

INSPECTION REPORT

WILCOMBE PRIMARY SCHOOL

Wilcombe, Tiverton

LEA area: Devon

Unique reference number: 113342

Headteacher: Mr S. Earlam

Reporting inspector: Mr D. Nightingale
OFSTED Inspector Number: 18911

Dates of inspection: 1st – 3rd May 2001

Inspection number: 192293

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:	County
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Lazenby Road Wilcombe Tiverton DEVON
Postcode:	EX16 4AL
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A Rice
Date of previous inspection:	June 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18911	Mr. D. Nightingale	Registered inspector	science; information and communication technology; religious education; special educational needs	What sort of school is it? The school's results and pupils' achievements. Pupils' attitudes, values and personal development. How well are pupils taught? How well the school is led and managed.
13450	Mrs J. Madden	Lay inspector	None	How well does the school care for its pupils? How well does the school work in partnership with parents?
18344	Mr D. Earley	Team inspector	English; design and technology; history; physical education equal opportunities; English as an additional language	How good are the curricular and other opportunities offered to pupils?
11848	Mr J. Taylor	Team inspector	mathematics; art; geography; music; foundation stage curriculum	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is for children aged 3 to 11 years and is smaller than many primary schools. There are 123 pupils on roll, including 20 children in the nursery class who attend part-time. There is a similar number of boys and girls, although in Year 1 there are twice as many girls as boys and in Year 5 there twice as many boys than girls. Information from the statistics available indicates that when children enter the school their overall attainments are very low when compared with what is expected of children of their age. There are high levels of social and economic disadvantage in the families from which the school draws its pupils. A significant number of children join the school after the reception year. Overall, about 34 per cent of children either join or leave the school during the course of a school year. Thirty-four per cent of pupils are eligible for free school meals; this is above the national average. There are 33 pupils on the register of special educational needs which is above average compared with schools nationally. There are three pupils with statements of special educational needs and this is also above average. There are no children from ethnic groups or with English as an additional language.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education for its pupils. The good guidance the school gives to pupils in their moral and social development is reflected in the good relationships between pupils and in the way they consider each other's feelings. The quality of teaching overall is satisfactory. In half of the lessons observed it was good or better. The overall leadership and management of the school are satisfactory. The school has made satisfactory improvement since the last inspection. The school provides satisfactory value for money.

What the school does well

- Provides effective guidance in social and moral development so that there are good relationships between pupils
- Teaching has improved since the last inspection and is now good in five lessons out of ten.
- Provides well for pupils with special educational needs
- Procedures for assessing what children know how well they make progress.
- The influence of subject leaders in the monitoring of the work in their subjects and in helping raise standards.
- Financial planning is good.

What could be improved

- Standards achieved by pupils in English, mathematics and science by the time pupils leave the school;
- A clearer understanding of how the governing body work as a corporate body with staff and parents to contribute to the implementation of the aims of the school.
- The level of support staff, particularly for children in Reception and Years 1 and 2.
- More frequent opportunities for parents to meet with their child's teacher to discuss progress.
- Documentation and training for staff in child protection procedures.

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 satisfactory progress since the last inspection. Test results show that standards have risen in mathematics in Years 1 and 2 and in English by the time children leave the school. There has been a slow but steady improvement in standards in English and mathematics – this has been particularly influenced by the good progress of pupils with special educational needs. Inspection evidence shows that by the time children leave the school standards are improving in mathematics, English and science. The establishment of an information and communication technology (ICT) suite is helping to improve standards in ICT. The improvements in pupils' personal development noted at the last inspection have continued. The improved attitudes of children are beginning to influence the standards achieved. Although still below average the levels of attendance have improved. Improvements in the quality of teaching have been sustained: a higher proportion of good teaching was seen at this inspection. Delegation of responsibilities to subject co-ordinators has been successful. In some subjects they take an active and influential role in monitoring

standards and progress. Progress has been made in developing the curricular emphasis on writing, spelling and ICT and necessary work on this is still continuing. The development of pupils' self-sustained and independent learning has made satisfactory progress.

STANDARDS

Where the results are for ten or fewer pupils then the data from the National Curriculum test are not published. Results over the past five years show standards to be very low although there has been some improvement in standards in English by the time children leave the school. Raising standards is a key target for the school. Inspection evidence indicates that the effect of the National Literacy and Numeracy Strategies are beginning to influence standards, which are rising slowly but are still well below what would be expected for children of their age. Standards in science are also well below average. Pupils have made good progress in ICT with the youngest children working at levels close to those expected for their age. By the age of eleven standards in ICT are well below those expected for that age because the ICT, suite has not been in school long enough to enable the oldest children to benefit sufficiently from using the new computers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils enjoy coming to school and show interest in their work. A small number of children find it difficult to sustain concentration.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in and around the school. They respond well to reminders to settle quietly to their work. Those children who show challenging behaviour are well managed so that they respond to the high expectations of good behaviour
Personal development and relationships	Good. Relationships between adults and pupils and among pupils themselves are good. Most children help one another and they often show concern for others. Most children understand how what they do has a good or bad effect on other people.
Attendance	Unsatisfactory. Levels of attendance are improving but are still below the national average.

Aspects of pupils' personal development are good, particularly in the concern they show for each other. This is reflected in generally good relationships between children, who co-operate when needed and work together sensibly. Improvements in pupils' attitudes are reflected in improving levels of attendance. Pupils who find it difficult to behave respond well to their teachers' good management of their behaviour.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is satisfactory, enabling pupils to learn at a satisfactory rate. Teaching was satisfactory or better in 97 per cent of lessons seen; in 35 per cent it was good and in 18 per cent it was very good. Three per cent of teaching was unsatisfactory. In nearly all of the lessons seen with children under the age of five teaching was good or better. Children with special educational needs also receive good specialist teaching. The quality of teaching has improved since the previous inspection. The teaching of all subjects seen during the inspection was at least satisfactory and it was good in English and in ICT. No teaching of music was seen.

Teachers have good classroom management skills, which encourage children to behave appropriately and work steadily. The introduction of the National Literacy and Numeracy Strategies has helped teachers improve their

teaching of the basic skills children need to learn. Work is marked well and teachers use their day-to-day assessments of pupils' work to effectively plan new work or set children suitable targets. Pupils with special educational needs learn well, particularly when they receive specialist support and teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. National and local guidance provides a sound structure for the curriculum. All pupils have equal access to all subjects of the National Curriculum and religious education. There is a lack of balance to the curriculum as not all subjects are covered in sufficient depth. There is good provision for personal, social and health education. There are not enough opportunities for children to extend their skills in literacy and numeracy through work in subjects such as history, geography and religious education.
Provision for pupils with special educational needs	Good. Individual education plans provide appropriate targets and help pupils make good progress. Those children supported by the Reading Recovery programme make good and sometimes very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Children are taught well to distinguish between right and wrong. Pupils are encouraged to take responsibilities to assist around school. Opportunities for them to develop an understanding of living in a community are good. Pupils have suitable opportunities to develop knowledge and insight into values and beliefs.
How well the school cares for its pupils	Satisfactory. Procedures for assessing pupils' progress are good and are used consistently well throughout the school. Procedures for monitoring and supporting pupils' academic progress are good. There is no child protection Policy or suitable documentation: not all staff have had appropriate training.

Parents' views are generally supportive of the school. The Family Literacy project is proving beneficial to those parents involved. Although newsletters and reports provide important information for parents there are not enough opportunities for parents to meet formally with teachers to discuss their children's progress. The curriculum is suitably planned, with due emphasis given to literacy and numeracy. Although the curriculum is broad it lacks balance because subjects such as science, geography, history and religious education are not covered in sufficient depth. Procedures for encouraging good behaviour are successful.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has led the effective implementation of strategies to bring about improvements. Subject co-ordinators and team leaders significantly influence the work in their subjects. Together with the headteacher they work as a cohesive team.
How well the governors fulfil their responsibilities	Satisfactory. The governing body has a well-organised committee structure which successfully helps it fulfil its statutory role. Through regular visits and other information provided governors have a good knowledge of school. The governing body does not always act as a corporate body to work with the headteacher and staff to share a unified sense of how the school should develop further.
The school's evaluation of its performance	Satisfactory. The school has appropriate targets for future development based on the need to raise standards. Monitoring of pupils' work, test results and teaching helps identify issues to be addressed.
The strategic use of resources	Satisfactory. Financial planning is good and has successfully managed the reduced budget available. There is no classroom support for the reception-aged children to help them better organisation their work. Improvement in the

	number and quality of computers has helped improve standards in ICT.
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There is an appropriate level of suitably qualified teaching staff. Support for pupils with statements of special educational needs is satisfactory but there are no other classroom support staff to help with the organisation of lessons and to support pupils' learning. Leadership overall is satisfactory. The school development plan is much improved and provides a good structure for development. The relationship between the headteacher and governing body is strained, which affects their unity of purpose in working to achieve the best for the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are expected to work hard and to achieve their best; • The school is helping their children to become mature and responsible; • The good teaching their children receive; • Their children are making good progress 	<ul style="list-style-type: none"> • The range of interesting activities outside of lessons; • The information they receive about their children's progress; • The school work closely with parents; • Behaviour in the school could be better.

Parents have a satisfactory view of the school, recognising that it does do some things well but that there are areas for improvement. Some parents do not always approach the school with problems, preferring to remove their children without discussing the problem.

Evidence from inspection supports parents' positive views. Although the school does not provide an extensive range of activities outside lessons the number of activities teachers provide in their own time is satisfactory for a school of this size. Children's behaviour is satisfactory. There are several children with behaviour that challenges the accepted rules but when they misbehave they are dealt with effectively by teachers. Parents do not have enough opportunity during the year to meet formally with their children's teacher to discuss progress and find out how they can help support their children at home. This supports parents' concerns about the school's work with parents and the information they receive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainments on entry to the school are very low by comparison with what could be expected for their age. Many children have limited skills in communication. By the time they transfer to the next stage of their education, at the end of the year in which they five, most children have made good progress, particularly in the nursery. Progress in the reception class is inhibited by the lack of adequate classroom support to support these young children when they work without the teacher's direct supervision. By the age of five most pupils have achieved the targets set in the early learning goals in **personal, social, emotional, physical and creative development** but few children achieve the expected targets for **language and literacy, mathematical development** and in their **knowledge and understanding of the world**.
2. Pupils performance in the National Curriculum tests for eleven-year olds in 2000 was very low compared with the national averages in **English, mathematics and science**. Trends in national test results have been well below the national average although there has been some improvement in **English**. Evidence from the inspection supports this improvement in all three subjects although standards are still well below average. This trend is also noticeable in the results of National Curriculum tests for seven-year olds, particularly in **mathematics**, where a well above average number of children attained the expected level (Level2) in 2000. Inspection evidence indicates that it is unlikely that this high level will be achieved this year as not enough pupils were achieving consistently at Level 2 in their work in class. This is partly due to the differences between small cohorts where the results of a very small number of children can significantly influence the overall performance of the school. Standards in **reading and writing**, however, were very low. Inspection judgements show that improvements in the quality of teaching are slowly beginning to raise standards. Most children start school with the disadvantage of very low language and communication skills. By the time they leave the school their achievements are satisfactory as they make steady progress, and in some cases good progress. Their overall attainments however, still remain well below average by the age of eleven.
3. The significant number of children with **special educational needs** and a higher than average number of pupils leaving or joining the school significantly influence these results. Pupils with special educational needs make good progress towards the targets set for them. This is particularly evident in lessons where they receive additional support from a skilled specialist teacher, particularly in the development of reading skills. An analysis of test results of eleven-year-olds in 2000 showed that many of these children had made very good progress from the results they had achieved in the tests for seven-year olds in 1996. Even so these pupils had not achieved the level (Level 4) expected for their age.
4. Inspection found standards in **English, mathematics and science** to be well below average as few children were working consistently at the levels expected for their age. The school places emphasis on teaching literacy and numeracy skills and this is beginning to have an effect on pupils' attainments, which are slowly improving. By the time children leave the school most of them read competently, although some of the lower attaining children read hesitantly and stumble over some words. The more able children talk knowledgeably about the plot and characters in the stories they have read and begin to offer suggestions about why events happened or what might happen next. Most children are competent in finding information from reference books. By the time they reach eleven most pupils use correct punctuation in simple

sentences. Higher achieving pupils use more complex sentences and more consistently organise these into paragraphs. The lower achieving pupils' writing is less accurate and their ideas in stories and accounts lack clarity and order. Pupils' handwriting is generally not well developed.

5. Standards in **mathematics** have benefited from the introduction of the National Numeracy Strategy. By the age of seven children have a suitable understanding of number processes using numbers up to 100, although their mental recall of number facts is weak. The oldest children, in Year 6, have an insecure understanding of the structure of numbers. They are unsure of the value of each digit within a number and only the more able know how to use the decimal point correctly. Their knowledge of standard units of measure is also poor. Children do not have enough opportunity to work independently to develop and use their skills in solving problems by trying their own ideas.
6. Standards in **science** are well below average and have improved only marginally over the past few years. This is partly due to the emphasis the school has placed on literacy and numeracy. Children do not study topics in sufficient depth to give them the knowledge and understanding appropriate for their age. Too few opportunities are provided for pupils to conduct their own experiments. By the age of eleven children know of the need to ensure that tests are fair but they have not had enough chance to consider how to conduct these tests through a range of different experiments. Not enough use is made of children's numeracy skills, such as using graphs, to record work in different ways.
7. Standards in **information and communication technology (ICT)** have improved since the last inspection and are now closer to what is expected of seven-year-olds but still below the expectations for eleven-year olds. The establishment of an ICT suite has been significant in this improvement but the suite has not been available long enough to enable the oldest children to reach the required standards. Pupils have developed skills in most of the expected areas of learning but they have not yet had the opportunity to use the Internet. Pupils are beginning to make good use of ICT in their work in other subjects, particularly to enhance the presentation of their written work. Pupils do not use their skills in literacy and numeracy in other subjects. Opportunities to develop children's writing in subjects such as geography, history and religious education are not taken and this also limits pupils' ability to express their knowledge and understanding in these subjects. Standards in **religious education** are below those expected of children of their age by the end of Year 2 and Year 6. Pupils do not study topics in enough depth to develop a suitable understanding of religious traditions or to understand the nature of belief and how it affects people's lives.
8. Standards in **physical education** are about those expected of children by the time they leave the school. In **art and design, design and technology, geography, history** and **music** not enough lessons or evidence of pupils' work were seen for a judgement to be possible. The evidence available indicates that pupils do not study these subjects in enough detail.

Pupils' attitudes, values and personal development

9. At the last inspection pupils' attitudes and behaviour were described as satisfactory and usually good. These standards have been maintained. Throughout the school pupils show sensible attitudes to their work. Children are confident to both ask and answer questions. They are interested in the practical activities and eager to take part, even if sometimes rather noisily. For example, pupils approach work in the ICT suite with a noisy enthusiasm but soon settle to work, as they become engrossed in the tasks. Their interest in most lessons is shown by the positive attitudes they have when teachers work with the whole class. They are not always able to

sustain this when they work independently without direct adult supervision. In some lessons pupils persevere with complex tasks when they are not clear what they are expected to do. In other lessons pupils, particularly the older ones, become restless if the work is too demanding.

10. Pupils' behaviour in lessons is satisfactory overall and often good. They usually behave well when the teacher is explaining tasks, although they sometimes need to be reminded several times to listen quietly. Once settled, most children listen attentively and behave well. In most lessons pupils settle to work quickly and many work well when not under immediate supervision. In a few lessons, mainly with the older children, pupils do not always move quickly to their places and settle quietly to work. A small number of pupils do not always listen carefully and their lively behaviour disrupts the lesson. Teachers manage these incidents well and pupils usually respond to the high expectations that they will behave acceptably. Those who persist are excluded from the lesson for a short time. During these sessions they work sensibly by themselves. During the inspection behaviour in the playground during playtimes and at lunchtime was calm, cheerful and friendly, even during the rough and tumble of boys' play. There were no reported incidents of bullying.
11. Relationships between adults and pupils and among pupils themselves are good. Most children show concern for each other. They work together sensibly in pairs or small groups, taking turns when necessary or listening to each others contributions. For example, in a mathematics lesson where pupils were unsure of the rules of a game involving money they agreed their own rules and followed them carefully. They helped each other play the game. Most pupils have a good understanding of how their actions have a good or bad effect on other people.
12. Pupils' personal development is satisfactory. They take responsibility for helping around the school; for example, older children collect younger children from their classroom for lunch and supervise them at their dining table. This has a positive effect on behaviour in the dining hall. They care for each other in the playground, responding quickly to help children who may have hurt themselves. In lessons pupils do not have enough opportunities to take responsibility for the organisation of their own work - for example, in science experiments. When the chance does arise, as was seen in a mathematics lesson, pupils respond well to the challenge. Representatives are elected to the School Council but it does not meet often enough to allow children the chance to express their views and develop their responsibility for aspects of school life.
13. Children under the age of five make good progress in their personal and social development. They take part in most lessons with interest and are developing appropriate levels of concentration and independence. Children develop a suitable understanding of right and wrong and know that rules are needed in order to be able to work and play together. They usually behave well towards each other. They manage their own personal hygiene and dress and undress themselves independently when necessary.
14. Attendance is unsatisfactory as levels are below the national average. There is a high level of unauthorised absence mainly due to several parents who do not inform the school of reasons for their children's absences. There has been a steady improvement in attendance over the past few years. Most children arrive at school on time and lessons start punctually.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching overall is satisfactory and this is reflected in pupils' satisfactory rate of learning. Teaching was satisfactory or better in 97 per cent of lessons seen; in 35 per cent it was good and in 18 per cent it was very good. It was unsatisfactory in three per cent of

lessons. Teaching was good or better in nearly all of the lessons seen with children under the age of five. The specialist teaching of children with special educational needs was also good. The quality of teaching has improved since the last when inspection, when only 30 per cent of lessons seen were good. Improvements in the quality of teaching have been brought about by a more stable staff who have benefited from suitable training. The teaching of all subjects seen during the inspection was at least satisfactory and it was good in English and in ICT. No teaching of music was seen.

16. A strength in the teaching in nearly all lessons is the good classroom management and control of pupils. Several pupils, particularly boys, present challenging behaviour. Teachers deal very effectively with any disruption and make good use of the school's strategies for managing behaviour. The good relationships between adults and pupils help establish suitable working atmosphere in classes. In some lessons teachers have to work hard to establish this working climate. A notable feature of this is the maintenance of a calm and positive approach to the children. Teachers have high expectations of how pupils will behave and be involved in lessons. Praise is used effectively to reward those children who do not find it easy to maintain suitable levels of concentration and behaviour. As a result most children work hard, particularly when faced with a difficult problem to solve, and sustain good levels of concentration
17. Well-planned lessons underpin most of the good teaching. The objectives for what pupils are to learn are clear and these are shared with pupils. Knowing what they are expected to achieve helps pupils to work with more purpose and better concentration. Good planning, particularly in English, identifies what activities pupils of different abilities, including those with special educational needs, are expected to do. This makes sure that children work at activities graded to suit their level of attainment. As a result of the careful planning lessons are well structured and lead to good teaching. In some lessons the planning has some weaknesses and this is reflected in aspects of the lessons. Objectives are not always expressed in terms that are easily understood by the children and they are not consistently shared with pupils. When pupils are not clear about what they have to learn they often work with little purpose. In a small number of lessons the tasks pupils work at are not clearly identified in the planning. This results in explanations to the children that are not always clear. In a small number of lessons, particularly mathematics, the work planned for the more able children is not challenging enough.
18. Where lessons are well taught teachers use effective methods. Stories are well read to hold pupils' interest and supported by good questioning to help pupils develop their understanding. A good example of this was seen with the Reception children who listened attentively to the story of *Hansel and Gretel* when taking part in the Family Literacy Project. In most lessons teachers use questions effectively to develop pupils' thinking and to include all children in the activity. As a result, children think carefully about their answers which they are usually confident to give. Basic skills, particularly those needed to develop reading and writing skills, are taught effectively. The effect of this is beginning to be seen in an improvement in standards in English. Good teaching of the whole class is successful, particularly in oral mathematics sessions, although the brisk pace of these sessions is not always maintained. When children are working teachers support each group, observing what they are doing and offering advice or instruction on how to improve their work or solve a problem. In some lessons there is not enough direct teaching of the ideas pupils will need to be able to do tasks. As a result, children find the work difficult to solve as they are expected to make too big a step in their understanding. For example, in a mathematics lesson, children found it difficult to find pairs of numbers to make 100 as they had not had enough practice in doing this in their oral mathematics session.

19. Most lessons begin with the revision of work from previous lessons. This is very important as some children find it difficult to relate ideas from previous lessons to new work. This revision helps children to use their knowledge to help solve new problems. Where teaching is good, children receive good explanations so that they know what they are expected to do. This improves their understanding of a topic so that they are confident to use the strategies that have been taught. For example, in a very good design and technology lesson pupils showed they had learned how to select appropriate materials to make a moving toy. Clear instructions lead to children working well and producing suitable amounts of work. In these lessons pupils often make good progress. In a few lessons when instructions are not given clearly or given too quickly children do not have enough understanding of what is expected. As result they do not work independently and the pace at which they work and the amount of work they produce is limited.
20. In the better lessons teachers use their good subject knowledge well to give explanations and set suitable tasks. For example, in an ICT lesson with Year 2 and 3 children the teacher used a good knowledge of the subject to break instructions down into small steps so that children knew clearly how to program a model robot or simulate similar actions using a suitable program on the computer. Where teachers are less secure with their knowledge of a subject, particularly religious education, the quality and amount of work produced by children is limited. The tasks set do not help to extend pupils understanding of the subject and their learning is superficial.
21. Pupils with special educational needs receive good teaching. The teachers know the targets in children's individual education plans (IEP) so that they are well aware of what additional help children need. When pupils are withdrawn for specialist help, particularly on the Reading Recovery scheme, they receive very good teaching. The session is very well structured so that pupils work very hard and make good progress in each lesson. The classroom support assistants for those children with statements of special educational needs are used effectively to support children with their learning.
22. Resources are generally used effectively to support teaching or to help with children's learning. For example, in an oral mathematics lesson good use was made of a stick marked in ten sections to help children count forwards and backwards in tens. In the best lessons time is used well with lessons moving smoothly from one section to the next. This helps to keep a purposeful pace to the lesson. In a few lessons when time is not used well children are rushed through explanations, which causes some confusion or not enough time is given for children to consolidate what they have been learning. For example, in an English lesson with the oldest children a session on the use of the apostrophe was too short to allow children to consolidate what they had learned. In a small number of lessons not enough demand is made of the children to work quickly and produce enough work. Lack of classroom support for children of Reception age restricts the teacher's organisation of activities. As a result, children often work on activities without the benefit of an adult to support their work and ensure that they work purposefully at their tasks.
23. In the good lessons, short discussions at the end of lessons help teachers to consolidate what pupils have learned through asking them to explain what they have done. This helps in assessing what pupils need to do next. This is used sensibly to help plan work for the next lesson. During lessons teachers carefully observe children at work so that advice is given on how work can be improved. Marking of children's work is good, with effective use of praise and sensible comments on how to improve work or what needs to be finished used consistently. The discussions at the end of lessons are not used consistently well. Teachers do not always refer to the lesson's objectives to help pupils understand how well they have achieved and what

progress they have made. There are times during lessons when teachers could usefully remind children about the objective of the lesson.

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

24. The school does all that it is required to do in teaching all the subjects of the National Curriculum and the locally agreed syllabus of religious education. It provides a broad range of worthwhile opportunities to meet the interests, aptitudes and needs of all pupils, including those with special educational needs. However, the curriculum lacks balance because subjects such as science, religious education, geography, history and design and technology are not covered in enough depth. The school places a well-balanced emphasis on the teaching of literacy and numeracy. It takes advantage of national guidance in its planning of subjects of the curriculum. The school ensures that all pupils have equal access to all areas of the curriculum and have equal opportunities to succeed in them. It is working hard to address a criticism from the previous inspection by further developing the curriculum through an increased focus on pupils' skills in writing, spelling and the use of information technology.
25. The school makes good provision for pupils with special educational needs. Class teachers, with advice from the special educational needs co-ordinator, write appropriate IEPs for all children needing additional support. These identify key targets for pupils to achieve, not only academically but also socially, and indicate the proposed action to be taken. While teachers are good at identifying relevant targets they are not always defined precisely enough to make pupils' progress easy to measure. Regular reviews are held on pupils' progress and new targets set to continue to help children make progress. The recently introduced Reading Recovery programme aims to raise the standards of reading of those children who find reading most difficult. This is a well-structured programme of intensive support for individuals. It has so far proved successful with most children who have experienced the scheme.
26. The school makes effective use of the specialist skills of staff in order to enhance pupils' learning in, for example, special educational needs, physical education and ICT. The school has successfully implemented the National Literacy Strategy and has sound strategies in place for teaching literacy skills. This is seen in the gradual improvement in standards by the time pupils leave the school. The National Numeracy Strategy has not been in place for the same length of time and strategies for teaching numeracy skills are less well developed. Pupils make some use of their literacy and numeracy skills in other subjects. For example, in Year 2 pupils write about aspects of life during Viking times in history and in Year 6 they use writing in their designs for moving toys in design and technology. But such use is limited. In Year 5 pupils use their mathematical skills when learning about the percentage of income followers of Islam devote to the mosque, as part of their work in religious education. However, not enough opportunities are provided in other subjects of the curriculum for pupils to extend their skills in literacy and numeracy and to increase their understanding of these subjects.
27. The school provides a satisfactory range of extra-curricular activities. These include, homework club, football club, computer club and hockey club. The school provides opportunities for pupils to rehearse and participate in drama and musical performances during the year. In order to enrich the curriculum the school provides suitable range of visits to places of interest. These include Exmoor, Exeter Museum, beach studies and theatre performances. The school also provides opportunities for pupils to take part in residential visits. When, for example, they visit Bath or Okehampton, pupils take part in a range of exciting activities and extend their understanding and skill in living together in a community. Visitors to the school who help to extend the curriculum include theatre groups, puppeteers, athletes, local clergy and artists.

28. The school makes satisfactory use of the local community in order to enhance pupils' learning. For example, work in science is enhanced through involvement with the Devon Gardens Trust and pupils participate in local events such as Tiverton town walk. The local police and politicians come into school and talk to pupils and pupils visit the local church. The school makes good provision for pupils to learn about the experiences and responsibilities of adult life and to develop an awareness of citizenship. Pupils have opportunities to help with the smooth running of the school and to take on the roles of prefects. They visit the Mayor's parlour and learn about how debates are conducted in the council chamber. Pupils organise and run their own stalls during school fayres and older pupils help with younger pupils at lunchtimes. The school makes good provision for sex education and for education about healthy lifestyles and the uses and misuses of drugs. These are included as part of the science curriculum and the school's personal, social and health education programme. The school has satisfactory links with local schools. For example, staff share training and take part in education research with other schools. Pupils take part in competitive sport with other schools and make and receive visits to see theatre productions. The school has effective links with local secondary schools to ensure the smooth transfer of pupils.
29. The school's overall provision for spiritual, moral, social and cultural education is satisfactory. In its satisfactory provision for spiritual education it provides some limited opportunities for pupils to develop knowledge and insights into values and beliefs. They occur in religious education lessons and in the way the school shows that it values and respects all pupils and adults who come into school and values the contributions they make. The daily acts of worship meet statutory requirements and pupils have some opportunities to join in with prayer and reflection. The school also makes use of opportunities for spiritual development in other areas of the life of the school - for example, through the displays of work of famous artists around the school and in the music to which pupils listen attentively during assemblies. Pupils in Year 3, for example, are fascinated by the growth of plants in science and in Year 6 in book reviews pupils express their feelings about stories they have read.
30. Provision for moral development is good. In its code of behaviour the school sets out clear principles which distinguish between right and wrong and has an effective reward system to encourage pupils to work hard and behave well. In lessons, in assemblies and in the day-to-day life of the school all staff work hard to foster values which promote, honesty, fairness and respect for truth. Pupils generally show respect for the building, materials and equipment. Teachers take advantage of incidents in the life of the school to promote good behaviour and an understanding of what is acceptable and what is not.
31. Provision for social education is good. The school makes effective use of times when pupils come together to share feelings and ideas. For example, when they share use of a large parachute, to develop an understanding of how to take responsibility and live and work together as a community. Teachers take advantage of events in the daily life of the school to celebrate pupils' achievements and raise their self-esteem. For example, pupils who try hard or behave well are rewarded and other pupils and staff acknowledge this. Relationships are good and staff provide good role models. Older pupils are encouraged to work with and help younger pupils. For example, Year 6 pupils help younger ones in reading activities and meal times are organised in family groupings. The school reacts sensitively to times of personal crisis and pupils help to provide for those less fortunate than themselves by raising funds for such organisations as the National Children's Homes and the Air Ambulance.
32. Provision for cultural education is satisfactory. Pupils take part in local traditions associated with Coggan's Well and learn about local history in their history lessons and from visits to places such as Exeter Museum. They visit traditional seaside places and celebrate festivals such as

Christmas and Easter. In religious education lessons pupils have opportunities to learn about the cultures of other faiths such as Islam, Judaism and Hinduism. In history and geography lessons they learn about cultures in different times and places such as ancient Greece and Africa. In literature they use texts from other cultures and were recently provided with opportunities to learn about Japanese culture in the Japanese club. A visit by African artists stimulated pupils throughout the school to extend their knowledge and understanding of African art and culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Overall the school provides a satisfactorily caring and supportive environment where pupils are well known to their class teacher in particular and more generally about the school. Pupils with special needs are well cared for, enabling them to make good progress in their learning as well as being involved fully in the life of the school.
34. There is one area of care which is unsatisfactory, however - that of child protection. The person responsible for child protection is the head teacher, who is fully trained and who attends case conferences. All staff in the school know that it is to him they report their concerns, but training has not been adequate or information regularly updated. Procedures are not clearly laid out. In addition, the school has neither a child protection policy nor any documentation to show that it is complying with procedures adopted by the local Area Child Protection Committee. This should be remedied immediately. Appropriate governors now regularly check health and safety matters, but the head teacher and school governors have yet to agree to undertake a full-scale risk assessment of the school. First aid equipment and trained staff are available throughout the school day.
35. Good assessment procedures are used to support children's learning. This begins with the entry profiles compiled when children join the nursery and the baseline assessment when they move into the reception class. Teachers use the results of these effectively to plan suitable activities to support the progress of the youngest children. They also give some early indication of children with special educational needs. For example a high proportion of children have poor standards in speaking and often have difficulty talking about what they are doing, re-telling stories and negotiating with others. These problems are picked up in the early assessments and lessons are planned to rectify them.
36. The school makes detailed analysis of the results of the statutory and optional National Curriculum tests. Such analysis identifies strengths and weaknesses in English, mathematics and science among individuals and groups of children. It informs planning by making sure that lessons are built upon what children know and specific weaknesses are addressed. Overall, this is satisfactory as the school is now looking more closely at what children need to learn in order to progress. However, its impact is variable. For example, there is still a significant weakness in Year 6 of the rapid recall of addition, subtraction, multiplication and division facts highlighted in a previous analysis. Similarly, in science, where aspects of work which need to be improved have been identified, the curriculum has not been amended enough to ensure that pupils cover or revise the topics by the end of Year 6.
37. Other assessment, such as the school's October tests, ongoing details of progress in the core subjects and reading records, provide information for grouping children. Details from these help teachers, parents and children to set regularly revised and updated individual targets for improvement. These are enhanced by the spotlighting procedure, which highlights short-term goals for children to achieve. For instance, targets for a Year 2 child consist of making sure all

sentences begin with a capital letter and end with a full stop and learning by heart the 2 and 10 times table. Spotlighting is also used effectively to record children's personal and social development and to suggest ways it can be improved.

38. There are effective and consistent assessment systems in place, which comply with the current Code of Practice, to identify and assess the needs of children with special educational needs. This supports their progress through targets, which are securely based upon what they already know and can do. These are regularly reviewed and updated. Children are fully involved in this process and record their views on the IEP review. When necessary a wide range of tests is used to make a detailed assessment of a child to provide a full picture of the needs which need to be met.
39. Procedures for monitoring and promoting behaviour are good. The recently introduced behaviour policy is the result of consultation with parents, and focuses on positive reinforcement of good behaviour by, for example, individual awards, class awards and letters to parents in exceptional circumstances. This is balanced by sanctions where necessary. Good classroom management ensures that pupils whose behaviour is inappropriate are not allowed to disrupt the learning of other pupils in the class. In the playground pupils usually play well together. There is, however, a difficulty in seeing what all the children in the various areas of the playground are doing making supervision difficult.
40. Transfer from the nursery is well planned, with nursery children attending school assemblies and school events, as well as visiting their future classroom and getting to know their new teacher. Parents receive the school newsletter to encourage them to attend school events. During the inspection nursery children received merit awards at the whole-school assembly and were clearly enjoying the experience. Transfer to the High School is similarly well organised. During Year 6 secondary teachers visit pupils in their classroom and the pupils in turn visit the High School to take part in events and activity days.
41. Procedures for monitoring and improving attendance are satisfactory. However, the school makes little effort either to ensure that parents or carers have reported absent pupils early in the first day of absence or to check with parents when no message is received. Other measures being taken by the school such as the involvement of the education welfare officer, are succeeding in raising attendance rates but having little effect on unauthorised absence as some parents still do not supply reasons for their children's absences.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents see the school as satisfactory. The majority of parents feel that their children like the school, are becoming mature and responsible and work hard to achieve their best. They also feel that good teaching helps their children to make good progress. Should they have a problem they are confident to approach the school to discuss matters. They are, however, less happy with behaviour in the school, and a significant proportion of parents feel that the range of activities provided outside lessons could be improved. They also express the view that the school does not work closely enough with parents to keep them well informed about the progress of their children. Inspection evidence supports parents' positive views of the school and agrees with parents concerns about the lack of opportunity to meet formally with teachers. Parents whose children have special needs are, however, involved in review meetings and kept up to date with their children's progress. Pupils' behaviour is satisfactory, as is the provision of activities outside lessons.

43. Information for parents in the prospectus is well presented and informative. In addition, all parents of pupils starting in the Nursery receive a good quality welcome pack. Regular school newsletters ensure that parents are informed about the day-to-day life in the school, including events, birthdays, community centre news, and diary dates. The annual reports to parents about children's progress are satisfactory and show a clear knowledge of pupils. Judgements are accompanied by small amounts of text detailing what pupils can now do. Parents are sent an accompanying target sheet for their information.
44. The parents' meeting during the summer term is the only formal occasion for teachers to inform parents about their children's progress. Parents rightly feel that this is not often enough to keep them informed about their children's progress. There is an open door policy, of which parents of the youngest children take full advantage. However, because the school is close to children's homes most of the older children walk to school unaccompanied, so that parents and carers lose the opportunity for informal discussions before or after school. Curriculum meetings have until recently been poorly attended but a recent numeracy meeting involving children was a success and this formula will be used to encourage parents in the future. Parents are welcomed to the Friday assembly when pupils receive their commendations. These reflect the efforts the school is making to improve the partnership with parents.
45. Parents are encouraged to help in the school from the time their children start in the nursery and this is followed through by a small group of parents. However, a recent initiative in Family Literacy has proved successful in involving parents more closely in their children's learning and will be followed through into the next academic year. A small group of parents made an effective contribution to the production of the behaviour policy. The school does, however, have a problem with some of the more volatile parents who remove their children from the school without suitable discussions with staff to resolve problems.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The overall leadership of the school is satisfactory, as is that of the headteacher. He has identified appropriate priorities and has led the implementation of suitable strategies, particularly the management of children's behaviour, which are now beginning to help raise standards. This has helped the school make satisfactory improvement since the last inspection. The delegation of responsibilities to other staff is significant in improving provision in the important subjects of English, mathematics and ICT as well as for children with special educational needs. Teachers have welcomed this responsibility as they now make an important and valuable contribution to the development of the school. Relevant staff lead developments well and together with the headteacher they form a cohesive team committed to bringing about improvements.
47. The governing body meets its major statutory duties well through an effective committee structure and the appointment of individuals to oversee key aspects of the school such as special educational needs. They visit the school, observe lessons using an agreed format, talk to teachers and report back to the governing body. The information provided, together with information from the headteacher, ensures that governors are suitably informed about the quality of provision, the work of the school and the areas that need to be developed.
48. There is, however, tension between the governing body and the headteacher which limits the effectiveness of the school's leadership. In part this is due to different perceptions about the information needed and how easily it can be produced. The governors' view that some important information is not provided quickly enough or that deadlines are not met is valid in some cases. For example, not all the recommendations of a recent audit have been fully

implemented and reported to the governing body. In other cases, governors' expectations are demanding and do not allow enough time for work to be completed thoroughly. For example, the school improvement plan has not yet been presented to governors for final approval as it has, sensibly, needed to be revised to improve its quality, following advice from the local education authority. Although the governing body supports the school in its work and has worked with staff to agree on aims, there are different perceptions by individual governors as to how these can be best achieved. This results in the governing body not always acting as a corporate body and creates a source of tension between the governing body and the headteacher, which has yet to be adequately resolved.

49. There are sound systems for monitoring and evaluating the quality of education provided and the standards achieved. Since the last inspection the senior teachers and subject co-ordinators have been more involved in this work. There is a regular programme of lesson observation which is supplemented by visits by the local education authority advisers and other consultants. These have been successful in helping to establish both the National Literacy Strategy and National Numeracy Strategy effectively as well as improving the quality of teaching overall. The results of this are now beginning to show in an improvement in standards, particularly of those children with special educational needs. Teachers' planning is also monitored so that suitable advice is given and samples of pupils' work are seen regularly in order to track pupils' progress. These, together with an analysis of national test results, identify areas that need to be improved so that appropriate targets are set.
50. The most recent draft of the school improvement plan is a significant improvement on its predecessors. It provides a clear picture for the next two years of proposed developments which have raising standards as their main objective. The plan identifies appropriate targets and the steps necessary to achieve them as well as identifying who is responsible for their implementation and the time by when they should be achieved. The implications in terms of finance and resources are clearly stated. There are criteria by which to judge how successfully each target has been achieved and the most recent addition of "Key Questions" provides a valuable source for governors and teachers to make shared and consistent judgements. Although the governing body has discussed the plan it has not been involved enough in the development of the criteria for judging success. This contributes to the uneasy relationship between the headteacher and the governing body as governors are not always clear of their role in evaluating the school's success in meeting its targets.
51. Financial planning is good. The problems arising from a reduced budget caused by a fall in numbers have been managed well. The governing body faced the implications of a significant deficit in the budget and made hard but necessary decisions, such as reductions in staffing. Although governors discuss the implications of their decisions when they are made they do not, as yet, evaluate their impact at the end of each year. The criteria in the new school improvement plan should help them do this more effectively. The successful management of the budget means that the school now has a small amount of money available to fund improvements, such as increasing the teaching staff. These have been considered carefully to ensure that they can be sustained over time. Money is spent appropriately on children with special educational needs as are other grants that have specific purposes. The most recent audit report found systems for financial administration to be sound and well administered overall. Office staff provide good administration and support in the day-to-day running of the school.
52. The school is appropriately staffed by suitably qualified, and in some cases well qualified, teachers so that the National Curriculum, religious education and children under the age of six are all taught. Induction of new staff is sound, with appropriate arrangements for the support and further training of inexperienced teachers. The school's policy for performance

management has not yet been fully implemented and is behind the national timescale set for this. Support staff for children with statements of special educational needs are used effectively to help the identified children and others in the groups with which they work. The children in the nursery benefit from the support of a nursery nurse but there are no general classroom assistants to support work in other classes. This limits the teaching organisation, particularly in the class for Reception children, as additional adult guidance is not available to support an appropriate range of activities.

53. The school provides spacious accommodation, particularly in the Nursery. Good use is made of additional classrooms to provide an ICT suite, practical areas and rooms for children with special educational needs to receive specialist teaching. The buildings are cleaned adequately but maintenance has been limited by the shortage of money available. The governing body is now trying to resolve the problem. Resources for teaching ICT are good and for the teaching of all other subjects are adequate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school should:

- Raise standards in English, mathematics and science throughout the school by:
 - * continuing to implement the current strategies in English and mathematics;
 - * providing more opportunities for pupils' practical and investigative work in mathematics and science;
 - * providing more opportunities for pupils to use the literacy and numeracy skills in other subjects, particularly in geography, history and religious education.

(refer to paragraphs: 2, 4, 5, 6, 7, 26, 64, 67 – 70, 74 – 76, 80, 83 – 85, 87)

- Actively work together in a partnership of the governing body, headteacher and staff to fully implement the school's aims so that there is a shared sense of purpose for the further development of the school.

(refer to paragraphs: 48, 50)

- Improve the level of support staff
 - * by providing the Reception children with a level of support similar to that of the youngest children.

(refer to paragraphs: 22, 52, 63, 116)

- Increase the number of formal meetings between teachers and parents so that parents have more opportunity to gain information about how well their children are making progress and how they can help with their learning.

(refer to paragraphs: 42, 44)

- Produce a policy for child protection consistent with the area child protection procedures and making sure that all staff receive suitable training.

(refer to paragraph: 34)

55. The governing body should also consider the following minor issues for inclusion in the action plan:

- Improving the levels of attendance.

- Fully implementing the policy for the performance management of teachers.

(refer to paragraphs: 14, 41, 52)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	35	44	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	10	113
Number of full-time pupils known to be eligible for free school meals	0	48

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	32

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	2.4
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	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	58 (67)	58 (80)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	58 (60)	79 (73)	95 (27)
	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	7	3	10

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

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

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

Where there are 10 or fewer pupils taking the national tests results are not published in reports.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	123
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	24
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	20

Total number of education support staff	0.5
Total aggregate hours worked per week	16

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	235108
Total expenditure	237547
Expenditure per pupil	2160
Balance brought forward from previous year	0
Balance carried forward to next year	-2439

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	34	5	3	2
My child is making good progress in school.	45	40	10	0	5
Behaviour in the school is good.	24	52	19	2	3
My child gets the right amount of work to do at home.	26	50	14	0	10
The teaching is good.	36	50	5	0	9
I am kept well informed about how my child is getting on.	21	43	28	9	0
I would feel comfortable about approaching the school with questions or a problem.	43	40	12	3	2
The school expects my child to work hard and achieve his or her best.	36	55	2	0	7
The school works closely with parents.	14	48	28	3	7
The school is well led and managed.	16	57	10	5	12
The school is helping my child become mature and responsible.	29	60	3	3	3
The school provides an interesting range of activities outside lessons.	10	38	26	12	14

Parents have a satisfactory view of the school, recognising that it does do some things well but that there are areas for improvement. Evidence from inspection supports parent's positive views. Although the school does not provide an extensive range of activities outside lessons the number of activities teachers provide in their own time is satisfactory for a school of this size. Although some children behave inappropriately at times they are dealt with effectively by teachers so that behaviour overall is satisfactory. Parent's concerns on the school's work with parents and the information they receive are justified as they do not have enough opportunity during the year to meet formally with their child's teacher to discuss progress and find out how they can help support their child at home.

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

56. Most children enter the nursery with very limited educational experiences and their achievement is very low in the basic skills of literacy and numeracy. They make good progress in the nursery, in all areas of learning. While this continues in some areas in the reception class, progress is inhibited by the lack of adequate classroom supervision to support children's learning. By the age of five, the majority have achieved most of the nationally agreed early learning goals for the personal, social, emotional, physical and creative areas of learning. However, less than half have achieved a significant number of the learning goals for literacy, mathematics and knowledge and understanding of the world. This means that many do not have a good foundation for the National Curriculum.

Personal, social and emotional development

57. Most children dress and undress themselves independently and manage their own personal hygiene when they enter the nursery and others soon learn. Good quality of the teaching helps them to quickly develop an understanding of right and wrong and that there has to be agreed values and rules for groups to work harmoniously together. The teacher and nursery nurse are quick to seize on opportunities to underline these areas of learning. For example, they make sure that when involved in role-play, water activities and are in the house corner children take turns sensibly and share with others. Children's interest in learning is cultivated through the wide range of activities they enjoy every morning. They develop appropriate levels of independence and concentration when, for example, in story time their interest is engaged. Adults provide very good role models by treating each other and the children with respect and courtesy. This is reflected in the way children behave towards one another. These areas of learning continue to be well developed in the reception class. For instance, children learn the conventions that apply when answering questions and continue to be interested, excited and motivated to learn. Most achieve the early learning goals in this area of learning by the time they are five.

Communication, language and literacy

58. When they start in the nursery many children have poor communication skills when explaining what they are doing, re-telling stories and negotiating with others. Few answer questions in a structured manner, express opinions or make predictions when listening to a story. The learning opportunities and quality of teaching result in good progress. However, by the age of five many have not achieved the early learning goals in speaking, and, while they know that print carries meaning, many do not know letter sounds or read familiar and common words and sentences. Typical of the good progress made by the youngest children in this area of learning was shown in the nursery lesson based upon *Sing a Song of Sixpence* when the teacher brought a range of objects about the song for children to handle. This generated a great deal of interest and inspired some interesting questions and discussion. The stimulating learning environment in the nursery provides numerous opportunities for children to develop their language and literacy.

Mathematical development

59. Counting routines are a frequent occurrence in both the nursery and reception class. There is a weekly focus on a certain number in the nursery and children are helped to learn it through songs, simple adding and taking-away games and when sharing out resources. There is a similar good focus on numeracy in the reception class and the daily marking of registers is used particularly well to improve counting skills. Teachers and the nursery nurse are astute when supervising play activities in identifying opportunities to develop mathematical language such as

add, take away, smaller, bigger, round and flat. A good range of mathematical activities based on practical approaches are planned for the reception children but often, owing to the lack of suitable supervision, opportunities to channel these into improving children's learning in mathematics are lost. This means that few children by the age of five achieve the early learning goals in understanding simple addition and subtraction of numbers to ten, and developing mathematical ideas and methods to solve practical problems.

Knowledge and understanding of the world

60. Children are keen to explore and find answers by investigating. Nursery children plant seeds and learn about what plants need to grow. They water them enthusiastically. They look at the weather every day and record it on a flannel graph. The nursery nurse shows good skills in teaching some of them how to use the keyboard arrows and mouse when they use a computer program to learn about direction. Reception children learn how different sounds can be made through well-planned practical science activities. The visit of African artists earlier in the year provided chances for both nursery and reception children to learn about people from another culture. They are keen to talk about the patterns and pottery designs done at that time. Most of the learning goals in this area of learning are achieved by the age of five, although children have limited understanding of describing similarities, differences, patterns and change.

Creative development

61. Children join in with actions to accompany their singing and older ones learn how to play simple percussion instruments. Nursery children act out familiar scenes in role-play when dressing up or hoovering in the house corner. They draw, paint and print with increasing skill and are curious about how things work and how they are made. The self-portraits done at intervals by the nursery children to assess progress show how well their perception of shape develops. Creative areas of learning are promoted through opportunities to use a widening range of materials, imaginative and role-play. For example, in painting green figures in connection with the growing topic and cutting out playdough cake shapes for a party. The activity involving washing dolls' clothes, inspired by *'the maid was in the garden hanging out the clothes'* was especially good in this respect. As well as being of value as a role-play activity, it generated many other learning opportunities involving speaking and counting. By the end of reception children have achieved the early learning goals in this area of learning.

Physical development

62. Children in both the nursery and reception class use tools and materials such as scissors and playdough correctly, safely and with increasing control. Their handling skills are developed through sand, water, building and puzzle activities. They move with confidence, imagination and safety - for instance, when riding on bicycles and in play cars. They show good control and awareness of space, themselves and others when running, jumping and moving on climbing apparatus during a physical education lesson. Reception children progress well with physical skills needed for writing, painting and making. Almost all the children achieve early learning goals in this area of learning by the end of the reception year.
63. The quality of teaching is good, particularly in the nursery. Lessons relate well to the curricular guidance for the Foundation Stage and are planned to promote learning by first hand experiences. Activities challenge and inspire the children and are presented in an exciting and enthusiastic manner. The nursery teacher and the nursery nurse show very good skills in choosing the right moment to intervene and steer children's play towards learning. While lessons for the reception children are similarly well planned, the lack of a suitably qualified classroom assistant means these children are not regularly receiving the support they require, particularly to help their progress towards achieving important learning goals in literacy and mathematics.

ENGLISH

64. By the end of Years 2 and 6 attainment is well below the national average. This is in line with the findings of the previous inspection. It is an improvement on the results of the 2000 National Curriculum tests for pupils aged seven and eleven, where in reading and writing attainment was very low compared with national averages and with averages for similar schools. The 2000 National Curriculum test results show that by the time they are eleven pupils' progress from age seven is as would be expected nationally for similar schools. The improving attainment, particularly in reading, is a result of the hard work by the staff of the school and by their shared commitment to raising standards.
65. When pupils enter school they generally lack confidence in speaking and their listening skills are poor. Reading and writing skills are poorly developed. Overall, attainment in the school is influenced by the high proportion of pupils with special educational needs and by the high incidence of pupil mobility. The numbers of pupils in each age group are low, so that the achievements of a small number of pupils significantly affect the statistics for the school as a whole. There are thorough systems for assessing pupils' work and these are used effectively to identify and set targets for pupils to improve. The school is implementing measures that are beginning to improve attainment, although these have not yet had time to make significant impact. The National Literacy Strategy is securely in place and provides a structured framework for teaching and learning. The school is involved in such projects as Family Literacy and Reading Recovery programmes which are helping to raise standards. The overall quality of teaching in both infant and junior departments is good. This is a significant factor in pupils' correspondingly sound learning and in their improving standards of achievement.
66. When they enter school standards in speaking and listening are very low. Many pupils do not listen attentively and they have very limited vocabularies. By the time they leave the school at age of eleven most pupils' skills are well below those expected for their ages and the range of their vocabularies is limited. However, most pupils become increasingly confident to speak in class and in assemblies they listen attentively and they respond appropriately to the comments of others. Teachers control pupils well so that, for example, in Year 1 the teacher insists that pupils listen carefully when she is speaking. Teachers provide opportunities for pupils to speak in lessons and assemblies and encourage them to speak clearly using sentences and phrases. For example, in a Year 4 physical education lessons pupils carefully described different aspects of twisting and turning.
67. Given the limitations of pupils' skills on entry to the school most pupils, including those with special educational needs, make good progress in reading as they move through the school as a result of the good teaching they receive. By the time they are seven most pupils increase their use of a range of strategies such as letter sounds, picture clues and using the context of the story when meeting new and unfamiliar words. Most pupils show a deepening understanding of the main points of stories and develop their skills in using contents and index when using information books. This is because teachers use clear explanations based on their good knowledge of basic skills. Lower achieving pupils' skills in recognising words are less well developed. They read with less fluency and understanding. Most pupils aged eleven increase their understanding of the plot and characters in stories. This is enhanced by the teachers' use of questions when pupils are sharing text. They develop their understanding of how to use the library system and increase their skills in the use of glossaries and in skimming and scanning in order to locate information quickly. More able pupils develop their understanding of ideas and events in stories through suggesting why things happened or by predicting what may happen. Lower achieving pupils show less confidence in relating events in stories and their reading is often hesitant and inaccurate. The school has a well organised system for grouping books

according to difficulty so that teachers allocate books which are well matched to pupils' needs. Teachers analyse pupils' reading strengths and weaknesses carefully and ensure that these are addressed during lessons. This helps to raise attainment. However, the recording of books pupils have read is inconsistent across the school. The school knows that pupils' reading would be improved if discussions with individuals about their reading were held more frequently. Some children with special educational needs benefit from the intensive teaching of the Reading Recovery programme so that they make good progress in the development and improvement of their reading.

68. Pupils' handwriting skills are generally not well developed. The school ensures that pupils begin to join letters from an early age but not enough attention is given to the shape, size and positioning of letters. The school has successfully dealt with a criticism from the previous inspection by providing for pupils to produce extended pieces of writing. However, pupils' spelling and their use of interesting vocabulary chosen for effect is weak. The school is working hard to improve these areas, although the efforts of staff and pupils have not yet had time to make significant improvements. Staff attended training courses on the teaching of spelling and pupils have clear targets for improvement. Teachers encourage pupils to use extended vocabularies in their speech and writing. For example, Year 6 pupils were challenged to indicate vocabulary suitable for persuasive writing. Most pupils make good progress in their use of punctuation. This is helped by the detailed guidance pupils receive from teachers' regular and supportive marking of their work. By the time they reach eleven most pupils use capital letters, full stops, speech marks and question marks accurately and correct punctuation within sentences is developing. The work of lower achieving pupils at this age is less accurate and their ideas in stories and accounts lack clarity and order. By age eleven most pupils use simple sentences, although higher achieving pupils begin to use more complex sentences and more consistently organise these into paragraphs.
69. Teachers usually plan their work carefully and link it with previous lessons so that pupils build securely on work that has gone before. For example, in Year 5 the teacher reminded the pupils of previous work on writing a letter of complaint so that pupils clarify the reasons for their complaints. Most teachers share their lesson objectives with pupils at the beginning of lessons. This gives pupils a clear idea of what is expected. However, they do not refer sufficiently to these objectives during and at the end of lessons in order to help pupils to reflect on their progress in order to help them to improve. Teachers prepare work that is suitable for pupils' different abilities so that they are appropriately challenged to increase their skills. For example, in Year 2 text work on Helen Keller, higher achieving pupils were asked to write their own questions to be answered and use a dictionary to check their spellings. Pupils of average ability selected and answered questions from a given list. Lower achieving pupils received adult assistance in using a word bank in order to devise questions. Teachers generally control pupils well and relationships are good. This ensures that most pupils behave well and that pupils are confident to pose and answer questions because they know that their efforts will be valued. For example, in Year 4, pupils' understanding of synonyms was increased because they listened attentively and contributed fully to the lesson.
70. Teachers generally make effective use of the National Literacy strategy, which provides a sound framework for learning. Although pupils are given some opportunities to use their literacy skills in other subjects such as design technology, history and science, attention to literacy is given in other subjects. Teachers generally have a good subject knowledge, which they explain clearly. This enabled, for example, pupils in Year 5 to increase their understanding of suffixes and pupils in Year 2 to extend their knowledge of the use of plurals. Teachers ensure that pupils write for a wide range of audiences and purposes such as by retelling traditional stories, or writing shopping lists, stories, letters, alliterative poems, persuasive letters, myths, instructions

and book reviews. Where teachers explain to pupils how to plan their writing using frameworks which give a dramatic structure to stories, pupils increase their skills in story writing, as in Year 3 work on the writing of stories with a moral. Pupils in Year 6 are asked to comment on their own and others' work in order to indicate if given criteria are met. This is useful in helping pupils to reflect on their performance and helps to raise attainment.

71. The subject is well led by a very knowledgeable and experienced co-ordinator who works hard to organise the subject and to support staff. She carefully monitors and evaluates the work of pupils and teachers in order to raise attainment. She has a clear understanding of the direction to be taken in the subject in order to improve standards.

MATHEMATICS

72. Attainment of Year 2 children is below average. Standards are much lower than suggested by the results of the 2000 National Curriculum Tests, which were above average when compared to all schools nationally and well above average in comparison to similar schools.
73. The main reason for this decline is linked to the number of children with special needs, which is 30 per cent in the current Year 2 compared with 11 per cent in last year's Year 2 age group. Another factor is the difference in the organisation of classes this year. Last year, Year 2 was a small single-age group class. The current class is larger and includes the slower learners from Year 3, 50 per cent of whom are on the special needs register. This limits the amount of time the teacher can spend with individuals to boost their standards.
74. Attainment of Year 6 children is well below average but shows an improvement on the 2000 National Curriculum Test results, which were very low in comparison to the national average and to that of similar schools. Overall, girls have higher standards than boys. Approximately 40 per cent of the pupils in the current small Year 6 are on the school's register of special educational needs. There has been a high turnover of children leaving and joining this age group and some significant instability in the teaching staff during their time at the school. These factors have clearly affected standards. Most of the children with special educational needs are boys, which accounts to a certain extent for the difference in boys' and girls' attainment. The indifferent attitude of a minority of Year 6 boys to schoolwork is another factor. The improvement is due to better lesson planning, the good quality and use of assessment and the introduction of the National Numeracy Framework. While few children with special educational needs reach the levels of attainment expected for their age group, they make good progress as they move through the school.
75. Most seven-year-olds understand place value to 100 but some lack confidence with larger numbers. They have a number of sound mental strategies, such as doubling and rounding up numbers, which they use confidently to find answers. However, their mental recall of 2,3,4,5, and 10 multiplication tables and derivation of associated division facts from these and their quick, accurate recall of number bonds are weak. While they know the names of common two- and three-dimensional shapes and describe properties such as number of sides and corners, few understand angle as a measurement of turn. Some good work has been done in handling data through the use of graphs. Numeracy skills have been applied satisfactorily when solving problems involving finding change and measuring.
76. There is a significant weakness at Year 6 in the understanding of place value of numbers, particularly in its application to decimals. Other than the more able, few know the purpose of a decimal point, can accurately describe the value of the figures which follow it or know how to use it when multiplying or dividing by 10 or 100. Most have improved their numeracy skills and

know how to use a number of methods to find answers, but, for the majority, the recall of multiplication tables up to 10×10 and related division facts is poor. There is also a significant weakness in the knowledge of standard metric units of length, capacity and weight. Mathematics has been used and applied to money problems and in other subjects, when measuring in science, looking at geographical facts of Tanzania and spreadsheet work in ICT. However, there is little evidence of children working independently at solving problems by trying out ideas of their own.

77. The quality of teaching is satisfactory. Teachers plan well, have sound knowledge and are becoming more confident in teaching basic numeracy. However, to improve the quality of learning, a more flexible approach to the Numeracy Framework needs to be considered. For example a whole-class approach in a lesson with Year 5 and 6, deriving division facts from multiplication equations, resulted in difficulties in including new learning for children of all ages and abilities. Good pupil management skills were used well in this lesson to promote acceptable behaviour when targets were set for a number of children, mainly boys, who were not working appropriately.
78. While written plans for lessons are good and invariably include what children are expected to learn, these objectives are not regularly used effectively to challenge and inspire children and make them aware of the learning expectations. For instance in the Year 3/4 class, when applying methods of adding numbers near to multiples of ten, no targets were set regarding the amount of work children were expected to complete. A significant minority failed to concentrate on their task and distracted others. This resulted in unsatisfactory outcomes for some children who did not complete enough examples to consolidate their learning. A number of lessons lacked pace, particularly in the oral and mental session. In these there was very little use of counting techniques to teach children multiplication tables and other number facts they need to learn by heart.
79. Teaching specific words and their meanings, that are important in mathematics is not a regular feature of lessons. An exception to this was in a Year 2/3 lesson when children consolidated and learned new terms associated with addition. In this lesson there was good provision for children with special educational needs who with the help of the classroom support assistant, made good progress. She was well briefed by the teacher and used good techniques, such as referring children back to counting skills, as a means of adding. Teaching techniques were also good in this lesson - for example, in the use of correct and incorrect answers to promote learning and in the clarity when setting the tasks. This meant that the quality of learning was good because children understood exactly what they were doing and could look back at their mistakes to work out how to correct them.
80. Resources are well organised and efficiently used to support learning. For example, in a lesson with Year 1 children, toys, sweets and number lines were used to enhance learning about numbers which added up to 10. However, very little use is made of ICT other than for data work. This is a weakness. Homework is regularly set to support work in the classroom.
81. A positive feature of all lessons is the good quality and consistency of assessment. It is used effectively to plan future lessons and identify specific problems children are having. Overall, the marking of work is satisfactory and in the Year 2/3 class it is used especially well. Positive comments provide encouragement, identify reasons for mistakes, show children how to rectify them and make constructive suggestions to point the way forward.
82. The co-ordination of the subject has improved significantly since the last inspection and is now good. Planning guarantees that, as they move through the school, children build carefully on

what they have previously learned. Good use is made of test results to identify ways in which standards can be improved and a beginning has been made in assessing the quality of teaching and how it might be enhanced. Improving standards in mathematics has a high priority in the school improvement plan and there are signs that there are now procedures in place to meet these aims.

SCIENCE

83. By the time they leave the school at the age of eleven, pupils attain standards that are well below those expected for their age. This is slightly better than the 2000 National Curriculum test results indicate and similar to the findings of the last inspection. By the end of Year 2, the standards attained by pupils are also well below those expected. This is not as good as the assessment made by teachers in 2000. This is partly due to variations in the size of cohort and the significant number of children with special educational needs in last year's Year 2. The findings are similar to those found at the last inspection. Standards in science have risen marginally over the past few years. Analysis of pupils' work and observation in lessons show that pupils make satisfactory progress and achieve in line with their initial low level of understanding.
84. The amount of work covered in each topic and the depth to which it is studied are not enough to help raise standards further. Throughout the school pupils do not have enough opportunities to conduct experiments to use their knowledge and improve their understanding of the topics studied. Very little work was seen where graphs or charts were used to record results. By the age of seven pupils describe simple similarities and differences between plants and animals. They know that plants need food and water to grow and that they grow in a variety of different places depending on their species. They have not extended this work to look at where living creatures such as animals and insects live. When looking at materials children group them according to different properties. Under the close direction of the teacher they conduct a simple experiment to change water into ice but they do not look at other ways in which materials can be changed. Their knowledge of physical processes is limited, although they have constructed a simple electrical circuit.
85. By the end of Year 6 pupils have covered most of the required areas of study but not in enough depth to give them the understanding expected for their age. They have conducted some simple experiments. They know that a test needs to be fair but the types of tests conducted have only required limited use of this knowledge. Few decisions have had to be made about how to make a test fair. For example, in the test on friction they knew that each object should be released at the same height but they had not looked at other factors which could be varied. The results of their tests were recorded on a chart but graphs were not used to help them explain their findings. Children did not explore other aspects of forces to give them a deeper understanding from first hand experiences of how forces work. They make simple hypotheses, sometimes showing good understanding. For example, one pupil wrote, "Rubber will have most friction because the bottom of a shoe is made from rubber to stop you slipping." The opportunity to increase their understanding of topics is not taken; for example, children did not continue an experiment to see if salt could be reconstituted after being dissolved in water.
86. During the inspection it was possible to see only two lessons. An overall judgement on the quality of teaching and learning is not possible. The lessons that were seen were at least satisfactory. Teachers revised work from earlier lessons to help build on children's previous knowledge. They explained tasks clearly so that children know what it is they are to do. Teachers used questions effectively to prompt children to think about their work. Well-organised resources meant that pupils could settle to work quickly. In the lessons seen work of

suitable challenge was set and, with the youngest children, due account taken of the different age groups in the class. When too much time is spent writing guidance or children's responses on the board the pace of the lesson becomes less rigorous and pupils lose some of their concentration. Teachers use videos to extend pupils' knowledge and to revise previous work. Sometimes these are shown when pupils would have benefited from practical activities, such as the experiments to see if changes in materials can be reversed.

87. The science curriculum uses national guidance to provide a structure for the development of pupils' knowledge and understanding. Topics are followed on a two-year programme so that children will not repeat them if they are in a class for two years. The units from the national guidance are used to plan each term's work but the detail of what is to be studied is not sufficiently identified. Not enough emphasis is placed on investigative work in the science curriculum. Pupils' progress is assessed through short written tests as well by informal methods which assess pupils' progress against the work planned. The school acknowledges that procedures for assessing pupils' attainments in science need to be developed. There has been some useful analysis of what children do not do well in tests but there is little evidence that this has been used to modify planning or to give a focus to the work in each planned unit. There has been limited monitoring of work by the headteacher and senior teachers and the lack of a member of staff with the expertise and enthusiasm needed has meant that the subject has not been developed as quickly as is needed.

ART AND DESIGN

88. Only one lesson was observed during the inspection. Displays of children's work, discussions with children and teachers and analysis of curricular planning show the school is meeting the requirements of the National Curriculum. Most children achieve standards appropriate for their age.
89. The visit of African artists in February was very successful. It inspired children throughout the school and gave them an insight into the importance of art and design in African cultures. They were given opportunities to express their own ideas through painting, patterns, tie and dye and clay work. Year 1 and 2 children explored and produced fish and mask designs. They learned about the tactile qualities of clay and the processes in using it to make artistic artefacts. In this and other work the end results show sound knowledge and understanding of how to represent thoughts and ideas through pattern, colour and shape. The work produced by older children is similarly varied and interesting. The tie and dye work and the African tribal patterns show understanding of how to combine colour and texture to match ideas and intentions. Some of the work on display is of good quality.
90. Children have also studied the work of artists such as Morris, Cliffe, Klee, Kandinsky and Escher. This has enabled them to learn about artists and designers working at different times and for different purposes. Children produced silhouette and symmetrical patterns, Easter designs and collage as a result of this. Art and design has been well linked to other subjects; for example, designed and made of masks, using a stockinet base, to illustrate part of the story of Perseus slaying the Gorgon. ICT has also been well used in the production of computer graphics.
91. Planning for the subject is good and resources are satisfactory. The progress children make in sketching and observational drawing, from the nursery to Year 6, indicates that new work is firmly based on levels they have previously achieved. Art and design makes a significant contribution towards the provision for cultural development. In addition to learning about African cultures, displays of work include collage based on aboriginal stories and Japanese art in

the form of batik.

DESIGN AND TECHNOLOGY

92. During the inspection only one lesson was seen. Scrutiny of teachers' planning and the limited amount of pupils' work available, as well as discussions with teachers and pupils, did not produce enough evidence for overall judgements to be made on attainment. There was limited evidence of finished models or of pupils' familiarity with the complete design and evaluation process. However, evidence available indicated that the school meets statutory requirements for teaching this subject.
93. Work seen by infant pupils included designs for Christmas cards and photographs to show that pupils designed and made nets, containers and puppets. There was little evidence of pupils' evaluations of their work. Work by eleven-year-olds included limited designs for well-finished masks made from stockinet. Year 3 pupils' work included writing about food preparation and diet and drawings of labelled sketches for the design of food packaging and picture frames. Work of Year 4 pupils included brief considerations of the use of different materials and sketches for making cupboards.
94. In the one lesson seen, in Year 6, attainment was in line with what would be expected for pupils aged eleven and the quality of teaching was very good. The teacher's very good subject knowledge was used in clear explanations and demonstrations in order to extend pupils' design and making skills in work on moving toys. The teaching was very well structured, so that pupils understood the sequence of the designing and making process. They measured accurately and constructed strengthened corners in building frameworks for moving toys. The teacher made good use of vocabulary so that, for example, pupils' understanding and use of such terms as *annotated*, *elevation*, *cam* was extended. The teacher ensured that pupils worked safely and used tools efficiently. Thoughtful questions encouraged pupils to think hard and to evaluate their work and make adjustments.

GEOGRAPHY

95. Only one geography lesson was observed during the inspection. There was also very little recorded work upon which to base firm judgements. However, discussions with Year 6 children show higher achievement than the analysis of work suggested. Planning indicates that the requirements of the National Curriculum are being fully met.
96. Year 2 children know what a map is, can identify land and sea, describe their journey to school, know the seasons and that weather influences the clothes people wear and the activities they pursue. They have some knowledge about people's occupations, different types of dwellings and where they live in relation to important places such as Exeter.
97. Children in Year 3 and 4 understand the meaning of pollution and its effect on the environment. They learn about re-cycleable and non re-cycleable materials and how fumes from engines and noise from vehicles and machinery are detrimental to the lives of people. They discuss sensibly ways in which this might be improved and identify examples of excessive noise which affect their own lives. In the lesson seen the quality of questioning was good and the teacher made effective use of the children's opinions.
98. Discussion with Year 6 children showed they have a sound geographical knowledge of their own locality and its position in relation to the countries and important places in the United Kingdom. They know the elements that make up climate, how these are measured and how it is

influenced by location and physical features. Through their study of Tanzania they have learned what is meant by a contrasting region and how climate and landscape determine the kind of crops that can be grown and the occupations of many of the people.

99. Lessons are planned around a recognised nationally produced scheme of work. Resources are satisfactory and the subject is allocated an appropriate amount of teaching time.

HISTORY

100. During the inspection only one lesson was seen. There was insufficient evidence from scrutinies of pupils' work or from discussions with pupils to make possible an overall judgement on the standards of attainment or on the quality of teaching. Evidence from teachers' planning, discussions with teachers and pupils and from the work seen indicates that the school meets the statutory requirements for teaching the subject and ensures that pupils in mixed-age classes receive a suitable curriculum.
101. Year 2 pupils begin to show an awareness of chronology in their use of time lines about the Great Fire of London and write accounts of the fire. Year 3 and 4 pupils know about Tudor monarchs and show some knowledge of aspects of Tudor and Viking lifestyles. They complete a limited amount of independent research on the Tudors. Year 5 and 6 pupils compare the living conditions of the rich and poor and know about the lives of children in Victorian times. They complete research on life and people in Victorian times and know about some inventors such as Bell, Edison and Talbot and their inventions. The school provides opportunities for pupils to see and handle artefacts and to read some source material, but the amount of work seen on such aspects of history as change, consequences, different interpretations of history, the selection and linking of information from a variety of sources was extremely limited.
102. In the one lesson seen, in Year 2, the quality of teaching was good. The teacher showed good subject knowledge about the life of Florence Nightingale and presented this in a lively and interesting way so that pupils sustained their concentration. Control was good, so that pupils were well behaved and worked well when not under the immediate supervision of the teacher. The teacher planned work carefully so that pupils' work on pictures and questions was suitable for different abilities. She shared objectives with pupils at the beginning of the lesson so that they knew what was expected but did not use them to enable pupils to reflect on their learning at the end of the lesson. The teacher used questions well to enable pupils to increase their knowledge of the sequence of events in the life of Florence Nightingale and to compare some aspects of life in Victorian times with the present.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. The acquisition of new computers and the creation of an ICT suite since the last inspection are beginning to make an important contribution to improving the standards that children achieve. Although the standards attained by seven-year-olds generally are below those expected, many children work at levels close to those expected for their age. By the age of eleven, standards pupils attain are well below those expected.
104. By the time they are seven children know how to use a computer. They switch on the computer, load suitable programs and save their work for future use. Pupils communicate information through word-processing such as writing short statements warning on the dangers of electricity as part of a science topic. Adding a picture from *Clip Art* or from a digital camera as an illustration enhances this work. When errors are made in their work they know how to

correct their mistakes using the *cursor* and *delete* keys. By using word-processing pupils present some of their work in other subjects neatly and clearly. Pupils use a suitable program to draw pictures or patterns, which helps develop control of the mouse. By entering information onto an appropriate database pupils learn how a computer can store information and present it in different ways such as block graphs. Children give instructions to a model robot so that it travels in the direction programmed.

105. By the end of Year 4 pupils are working at levels close to those expected for their age. They are more competent with word-processing and use different sizes and styles of typeface to bring variety to the presentation of their work. They confidently enter information into a database and use the program to produce different types of graphs such as block graphs and pie charts. Although Year 6 pupils benefit from being able to use the ICT suite, it has not been available long enough to help bring standards up to the expected level. Children work consistently at a level well below that expected for their age. They enhance the presentation of their work by including pictures from different programs or by using *WordArt*. Pupils know how to edit pictures by rotating, enlarging, reducing or cropping images they have entered onto the screen. They are not yet using this regularly in presenting their written work. They have not developed their communication skills to include multi-media presentations that include words, pictures and sound. The oldest children use work similar to that used by children in Year 4 to put information onto a database and they are beginning to frame questions to find relevant information. For example, when looking at information on birds children asked the computer to identify all birds with flat beaks. Pupils know how to use a formula to add numbers inserted into a spreadsheet. They have limited experience of using a CD or the Internet to search for information. Pupils have not yet learned how to send e-mail or to use a digital camera. Their experience of controlling events or using sensors to find relevant information is very limited.
106. The enjoyment pupils have in using computers is clear to see. They respond well to good teaching that encourages their interest and promotes good attitudes and behaviour. When working in pairs they co-operate well, taking turns to enter information. They sustain concentration well, even though the level of noise is sometimes high. Their enthusiasm for working on computers sometimes results in their not listening to instructions.
107. The overall quality of teaching is good. In one lesson it was very good. Teachers' good knowledge of the subject helps them clearly explain new skills to pupils. In the best lessons these skills are taught step by step so that pupils have a very clear understanding of what it is they are expected to do. Very good use of questions encourages pupils' participation in the lesson. As a result, pupils work confidently on practising each new skill. Planning for most lessons is good. Objectives for what pupils are to learn are clear and sometimes shared with the children. Although some teachers use these objectives at the end of the lesson to help children understand how well they learned during the lesson, this is not done often enough. Lessons have a good structure and well-planned activities that build on previous lessons so that children develop skills systematically. When demonstrating some skills, good use is made of those pupils who have developed competence to show others what to do. This helps pupils to consolidate their understanding of what they have learned. While children are working teachers move from group to group to see that they are working efficiently. Sometimes the teacher intervenes to explain a skill or to set a more, or less, challenging task depending on how well each child is learning the new skill. This assessment during the lesson helps the teacher decide when to introduce a further development of the skill. Where there are weaknesses in teaching, lessons are not well planned, resulting in inefficient organisation. This affects the pace of the lesson as pupils are stopped from working, for explanations that many do not need. As a result children do not achieve as much as they could.

108. The subject is led well by a knowledgeable and enthusiastic co-ordinator who has produced very good detailed planning that provides a clear structure for the development of pupils' knowledge and understanding. A good system for assessing pupils' progress is supported by a sensible and clear record to help teachers plan suitable work. This planning and assessment have only been recently introduced but are beginning to have an effect on the standards achieved. An action plan, written by the co-ordinator, clearly identifies what needs to be done to help pupils reach the levels expected. The recently created ICT suite has a good supply of computers equipped with a range of suitable programs.

MUSIC

109. The policy for music has been updated and the subject co-ordinator has recently written a scheme of work based upon the requirements of the National Curriculum. All music lessons were previously taught by the co-ordinator. The new scheme has been planned so that music can be taught by all teachers and be integrated into classroom work in other subjects. The only music observed during the inspection was the hymn singing in assemblies. This was of sound quality, with children showing they could sing in unison, expressively and tunefully, with clear diction and a sense of the shape of the melody. Resources for music are generally satisfactory but some instruments need replacing.

PHYSICAL EDUCATION

110. During the inspection only one lesson was seen in the infant department, so it is not possible to give an overall judgement on attainment and teaching for those children. By the age of eleven attainments in the aspects of physical education seen, gymnastics and dance, are in line with what would be expected for pupils' ages. Scrutinies of teachers' planning and discussions with teachers indicate that the school meets the requirements for teaching the subject. Pupils in Years 3 - 6 have swimming lessons and most pupils make satisfactory progress. The school makes satisfactory provision for pupils to take part in extra-curricular sporting activities, including hockey and football and a summer games club. Pupils have satisfactory opportunities to compete against other schools.
111. In the one lesson seen in Year 2 pupils used space effectively and showed balance and control when moving around the hall. This was helped because the teacher observed them closely and generally used demonstrations and clear explanations effectively in order to advise pupils on how to improve. The teacher's control was effective and relationships were good so that pupils exercised rigorously and were confident to explore different ways of developing their striding and running.
112. The overall quality of teaching in Years 3 - 6 is good. Teachers have a thorough knowledge of the subject and analyse pupils' movements carefully in order to help them to improve their performance. For example, in Year 4 the teacher used her analysis to explain how pupils might improve their twisting and turning. Relationships and control are good and this leads, for example, to Year 6 pupils behaving well and being confident to explore their response to music. This is because they know that their efforts will be appreciated. Teachers generally use demonstrations effectively in order to enable pupils to reflect on how they might improve. They also provide pupils with opportunities for working and discussing their performance with peers. For example, pupils in Year 4 improved their sequence work and co-operative skills after watching other pupils and after discussing their performance with others. Teachers generally organise pupils effectively and ensure that they warm up and cool down appropriately. Lessons

usually run smoothly and pupils exercise rigorously. However, the pace of lessons sometimes drops when equipment is being replaced and sometimes teachers move lessons on too quickly before pupils have had time to consolidate their performance.

113. The subject is well co-ordinated. The co-ordinator works hard to support staff and to ensure that the curriculum is broad and balanced. The subject is efficiently organised and the co-ordinator has a clear view of how it is to be developed in order to raise attainment.

RELIGIOUS EDUCATION

114. During the inspection it was possible to see only two lessons. An overall judgement on the quality of teaching and learning is not possible. Evidence from these limited observations, from looking at children's work and from discussions with pupils shows that the level of children's knowledge and understanding about religions and religious beliefs is below that normally expected of children of their age and of the expectations of the local education authority's Agreed Syllabus. Although the subject is given appropriate time on the timetable, the topics covered are not studied in enough depth to help children develop appropriate understanding.
115. There was very little written evidence of work covered by the younger children and talking to them did not provide more detail. Children in Year 2 have a limited understanding of why special events are celebrated. They could explain why people wear a red poppy on Remembrance Day; they have some knowledge of stories told by Jesus - for instance, the story of the Prodigal Son and remembered most of the details when retelling the story, although there is some confusion about the different characters, and showed they understand some of the ideas behind the story. Pupils have made a very limited study of Hinduism but little in their written work or in their discussion showed they have any significant understanding of the religion. By the end of Year 6 pupils have not extended their knowledge and understanding enough. They know about different world religions such as Judaism, Sikhism, Christianity and Islam. For example, they know what the Five Pillars of Islam are and know about the Passover Meal in Judaism. Pupils know that the major religions have special books and describe how Jews read the *Torah* with care and that the holy book of Islam is the *Qur'an*. Through looking at Christianity, Judaism and Islam pupils identify common beliefs such as the acknowledgement of one God, belief in life after death and the importance of God to each faith. The range and depth of work studied by the oldest children are not enough to help them develop a good understanding of the importance of religion to many people's lives.
116. Too few lessons were seen to make a judgement on the quality of teaching. Teachers identified suitable objectives in their planning, although these were not always as clear for the different age groups in the class. The absence of additional adult help to support the Reception children during their independent work limited the organisation of the lesson for the youngest class. Teachers' knowledge of the subject was variable. In one lesson there was a clear understanding of the theme being taught while in the other lesson the teacher was unsure about the knowledge to be imparted and how this could be done in a way to encourage children's respect for other religions. Where appropriate, children are taught vocabulary that is relevant to the topic. The evidence from lessons, pupils' work and from talking with children shows that tasks do not develop understanding enough and that only a superficial study is made of religious belief. As a result pupils do not show a suitable level of interest in or positive attitudes towards the subject.
117. The co-ordinator has raised the profile of the subject within the school. Planning for what pupils are to learn each year is based on national guidance but these have not clearly identified what children will learn each term. As a result topics are not covered in sufficient depth. The co-ordinator is aware of the need to make more direct links between the planning and the expectations of the local education authority's Agreed Syllabus. Not enough opportunity is taken to use religious education to help develop pupils' literacy skills through chances to write about what they have learned or through reading appropriate texts. Assessment is linked closely to the planning and therefore has the same inherent weaknesses. Monitoring of pupils' work has rightly identified the need for children to record their work in a greater variety of ways.