms, eight and nine year olds made effective use of colour mixing to produce paintings in the style of Kandinski, Mondrian and Leger.
106. There is a positive approach to art across the school and pupils make use of it in other subject areas such as in a project on journeys in geography, in painting Tudor shields in history, and in line drawings for design and technology and science.
107. The school has a clear action plan to develop art, and a policy and a scheme based on Qualifications and Curriculum Authority guidelines are in place. This is a satisfactory improvement since the last inspection. A whole-school assessment based on a poem called ‘Block City’ provided valuable information on pupils’ progress from lines and blocks to detailed drawings of buildings showing perspective by the end of Key Stage 2. The newly appointed art co-ordinator is

keen to develop the profile of art within the curriculum through an arts week each year. She has already made progress by raising teachers' appreciation of how display can promote positive attitudes to art, during a training day. Pupils' artwork on display was well presented and reflected the high standards the school is seeking to achieve.

108. There is a good action plan for art, and the co-ordinator has plans to increase the number of artefacts, particularly by local artists.

DESIGN AND TECHNOLOGY

109. At the end of both key stages, standards of attainment are above those usually found. All pupils make good progress, including those with special educational needs. This is a considerable improvement since the last inspection.
110. In Key Stage 1, pupils learn the basic skills of cutting and joining using a variety of materials and techniques. Six year olds made simple but effective sliding and lever mechanisms for the story of 'The Little Red Hen'. They used split pins to make seesaw mechanisms. Pupils recorded their designs in special booklets and could work confidently from a design brief without much support. Design skills are developed well and seven year olds worked with an increasing range of materials during their investigation of winding mechanisms. They made a working model to illustrate the rhyme 'Incy Wincy Spider', as well as an assortment of hand puppets. Pupils begin to evaluate their work and make suggestions as to how it might be improved.
111. In Key Stage 2, pupils continue to make good progress in developing their knowledge and skills in the design process. They make increasingly complicated products using pop-up mechanisms, cams and gears. In their design booklets they draw labelled sketches of their design and suggest the materials they will use for different parts. Eleven year olds generate innovative designs. They plan and construct good quality products, which they then evaluate fully. For example, they make controllable vehicles from a variety of materials and used integrated electric motors as their power source.
112. In the lessons observed, teaching overall was good at both key stages. It was characterised by good subject knowledge, an enthusiastic approach from teachers and teaching assistants, and the use of varied resources, with due attention being paid to aspects of health and safety. Pupils show an enthusiasm for the subject and work well individually and in groups.
113. There is very effective curriculum leadership in design and technology. The co-ordinator has a clear vision for the future development of the subject, including monitoring of standards and the quality of teaching and learning. The introduction of the design booklet throughout the school ensures that pupils are able to develop a good understanding of all the processes involved in designing and making. Teachers are already using the design booklets to assess accurately pupils' knowledge, understanding and skills. The subject is well resourced, and effective use is made of the resources. The school has identified the further development of teacher resources, to include some examples of mechanisms and additional computer software.

GEOGRAPHY

114. The last inspection identified a weakness in the lack of a scheme of work for geography and, whilst resources were judged to be adequate, it was clear that there were gaps that affected the quality of teaching. The school has made satisfactory progress in ensuring that a scheme of work was put into place and this is now being strengthened by the use of units from recently published national guidelines. Resources for studying two other countries are now in use, but there are still shortages of good quality maps and photographs to support local studies.
115. There were three lessons seen and evidence was also collected from a scrutiny of work and discussions with pupils, which indicates that standards meet expectations overall by the ages of seven and 11. Seven year olds have good knowledge of the differences between their town and a town in Mexico. The pupils arrange the information they find out in the form of a poster inviting travellers and holidaymakers to visit. They talk knowledgeably about how tourism is as important to Mexicans as it is to themselves. A scrutiny of pupils' books suggested some good planning to extend seven year olds knowledge and understanding of how different countries are linked by trading. The pupils make recipes and report on their experiences of cooking Mexican food.
116. The pupils talk enthusiastically about how they could change aspects of the school grounds, and knew that some areas were of particular importance to different plants and animals. Attainment in aspects relating to geographical enquiry, such as identifying common features on Ordnance Survey maps, and their use of signs and symbols when making maps, are at a level that is below expectations for pupils of all ages. A scrutiny of planning indicates that this aspect is not developed systematically within the otherwise good provision for developing their knowledge and understanding of places and the events that bring about changes to the environment.
117. By the age of 11 pupils have a sound understanding of significant places and environments in the world and themes such as the weather and rivers. The teaching of these is satisfactory and pupils use maps, atlases and globes to find out where countries are and the names of famous rivers and mountains. One teacher encourages a collection of holiday postcards to help pupils plot where places are in the world and describe some of the features. Ten and 11 year olds are set challenges to find out where the longest rivers are or where the other deserts are to be found during their studies of Egypt and rivers. The pupils enjoy this research and the chance to prepare short topic books on geographical themes. A study of both the local area and that of a village in India develops other research and analytical skills satisfactorily. Eleven year olds talk confidently, and explain what a village in India is like and how there are similarities and differences in the way that places change; for example, with the introduction of transport and tourism. They are knowledgeable about the influence of the main trunk road close to their town, and eight year olds identify some of the advantages and disadvantages this has brought.
118. Teaching is satisfactory overall. The planning is too general and does not ensure that pupils are being challenged to develop and use the full range of geographical and enquiry skills. There is inconsistent development of fieldwork techniques to extend pupils' knowledge of maps and plans through the school. Eleven year old pupils studying the local river were not expected to describe its location by grid references or use their knowledge of the different stages of a river to identify the

physical features on maps. Whilst eight year old pupils understand terms such as 'cuttings', 'trees' and 'woodland', there is no challenge to describe the route they were taking with reference to using this knowledge, and their understanding of direction was not developed.

119. Teachers make good links with other curriculum areas, in particular literacy. They use a good range of writing tasks to develop pupils' knowledge as well as to help them track the pupils' progress during a topic. Eleven year olds write emotive newspaper articles for the day of the earthquake, as well as personal diary entries which show a good understanding of the impact this would have had on people's lives. The work was matched well to the different writing abilities of the pupils.
120. The co-ordinator has carried out some monitoring of geography lessons, but there is not enough attention being given to checking that teachers' plans are identifying the skills that are to be taught. The implementation of the new scheme of work has not been routinely checked and there is no clear plan for the use of the funds to strengthen resources. Whilst the school has begun to identify the key learning and thinking skills, the co-ordinator has not yet provided sufficient guidance on how geography lessons can support their development.

HISTORY

121. Although there were only two lessons seen during the inspection, evidence from the sample of work, displays and talking with seven and 11 year old pupils indicates that standards exceed expectations. The co-ordinator's very good leadership is improving teaching and learning. This is achieved by emphasising the use of evidence to establish the links between past and present and to improve pupils' research and enquiry skills. As at the last inspection pupils enjoy this subject and have good attitudes to working together. The teachers capitalise on this with an improved range of resources and local studies.
122. Seven year olds have a good understanding of how events, such as the Crimean War have influenced the present and recognise broader issues such as the changing role of women. Teachers' planning is good and directs pupils to look for evidence from a range of sources. A lesson for seven year olds makes good use of old photographs taken at local beaches to consider differences between a day at the beach a hundred years ago and a similar day today. Some of the pupils recognise features at these beaches, such as the pier, and talk about how they had changed over time. The questions asked about the appearance of an elephant at Paignton beach helped pupils make the connection with the town's zoo, that is still a seaside attraction. In work about the Fire of London eyewitness accounts were shared with the pupils and they then wrote their own diary reports. These show a good understanding of the reactions of Londoners as well as their knowledge of the facts about this event. The writing tasks were well matched to the different abilities. Some lower-attaining pupils make good progress in their choice of vocabulary.
123. Pupils in Key Stage 2 are also making good progress as consequence of the good teaching. They become more critical of different interpretations of history through the different accounts of life on board Drake's ship, the Pelican, and also from the chance to see a replica of the boat at a local harbour. In a lesson for ten year olds questions from the teacher challenges them to speculate on how ships would have communicated in Tudor times. The pupils go on to explain what has developed to

get over this problem. Interviews with local residents as well as a detailed study of the local town helps nine year olds piece together the influence of the Victorians.

124. Teachers organise their lessons well. Pupils sometimes work in groups matched to their reading and writing abilities, and additional support is well briefed by the teacher. In a lesson on Tudor sailors, these groups receive good support from teaching assistant who frequently checks that they understand some of the vocabulary used in the description of Tudor sailors. Lessons make good use of the resources, including information stored on computers, and web sites. A good range of newspaper reports and personal reminiscences on the music of the '60s encourages 11 year olds to raise their own questions and pursue other lines of enquiry into this era.
125. The co-ordinator regularly monitors the planning and gives good advice to teachers on how they should be incorporating basic learning skills, such as enquiry, interpretation and communication, into their lessons. Teachers make good use of the local town as a basis for hunting down evidence and the local museum is used to provide additional resources. The good action plan for history sets out the continued checking on standards and what improvements are to be made to the way teachers keep track on pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards at the end of both key stages are broadly in line with national expectations. The monitoring of girls' and boys' use of information and communication technology shows no significant differences. The school has made satisfactory progress since the last inspection and raised standards in areas such as control technology, word processing and handling information, which were found to be unsatisfactory. There is now a comprehensive policy and scheme of work and good progress is being made to raise standards further.
127. Seven year olds achieve standards expected of them. In a lesson six year olds explained how to make a graph of favourite fruits and described systematically the process they had used to create this on the computer. Six year olds were well taught how to programme a moveable robotic and at the end of the lesson could show the importance of giving precise verbal instructions to one another for moving around the room. Seven year olds create graphs of eye colours using a data base, whilst in another Year 2 class pupils were successful in using search techniques to find information on animals. Pupils of all abilities are eager to create a sentence and save it to their own files. Higher-achieving pupils are challenged to improve their work by being taught how to use different fonts, size and colour.
128. Key Stage 2 pupils are achieving satisfactory standards and making appropriate progress. They are developing their work in control technology through the use of a control programmes, and nine year olds competently used the 'repeat' command to create different shapes. All ability groups are well challenged by this activity and two of the girls employ logic in noting that the number of moves related to number of sides. In Year 5, a group of pupils were using the Internet to gather information about Hindu weddings and, through careful support, search for the information they required. However, there are still some gaps in the software available to pupils. In one lesson 11 year olds had trouble searching for information on rivers as they had not developed sufficient skills in refining a search and there were no 'favourite files' available to help. Pupils in Key Stage 2 make good use of word-processing skills in

the presentation of their work on poetry, in writing 'Aesop's Fables' and in presentations of their work on Christian worship. They also effectively represent the data they collected in a local traffic survey.

129. Most of the teaching of information and communication technology is good. Teachers have appropriate expectations of pupils and teach them the basic skills in an interesting way. The best teaching makes good use of clear explanations and encourages pupils towards independence in their use of different programmes. This challenges their learning and enables the higher achievers and average pupils to use their knowledge constructively. There is effective support provided for the lower-achieving pupils, who are enthusiastic about what they can do.
130. Teachers encouraged pupils to research the Internet at home as part of their project on rivers in Year 6. Pupils appreciate this linking of school and homework and are very confident about their abilities and how computers can be useful to them.
131. Resources are good. The school has had an information and communication technology suite for the past year and all classes are timetabled to use it during the week. Pupils also make use of the suite at other times, usually in groups for information gathering. There are computers in classrooms and other parts of the school for pupils to use and the co-ordinator is quickly building up appropriate software to cover the different curriculum subjects. Good provision is also made for a partially-sighted pupil to use a computer with specially adapted fonts and there is a suitable touch type programme to support the development of keyboard skills for pupils of different ages.
132. The co-ordinator has a clear picture of staff training needs for the coming year and of what is required for all teachers to feel confident in the use of the computer suite. He has monitored the range of work across the two key stages and good procedures for record keeping are in place. The subject is in a good position for further improvement in the future.

MUSIC

133. Due to timetable restrictions it was only possible to see a mixed class of reception and Year 1 pupils. Consequently, no judgements have been made in relation to standards of attainment, teaching and learning at this key stage.
134. Eleven year olds are meeting the standards expected of them and standards have been maintained since the last inspection.
135. In Key Stage 2, pupils play tuned and non-tuned instruments when accompanying their singing. Eight year olds kept the pitch and rhythm throughout a familiar song without instrumental accompaniment. They control two- and three-part singing and add a clapped accompaniment. Pupils are also change the pulse and dynamics of their singing. Eleven year olds collaborate in small groups to compose pieces of music using pitched instruments for a future performance. They practise confidently together, exploring the sounds instruments make. They match these well to the moods identified in the theme of 'dreams'. Pupils discuss their work freely and confidently offer suggestions and ideas. They write appropriate scores to develop in future lessons. A brisk, focused, pace of work is maintained by pupils. They are all motivated and make good progress during lessons.

136. Teaching at Key Stage 2 is satisfactory overall with some good features. In the best lessons, expectations are clearly communicated to the pupils, a good pace is maintained and resources are effectively used. For example, pupils listen to music by Robert Miles entitled 'In my dreams' as the starting point for ideas for their own compositions. All pupils' contributions are valued and teachers use questions effectively to clarify their understanding.
137. Overall, the management of the subject is satisfactory, with appropriate schemes of work in place that now cover all aspects of the music curriculum. This is an improvement since the last inspection. The pupils have taken part in a musical performance at Buckfast Abbey but the school has not developed sufficient opportunities for pupils to develop their performing skills through regular sharing of their singing and playing; as in class performances. The co-ordinator would like to develop the subject further in order to raise standards in performing skills but does not have the expertise to take this forward. A music specialist visits the school regularly to give additional in-class support to Key Stage 2 pupils and this benefits teachers by raising expectations of what can be achieved. Resources are adequate for the delivery of the music curriculum, and were used effectively in the lessons seen.
138. The provision of extra-curricular musical activities such as keyboard and recorder clubs enriches the experiences of some pupils. In addition, tuition is available from visiting music specialists for some pupils to learn a range of musical instruments.

PHYSICAL EDUCATION

139. Attainment in games skills is similar to that expected of pupils aged 11, and in swimming they exceed the recommended standard. More than 30 per cent of 11 year olds are following a challenging swimming course and make good progress in extending their personal survival skills. Inclement weather disrupted outdoor games lessons for pupils at both key stages and a judgement on standards is limited to observing pupils in the confined area of the school hall. However, seven year olds demonstrate standards that exceed expectations in throwing, running and jumping.
140. The swimming lessons for all the classes are very well organised and pupils make good progress in water confidence, skills and techniques. The outdoor pool is close by to the school and the lesson involves very little wasted time. The attention to the health and safety of the pupils is first class. The helpers are all provided with a health profile of the pupils and there are clear instructions on what to do in an emergency. Adult helpers in the pool are a calm presence and give confidence to weaker swimmers. Lower-attaining seven year olds jumped and even hopped around the pool as well as immersing themselves in the water. One pupil did without her swimming aid and jumped off the low submerged shelf into the deeper water with pride and joy shared with her own adult helper. The lessons have very clear objectives for each group of pupils, for water skills, techniques and personal survival, and this helps teachers make the best use of the time. The teaching by the Year 6 teacher is very good. The skills of backstroke were demonstrated carefully and explained briskly. Time was given for the pupils to practise, and then individual coaching was given. The instructions at this stage in the lesson showed a very good knowledge of the techniques needed to improve the stroke; for example, such hints as *"Look for a spot on the side"* and *"Don't rush the stroke"*.

141. The teaching of games skills to pupils in Key Stage 1 was good and seven year olds demonstrate standards that exceeded expectations. This is an improvement on both the standards and the teaching in Key Stage 1 since the last inspection. Teachers have high expectations and this was demonstrated by the demanding warm up activities. The teachers moved around the well-organised groups suggesting improvements to techniques. For example, six year olds were shown how they could defend their space and to watch and anticipate where the throw may come from. In an exemplary lesson seven year olds quickly and independently set up a range of challenges and, using their own records from an earlier lesson, set about measuring the improvement of their friends in running, jumping and throwing. They explained how they had got better and why, referring to their own levels of personal fitness as well as improving their skill. One pupil explained how working indoors was harder *“Because it is more difficult to measure with metre rulers than with a tape measure”*. The teacher was very well prepared and the emphasis on developing and refining skills was managed very effectively through the personal challenges and the constant encouragement to pupils to evaluate their achievements. The lesson was also highly effective for all the pupils to learn how to work with and respect each other.
142. The development and improvement of teaching and learning are very well led and managed by the co-ordinator. The school has continued to build on the strengths reported in the last inspection. There is now a good collection of music for dance lessons, and long-term and medium-term planning has been improved to ensure that skills are taught systematically. The co-ordinator has successfully managed a link with the local community college that has brought in additional expertise in teaching games, gymnastics and dance. This has improved her own expertise that she shares regularly with staff, placing particular emphasis on how lessons can promote an active and healthy lifestyle.

RELIGIOUS EDUCATION

143. The last inspection report identified weaknesses in attainment in religious education. The school has rectified these weaknesses and attainment for seven and 11 year olds is above what might be expected in the Devon Agreed Syllabus and Qualifications and Curriculum Authority’s scheme of work.
144. By the age of seven, pupils are confidently developing their knowledge of the characteristics of religious beliefs. They have made good progress in their understanding of Christian festivals such as Christmas and Easter and of customs such as christenings. Six year olds could recall some of the customs and symbols of the Jewish festival of Hanukah and the preparations required for these, whilst seven year olds used the vocabulary associated with Christian and Muslim worship. They understood the holy nature of both the Bible and the Koran.
145. At Key Stage 2, pupils are making good progress in developing their knowledge of religious festivals through studies of additional faiths alongside Christianity. Two ten year olds recalled many details of a Hindu wedding whilst talking to six and seven year olds in assembly. The teacher prepared a good display that brought the costume and items used close to the pupils. This acted a positive stimulus for their later research. By the end of Key Stage 2, pupils are considering what they can learn from Christian religious buildings and ways in which artefacts such as the font and stained-glass windows play a part in this.

146. The quality of teaching is good and represents considerable improvement in teachers' subject knowledge since the last inspection. The most effective lessons support pupils' learning with a good range of religious artefacts, pictures, books, videos and the use of the Internet. The lively teaching includes skilful questioning which challenges pupils and also encourages them to want to know more. Six year olds were questioning whether the Hanukah candles were kept burning all the time, while in a Year 2 class the use of a video on Muslim worship stimulated discussion and enquiry over why women covered their heads when they entered the mosque. Pupils are encouraged to work independently in Key Stage 2 by using the Internet to find out more about different religious festivals such as Judaism. Teachers encourage pupils' positive attitudes to religious education by asking them to share in assemblies some of the knowledge about religion that they have gained.
147. The subject is well led. The co-ordinator has built up a good range of resources for the teaching of religious knowledge and organises visits to other places and visitors to the school who represent other faiths. She makes sure that there is a good balance between learning about religions and Christian worship. The co-ordinator effectively checks on what is being covered in lessons and the standards achieved. There is clear action plan for further developing work in the subject; particularly how lessons can be planned to give greater attention to the more able pupils.