

# INSPECTION REPORT

## **BOVEY TRACEY PRIMARY SCHOOL**

Newton Abbot

LEA area: Devon

Unique reference number: 113187

Headteacher: Mr Max Quick

Reporting inspector: Dr Melvyn J Bradshaw  
6169

Dates of inspection: 4<sup>th</sup> to 7<sup>th</sup> June 2001

Inspection number: 192315

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Abbey Road Bovey Tracey Newton Abbot Devon
Postcode:	TQ13 9HZ
Telephone number:	01626 833257
Fax number:	01626 835482
Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr Bob Luker
Date of previous inspection:	3 <sup>rd</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr Melvyn Bradshaw	Registered inspector	Mathematics (support)	What sort of school is it?
			Science	The school's results and pupils' achievements
			Geography	How well are pupils taught?
			Modern foreign language - French	What should the school do to improve further?
9542	Mr Brian Jones	Lay inspector		Pupils' attitudes, values and personal development?
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23048	Ms Diane Wilkinson	Team inspector	English	SMSC aspect - How good are the curricular and other opportunities offered to pupils?
			Religious education	
			Special educational needs	
			English as an additional language	
3505	Mrs Christine Hall	Team inspector	English (support)	Curriculum aspect - How good are the curricular and other opportunities offered to pupils?
			Art and design	
			Design and technology	
			History	
			Music	
			Foundation Stage	
			Equal opportunities	
11772	Dr Michael Yates	Team inspector	Mathematics	How well is the school led and managed?
			Information and communication technology	
			Physical education	

The inspection contractor was:

Dr Melvyn J Bradshaw, LSU Associates  
 185 Wilton Road  
 Upper Shirley  
 Southampton  
 Hants SO15 5HY

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>26</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>28</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>32</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 291 pupils who attend full-time from Reception to Year 6, together with one Year 7 pupil. The number of boys and girls is similar. Children usually enter Reception part-time either in September or January, becoming full-time within a few weeks. In January, a number of children who started in the September move into a mixed Reception/Year 1 class. At the time of the inspection, 13 of the children in Reception were not of statutory school age. The school's roll changes significantly during the year; about 14 per cent of children leave or join at other than the normal time. Virtually all pupils are from a white ethnic background. One pupil, who came to the school from Russia last year, has English as an additional language. He is now able to join in all lessons fully. The school caters for children whose parents are travellers. The number varies markedly during the year; at the time of the inspection there were seven traveller pupils. All these, except for a Reception child, were in Key Stage 2 classes. The background of pupils is about average; 25 full-time pupils (almost nine per cent) claim free school meals, which is below the average. The number of pupils identified as having special educational needs has increased since the previous inspection and is about average; 54 pupils (almost 19 per cent) are on the register of special educational needs (SEN), of these three have statements of SEN. Attainment on entry, indicated by assessments shortly after children start in Reception, is average or a little below, few children demonstrate above average attainment when they start school. Since the previous inspection, the school has increased its pupil numbers by about 15 per cent.

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

Bovey Tracey Primary School is a very effective school, and provides its pupils with a good education. Children enjoy their time in the school and have very good attitudes to their work. The school's inclusive nature helps to ensure that all pupils make good progress. Although lower this year, attainment is generally above average by the end of Year 6. Attainment in music by the end of Year 6 is well above average. Provision for physical education in Key Stage 2 is a significant strength, enhanced by the links with the local secondary school. The school cares for its pupils very effectively. Teaching is good overall, and much is very good. The headteacher, supported by staff and governors, is providing the school with outstanding leadership. He has succeeded in developing a strong team spirit. The school has broadly average income; it uses its resources effectively and provides very good value for money.

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

- The leadership and management provided by the headteacher are outstanding; he is very well supported by the deputy headteacher, staff and governors and there is a strong team spirit and desire to improve further.
- Teaching is good overall, and often very good, this results in pupils' good progress and rising standards. It is especially good for children in Reception, who make very good progress.
- The personal development of pupils is supported very well, and this results in very good attitudes to school and good behaviour.
- The range of extra-curricular activities is excellent.
- The provision for pupils with special educational needs, and those from traveller families, is a strength and, as a result, they make good progress.
- Very effective links have been established with parents.

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

- Standards in writing, especially in Key Stage 2, are not yet high enough because more pupils could achieve higher levels.
- Outdoor facilities, both accommodation and resources, are not yet adequate for Reception children.
- Marking and its use are not consistent across the whole school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Bovey Tracey Primary School was inspected in March, 1997 and found to be broadly satisfactory. Since then, it has made very good progress. All areas of weakness identified in the previous report have been dealt with, most successfully. Attainment has improved in English, mathematics and science throughout the school. Boys' attainment has shown a good, recent improvement. In most other subjects, there has also been a strong improvement. All pupils make at least satisfactory progress and, for the vast majority, it is better than this. The school's management, which was described as sound in the previous report, is now very good. The management of special educational needs has improved and these pupils make good progress. The school gives greater attention to pupils' personal development. A strong personal, social and health education programme supports this well and there are many examples of the development of spiritual awareness within lessons. Resources, especially for information and communication technology, and accommodation have improved. The school's aims now reflect the desire for high standards, and this is being achieved effectively. The good behaviour and relationships seen in the school are now evident in the playground and dining room. Teaching, which was described as a strength, is even better.

## STANDARDS

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

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

Over the period from 1996 to 2000, the school's results, at the end of Year 6 have varied from year to year. The overall trend has been a little below the national improvement. In mathematics and science, results declined in 1998 and 1999, but improved strongly in 2000. English results have been much more consistent. In 2000, compared with schools nationally and similar schools, that is those with between eight and 20 per cent of pupils claiming free school meals, results were about average in English, above average in mathematics and well above average in science. The school is setting suitably challenging targets and is generally achieving them. Results, at the end of Year 2, have been mostly similar to, or above, the national average since 1998. The trend has been up since 1997. In 2000, results in reading were above the national average, while in writing and mathematics they were well above the average. This year, attainment in Year 6 is lower than last year. However, the pupils have made good progress to achieve broadly average standards compared with their below average attainment when they were in Year 2. Writing remains the area which is relatively weaker than other areas. In Year 2, attainment is above average in reading, mathematics and science, and average or a little better in writing. In other subjects, standards are at least average and often better. Children in Reception make very good progress and most will attain or exceed the expected standard when they enter Year 1. Pupils with special educational needs achieve well during their time in school, as do traveller children.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good, they are enthusiastic and enjoy their time in school.

Behaviour, in and out of classrooms	Behaviour is good and has improved outside the classroom.
Personal development and relationships	The personal development and relationships of pupils are very good. Pupils respect each other's feelings and values.
Attendance	Attendance is above the national average. Punctuality is good.

Pupils' attitudes to school have a very positive impact on their learning, there are no significant weaknesses.

## TEACHING AND LEARNING

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

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

The quality of teaching, which was previously described as a strength, has improved further. All teaching observed was at least satisfactory, and in over 85 per cent of lessons it was good or better. Over 40 per cent of lessons featured very good or excellent teaching. Teaching is especially good in the Reception class, but there are examples of very good teaching throughout the school. The teaching of English and mathematics is good in Key Stage 2. In Key Stage 1, it is very good in English, and good in mathematics. In all subjects, teaching is at least good and this is ensuring that pupils' learning is good. Strengths include the careful teaching of a wide range of skills, good subject knowledge, high quality relationships with children and effective behaviour management. Literacy and numeracy are often used well in other subjects, but this is not always planned in sufficient detail. The most important weakness is that marking is inconsistent, and does not sufficiently help pupils to know how they can improve. The good teaching is resulting in the good progress now evident. Pupils show interest and concentration. Pupils with special educational needs are well supported by teachers and other staff and, as a result, their progress while in the school is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum. It is wide, rich and relevant and matches children's needs well.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Pupils' needs are identified early. They are well supported and make good progress.
Provision for pupils with English as an additional language	Effective support has been given to the pupil for whom English is an additional language. He is now able to take full advantage of all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is very good and is reflected in all aspects of the school's work. This helps pupils' personal development very well. As a result, pupils behave well and have good attitudes towards their work.
How well the school cares for its pupils	The school provides a caring and supportive environment in which pupils are valued. Assessment is satisfactory or better in all subjects, and improving.

The school's long tradition and expertise in working with traveller children and their families means that they are very well supported. The school involves the community in its provision, and works very



well with partner institutions. Personal, social and health education is very good and organised effectively. The curriculum for developing Reception children's physical skills is limited owing to a shortage of accommodation and resources for use outside. There is an excellent range of extra-curricular activities. The school works very well with parents; they receive good information about the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher provides outstanding leadership in a school environment where team building is promoted effectively.
How well the governors fulfil their responsibilities	Governors fulfill their statutory duties well, have a good committee structure and work closely with the headteacher to support the development of the school.
The school's evaluation of its performance	The school evaluates its performance very well. It has developed good systems and procedures to raise standards. The school is making very good progress and is very effective.
The strategic use of resources	Financial planning is very good and well targeted to achieve the school's educational priorities. Very good use has been made of capital funds and specific grants.

The school is well staffed with suitably qualified and experienced teachers and a good number of learning support assistants. The satisfactory accommodation is utilised fully to the benefit of all pupils, although limitations in playground space restrict outdoor provision for children in Reception and Key Stage 1 in particular. The quality and quantity of learning resources are satisfactory. Principles of best value are understood and applied extremely well. The leadership of the headteacher and senior management team is very good and the investment given to staff development is reflected in the high quality teaching throughout 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"> <li>• Children like school and their progress is good.</li> <li>• Behaviour is good and the school has high expectations.</li> <li>• Teaching in the school is good and the school is approachable.</li> <li>• The school works well with parents and they are kept well informed about their children's progress.</li> <li>• Leadership of the school is good.</li> <li>• Children are helped to become mature and responsible.</li> </ul>	<p>Parents had no major concerns about the school. A few would like to see an improvement in:</p> <ul style="list-style-type: none"> <li>• The range of activities outside of lessons.</li> <li>• The amount of homework.</li> </ul>

Inspectors support parents' positive views of the school. Teaching is good and children make good progress. The school keeps parents informed well. Expectations, including for behaviour, are high, pupils like school and behave well; they are helped to become mature and responsible. Inspectors consider that the school provides an excellent range of activities outside lessons and that the amount of homework is adequate.

## **PART B: COMMENTARY**

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

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

- 1 In 2000, in National Curriculum tests, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was above the national average in English and mathematics, and well above the average in science. Similarly, the proportion achieving the higher Level 5 was about average in English, above the average in mathematics and well above average in science. Overall, compared with schools nationally and similar schools, that is those with between eight and 20 per cent of pupils claiming free school meals, results were about average in English, above average in mathematics and well above average in science. Over recent years, the overall trend has been a little below the national improvement. In mathematics and science, attainment declined in 1998 and 1999, but improved strongly in 2000. English results have been much more consistent. Inspection evidence demonstrates that, this year, standards are about average in Year 6. The difference is because, although pupils in Key Stage 2 make good progress, the attainment of Year 6 pupils was below average at the end of Year 2. The school now analyses its assessment data carefully and uses this to set specific targets for improvement. Suitably challenging targets are set and generally being achieved.
  
- 2 In 2000, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was well above the average in reading and writing, and above average in mathematics. Similarly, the proportion achieving the higher Level 3 was below average in mathematics, about average in writing and above average in reading. Overall, taking account of the full range of attainment, results were above average in reading, and about average in writing and mathematics. In comparison with similar schools, results in reading were well above the average, and similar to the average in writing and mathematics. Results have tended to increase since 1997. Teacher assessments in science indicated that, last year, almost all pupils achieved the expected Level 2, above the national average, and two per cent of pupils were recorded as attaining the higher Level 3, well below the average. Inspection evidence indicates that standards are improving in reading, writing, mathematics and science, in particular there is more higher attainment.
  
- 3 The previous report indicated that standards were about average in most subjects in Key Stage 1, except for information and communication technology (ICT) and design and technology where they were above those expected, and history where they were below. Attainment in Key Stage 2 was generally about average, but above this in ICT. Inspection evidence suggests that attainment is improving in most subjects at both key stages. In ICT, however, standards in Key Stage 2 are now about average, reflecting the higher expectations nationally rather than a decline in the school. In the previous report, children in Reception made good progress; it is now even better.
  
- 4 Attainment on entry to the school is a little below average. Assessment on entry into Reception indicates fewer higher attaining children entering the school than might be expected, but the usual number of those below average. There is some variation from year to year. Children usually join Reception part-time either in September or January; they become full-time a few weeks after starting. In January, some of the older, more mature children move from the Reception class to a mixed age class

with Year 1 pupils. Children's progress in Reception is very good, and most will achieve the standards expected when they enter Year 1. Almost half are likely to exceed this standard. In communication, language and literacy, children listen well, and speak clearly and confidently. They handle books well and most write their own names. Higher attaining children read simple text accurately. Children's work in the mathematical area of learning improves very well. Children have a good knowledge of number. Most know their numbers up to 20, they add and subtract accurately. Children's knowledge of the world increases well. They have a good base of scientific knowledge and skills. Children move the computer mouse accurately, and use it to move the screen pointer when required. In creative development, children use a range of media, including paint, well. They produce colourful, careful paintings and use collage to good effect. Children handle construction toys well, and control their body in physical education. They do not have sufficient opportunity to develop, for instance, balancing skills, by the use of ride-on toys.

5 Pupils in Year 2 are achieving above average standards in reading, mathematics and science. In writing, attainment is about average, or a little above. Attainment is improving compared with the results of last year, especially in mathematics and science. They are similar to the average in ICT. Virtually all pupils read accurately and with good expression and awareness of punctuation. They also understand what they read well. Attainment in this area is above average. Writing skills of pupils are average, but there is evidence of improvement and more high attainment than last year. Handwriting is improving, with letters well formed. Most pupils use joined writing by the end of Year 2. Listening is good and pupils are confident speakers. Pupils' mathematical knowledge last year was average, it is better this year. The majority accurately add and subtract numbers to 100. As many as half are confident with simple multiplication or division. They know a good range of two-dimensional shapes. Pupils' literacy and numeracy skills are now developing well. Literacy and numeracy are used widely to support learning in other subjects, but the link between the work in literacy or numeracy and their use in other subjects is not always planned in detail. In science, pupils' attainment is above average by the end of Year 2. The average attainment reported by the school reflects conservative assessment of the number of pupils achieving the higher Level 3. They have a broad knowledge across all areas of science, observe carefully and use descriptive vocabulary to good effect. In religious education, pupils achieve standards in line with those expected. They make appropriate comparisons of different religions. In ICT, pupils use the keyboard to input text, select different icons, control the mouse and use their ICT skills well in other subjects.

6 Pupils in Year 6 demonstrate attainment that is about average in English, mathematics, science and ICT. This is lower than those reported last year, but is a reflection of the generally lower attainment of this group of pupils when they took their Year 2 assessments. They have, however, made good progress from a below average base. Pupils read with accuracy, and have a satisfactory understanding of what they have read. Pupils write using correct punctuation and mostly accurate spelling. Their written work is generally average but, with more careful thought and support, more could achieve higher standards. Handwriting and presentation are very variable. In some classes, they are both good, but in other cases expectations of the teacher are not high enough. Teachers' own writing does not always provide pupils with a positive role model to follow. Pupils' speaking and listening skills are good. Their literacy skills throughout Key Stage 2 are at least average and, on occasions, for instance in Year 5, are better than this. They are used satisfactorily to support learning in other subjects, except that not enough opportunities are used for

extended writing, for instance, in geography. In Year 6, pupils' mathematical knowledge is about average, but relatively higher in other year groups in Key Stage 2. Pupils have secure number skills and they solve number problems accurately using the four rules of number. They draw and interpret simple block graphs, histograms and line graphs with accuracy. Higher attaining pupils work competently with negative numbers or numbers to two decimal places. Pupils knowledge of science is about average. Scientific skills are developed well and used consistently in a range of investigations, which promotes learning of scientific knowledge. A strength is the quality of pupils' scientific vocabulary. In ICT, attainment is average. In particular, pupils' knowledge of control and their use of ICT skills to monitor change, such as temperature, are well developed. Pupils have a wide knowledge of religious education and attainment is above what might be expected. They have a good understanding of how religious faith can affect a person's life.

- 7 Throughout the school, pupils generally achieve an above average standard in other subjects and, in Key Stage 2, they are higher than this in music and physical education. However, in geography in Key Stage 2, standards are average. In art and design, in both key stages, pupils use a range of media to good effect. Paint is used well to produce pictures in the style of artists such as Monet and Klee very effectively. Clay sculptures produced from abstract designs were of a particularly high quality. Design and technology work is of a good standard, illustrated by the good range of shoes designed, made and evaluated in Key Stage 2. In music, standards are above average, with strengths in performance and singing. The musical assembly in Key Stage 2 demonstrated the high quality musical skills of pupils. In history, pupils' attainment is above that expected. They have a good understanding of change over time, and are developing and using their enquiry skills well. In geography, standards are above average by Year 2, with pupils demonstrating a well developed awareness of location and map skills. In Year 6, attainment is about average because few pupils achieve high standards. Virtually all pupils have a secure understanding of different locations and compare them well. In physical education, pupils in Key Stage 1 are developing good dance sequences. Those in Key Stage 2 display standards that are well above those expected, especially in games and athletics; this is due to the impact of well qualified specialists.
- 8 Pupils' achievement during their time in school has improved and is now good. Progress in virtually every class has improved and is good because of much good teaching. For children in Reception, it is very good. Throughout the school, lessons are interesting, and the enthusiasm of staff for their teaching stimulates pupils. In some of the best lessons, teachers promote learning well by making very good links with real life examples and applications. The improvement in achievement is well illustrated by the current Year 5 pupils, who are achieving a standard of work similar to that in Year 6.
- 9 Pupils with special educational needs make good progress during their time in the school; very few fail to achieve Level 2 by the end of Year 2, or at least Level 3 by Year 6. This is particularly evident in their English and mathematics, which is helping support learning in other subjects. This progress is associated with good teaching and very well organised support provided by classroom assistants. The one pupil for whom English is an additional language is achieving as well as his peers. His English skills now enable him to join in all lessons effectively. Traveller pupils are very well integrated and make good progress in their work. The school has dealt

effectively with the differences between boys' and girls' attainment which had been noted; no significant differences were evident during the inspection. The school has begun to identify gifted and talented pupils, and is particularly effective in meeting these pupils' needs in subjects such as music, and art and design.

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

- 10 Pupils are very eager to learn. They are proud of their school and they live up to the words of the school song: 'We are the children of Bovey School. We take a pride in the things we do'. Their attitudes were good or better in over 90 per cent of lessons seen. In most lessons, pupils work at their best because the teaching is good or better. However, even on the rare occasions when there was a little immature behaviour, most pupils continued to work sensibly and undistractedly. Pupils keenly take part in a wide variety of sporting, musical and creative activities on offer at lunchtime and after school.
- 11 Pupils behave well. The previous report noted good behaviour in classrooms. However, a key issue was that the school should achieve the same good standard in the playground and dining hall. Pupils have responded well to the school's initiatives in breaks and at lunchtimes, and made a significant improvement in behaviour outside lessons. Their behaviour has improved because the school has organised the playground into separate areas to offer different forms of play. These include a quiet area where pupils can sit and read. They make good use of new equipment, which includes skipping ropes and a giant draughts board. In the dining hall, pupils are well mannered and orderly. They are welcoming and courteous towards visitors. There was no challenging behaviour in the week of the inspection. The school still has a very few pupils who find it difficult to control their behaviour. It made four short-term exclusions last year and two in the present school year. The school shows good freedom from racism, sexism and oppressive behaviour. Pupils and parents say bullying rarely happens, and that the school resolves it quickly if it does.
- 12 Relationships at school are very good. Pupils work together in pairs and groups in lessons. There is a strong bond between pupils when they sing together in the assemblies. Their sense of teamwork applies in dance and music, as well as in sports. The adults at school are very good role models. Pupils relate very well to them, and follow their lead. The school uses 'circle time lessons' to enable children to discuss and understand other people's ideas and feelings. Older pupils look after younger children in the playground. Pupils are very considerate of others with physical difficulties. Recently, they warmly welcomed a pupil who arrived at school with little knowledge of English. Traveller pupils work and play alongside the other pupils with very good harmony. One traveller pupil plays a major part in editing the school's newspaper.
- 13 Pupils make very good use of the opportunities the school offers to develop personal responsibility. From Year 1, each class has two representatives on the school council. They collect and put forward ideas to the school management. The school acts on their suggestions; for example, it has replaced a muddy patch with an attractive flowerbed. The parents' association has provided outdoor clocks so pupils can see when playtimes are coming to an end. Pupils help with jobs around the school. They supervise clearing the trays and cutlery in the hall. Pupils enhance their self-esteem by participating in sports and the arts. A small group created a multi-media presentation on Lewis Carroll's Jabberwocky. They recorded

his verse and music symbolising the mythical creature. They performed it at the Totnes festival, and won selection for a Devon county dance event. A Year 6 girl is an able pianist and plays solo for the rest of the junior school in assembly. Pupils play competitive sports, such as soccer and hockey. All these activities help pupils feel proud of their school.

- 14 Some of the special educational needs pupils have emotional and behavioural difficulties. The school has put in place very good systems to promote positive behaviour and good attitudes towards learning. As a result, in nearly all lessons, these pupils behave at least satisfactorily and are making the same good progress as other pupils. There are very good arrangements for supporting the needs of pupils with emotional and behavioural difficulties. This means that they are developing positive attitudes towards their work and behave at least satisfactorily in lessons for most of the time. They are also making good progress in their learning to achieve well for their abilities.
- 15 Attendance is good, at 95.7 per cent for the 1999/2000 school year. Many pupils are reluctant to miss a single day. A Year 2 pupil insisted on coming to school even when her mother thought she was not quite well enough and suggested she should stay away. The good attendance by traveller pupils matches that of the other pupils. Each morning, pupils arrive punctually at school, and lessons start promptly.

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

- 16 Pupils are well taught and this is helping to raise their achievement and learning. All teaching observed was satisfactory or better, with over 85 per cent being at least good. Very good or excellent teaching was a feature of over 40 per cent of lessons. Teaching is particularly good in the Reception class. The quality of teaching has improved since the last inspection report, even though it was described as a strength previously. The small amount of unsatisfactory teaching has been eliminated, and more teaching is very good or better. This improvement has largely been associated with better planning, even more challenging work and the consistent application of the school's behaviour strategy.
- 17 The teaching of children in Reception is very good overall, and never less than good. As a result, children are making very good progress. Good attention is given to all areas of learning and the children are being well prepared for entering Year 1. Planning in the mixed age class ensures that the needs of Foundation Stage children are met well. Children's personal, social and emotional development is given very good emphasis. Teachers provide good opportunities for children to develop independence. They provide a good range of activities, which effectively promotes learning in language and mathematical development. Assessment is effectively organised and the information gained is used well to plan activities. Children concentrate and show good independence. They are interested in the activities offered, enjoy what they do and co-operate very well.
- 18 The quality of teaching in the remainder of the school is good, and often very good or excellent. Teaching of English is very good in Key Stage 1 and good in Key Stage 2. In mathematics, teaching is good in both key stages. In other subjects, teaching is usually good. It is very good in music in both key stages, and in physical education in Key Stage 2. The strengths in teaching are similar throughout the school. Weaknesses are relatively rare. Pupils' learning is good throughout the school because of the consistently good quality teaching, this is helping to raise

pupils' achievement. Teachers' subject knowledge is good and, in some areas, particularly when specialist staff are available, such as in music and physical education, it is very good. This helps to ensure that pupils are almost always challenged effectively in their work. Teachers often ensure pupils use their literacy skills in other subjects, with a particular strength being the good emphasis on developing vocabulary across a range of subjects. Teachers use questions very effectively to encourage pupils to answer in extended sentences. Older pupils, in particular, are not always asked to write at length on enough occasions, for instance opportunities are missed in geography. Mathematics is taught well, except that some numeracy lessons in Key Stage 1 are too long, extending beyond the time recommended in the National Numeracy Strategy. Pupils have made good progress because teachers encourage pupils to explain their methods or relate the topics to relevant 'real life' topics. As a result, many pupils progress well, develop accurate computation skills, which they apply well. Mathematics is used effectively to support learning in other subjects, especially science where pupils collect, display and interpret data. However, these links are not planned in sufficient detail. Expectations of pupils, in relation to both behaviour and the level of work, are good. Within most classes, teachers plan to meet the needs of all pupils effectively.

19 Lesson planning is a strength throughout the school, with teachers ensuring that pupils are told what they are to learn and why. In many lessons, teachers encourage discussion and good group work. Pupil management is often very good, and rarely less than good. This helps to ensure that learning is consistently good. The relationship between staff, who are relaxed and enthusiastic, and pupils is a strength of many lessons. The pace of lessons is good and pupils usually complete a good amount of work. On rare occasions, pupils spend too much time colouring in block graphs and countries on maps, rather than extending their scientific or geographical knowledge and skills more. In the best lessons, at the beginning of an activity, pupils are given a very clear indication of the time available. Resources are used effectively to support learning, for instance, ICT is used well to promote learning in science during experiments monitoring changes in temperature. Teachers know their pupils well and there are many examples of the effective use of assessment during lessons. The most common area of weakness is the quality of marking; it is sound overall, but very variable. Marking does not always follow the school's policy, key errors are sometimes not corrected and comments do not help pupils to understand what they have achieved or how they can improve. In Key Stage 2, the quality of some teachers' writing does not act as a good role model for pupils. This weakness is also evident in the writing on the board, and in displays and worksheets. In some cases, pupils have reverted to using print rather than a joined script. Homework is used well to support pupils' learning. English and mathematics are regularly set, but there are many other good examples in subjects such as science and geography.

20 The teaching for pupils with special educational needs is good. For most of the time, pupils are taught alongside others in the classroom. When they work under the direction of the class teacher or a learning support assistant they often make good progress in their learning to achieve well. On other occasions, pupils work in small groups on specific programmes with the special educational needs teacher or classroom assistant. Teaching is particularly good when pupils work on a computer program to help improve their knowledge of phonic sounds and spelling. Class teachers have a good knowledge of the needs of individual pupils in their class. This ensures that different work is well matched to pupils' needs, allowing them to achieve success and gain self-esteem. This is particularly seen in literacy and

numeracy lessons. Teachers are also good at including pupils in discussions, particularly by giving them questions they are able to answer and praising their achievement. The teachers think carefully about the need to ensure the inclusion of all pupils in the wide range of activities offered. Through this approach, the needs of traveller children, and the one pupil for whom English is an additional language, are met effectively. As a result, these pupils learn well and make good progress. Talented and gifted pupils are now being identified and suitable opportunities provided, especially in art and design, music and physical education. The good teaching in the school helps to promote increasingly good learning. Pupils concentrate very well and work hard. Acquisition of new skills and knowledge is steadily improving, and is good or very good in all subjects.

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

- 21 The school provides a rich curriculum with a breadth of experiences for all its pupils, including those with special educational needs, traveller children and the pupil for whom English is an additional language. As a result, pupils make good progress in their learning and standards are rising. This is a significant improvement since the last inspection when, although the curriculum for children under five was good, in Key Stages 1 and 2, there were significant differences in the learning experiences for pupils of the same year group in different classes. In both key stages, the previous report indicated that, in a number of classes, learning opportunities were not challenging enough for more able pupils and consequently their progress was unsatisfactory. Improvements have also been made in the planned learning experiences for pupils with special educational needs. These are now good and pupils have full access to all learning opportunities. Good consideration is given to ensuring equality of opportunity for all pupils. The school is skilled in ensuring the inclusion of pupils of different abilities and needs in its work and activities. Good thought has been given to ensuring that gender bias is avoided; for example, during the inspection, the girls were playing football. Pupils are well prepared for the transfer to secondary school and they undertake independent research well. The curriculum gives appropriate emphasis to literacy and numeracy, as well as ensuring that the school achieves its aim of providing a happy, secure environment in which children can enjoy learning. This provision is helping pupils to develop a wide range of skills, knowledge and understanding. Good attention is paid to recent national requirements and staff are working hard to adapt published schemes of work to match closely the specific needs of pupils in the school. Good guidance is provided to help teachers plan activities which build on and extend pupils' learning.
- 22 The curriculum is enriched by an outstanding range of well-attended extra-curricular activities. The school was recently awarded a well-deserved 'Certificate of Excellence'. The extremely wide range of clubs includes: drop-in befriending and chess clubs, a very wide range of music clubs and tuition, choir, art projects, boys' and girls' cricket and football clubs, short tennis, gymnastics, music, movement and mime, dance, cycling proficiency, computer club, school council and newspaper group. Extra-curricular provision was identified as a strength in the last inspection and remains a significant strength.
- 23 The curriculum for the Foundation Stage is good and remains a strength of the school. It is very good for personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative development. It covers all the areas of



learning in the Reception and mixed Reception/Year 1 classes. However, the arrangements for outdoor activities in Reception and the mixed Reception/Year 1 class, including those for physical development, are limited. There is a lack of suitable outside equipment and space. Planning for the Foundation Stage is very good and takes full account of the recent guidelines.

- 24 The curriculum for pupils at Key Stages 1 and 2 gives them the opportunity to take part in a good range of interesting activities and meets statutory requirements. It is enhanced by the introduction of French in Year 6. The curriculum for religious education meets the requirements set out in the locally agreed syllabus well. Schemes of work provide effective guidance to help teachers plan well, and to match work to the specific needs of individual pupils and the level at which they are working. Good thought has been given to the language needs of pupils, particularly those with special educational needs, traveller children and the child for whom English is an additional language. Planning for all subjects clearly identifies the vocabulary required. These factors help pupils to make good progress in their learning. In all subjects, there is good awareness of the need to focus on the development of skills, as well as knowledge and understanding. Although skill progression is covered well in science, there is a lack of opportunity for more able children to design their own experiments. Provision for physical education, particularly dance, is very good. However, the limited outdoor play area restricts opportunities for outdoor games for Key Stage 1 pupils. ICT is often used well to support children with special educational needs and to support learning in other subjects, particularly for creating pictures in art and design, for using and applying spreadsheets in mathematics, for graph work, control technology and monitoring in science. However, ICT is not used as extensively as it could be to support aspects of mathematics, music and word processing skills in English.
- 25 The National Literacy and Numeracy Strategies have been introduced and are helping to raise standards. Speaking and listening are promoted well across the curriculum. Although literacy and numeracy are often used well in other subjects to support learning, there is not a systematic approach to this. The school is considering ways in which the more able can be extended further in writing. Although the school has adopted the National Numeracy Strategy, at Key Stage 1 there is not always a daily lesson in every class. Both literacy and numeracy sessions in Key Stage 1 are overlong. The school has introduced a very good scheme of work for pupils' personal, social and health education which covers sex education and drug misuse. Good attention is also given to pupils' personal development in their learning in other subjects. Good thought has been given to developing confidence and independence in the classroom environment, including developing enquiry and investigation skills, particularly in mathematics and science.
- 26 The provision for pupils with special educational needs, including those with emotional and behavioural difficulties, has improved well since the last inspection and is good. Owing to the sensitive support by teachers, they are included well in all activities. There is good early identification of pupils' needs, often in the Reception class. This means that in the Foundation Stage, children's needs are met very well. Teachers fill in a concern sheet for those pupils who they think may have a special educational need. Pupils who are placed on the register at Stage 2 or above are then provided with an individual education plan. These are good and include a limited number of achievable targets, well matched to pupils' needs. The regular and effective reviews help to promote progress. Most pupils with special educational needs are taught within the classroom, although occasionally pupils work on their

individual programme with the special educational needs co-ordinator or a learning support assistant. Specific time has been allocated in the ICT suite for pupils to work on individualised phonic spelling programs. This supports their learning very well. The provision in place, together with the supportive ethos of the school, ensure that pupils with special educational needs make good progress in their learning.

- 27 The provision for traveller children is very good and very well organised. A traveller support teacher regularly visits the school. The provision for the pupil for whom English is an additional language has been well organised and he is participating fully in the National Curriculum and a wide range of the school's activities. Application of the school's equal opportunities policy ensures that all these pupils can make progress in each area of the curriculum.
- 28 The school maintains good links with the community and there is good community use of the premises, for example community-led computer courses, local residents' association meetings and line dancing classes. The school exploits the cultural aspects of the area well through surveys and environmental studies. The school has good links with local churches, ministers and local town council. There are very good links with the travellers and the traveller support teacher. The curriculum is enriched through visits and visitors, for example local ministers, and specialist teachers for music tuition. These motivate pupils very well and enhance learning in subjects, such as religious education, art and design, music and physical education, where they reach above average standards. Pupils are given good opportunities to perform, for example the school's percussion ensemble were practising samba rhythm riffs in the hall in preparation for a 'show case' event for parents and children interested in playing musical instruments. Instrumental tuition is available to pupils in both key stages. The very constructive relationships with other schools and educational institutions in the area give very good support to pupils' learning. The very good links with the local community college, with sports college status, have provided weekly coaching in a range of sports in and out of school hours run by specialist teachers. Links with the local pre-school groups have been strengthened and are now very good. The Reception class teacher visits each of the five pre-school groups regularly.
- 29 At the time of the last inspection the provision for pupils' spiritual and social development was unsatisfactory. The school has made excellent improvement in these aspects of its work and the overall provision for pupils' personal development is now very good. This is because both the management and staff of the school have set excellent priorities and worked very hard to address the weaknesses.
- 30 Spiritual development is very good. After the last inspection, a very effective action plan was drawn up. This included developing a new scheme of work for religious education, which gives very good support to spiritual development. In addition, opportunities to encourage spiritual development were identified, and specifically planned for, in other subject areas. This has resulted in very good provision, particularly in the way that pupils reflect on the wonders in life. A very good example, seen during the inspection, was when pupils were asked to think about just how huge a 100 metre tree would be. The teacher very carefully compared this to the pupils' own heights and the height of their classroom before asking them then to reflect on just how high the tree was. In a religious education lesson on Islam, the very sensitive teaching of the respect given to The Qu'ran resulted in pupils sitting quietly and in awe when their teacher carefully handled the text. The planning and arrangements for the act of collective worship were also revised to give greater

emphasis to spiritual development. Assemblies are now focussed on reflection, and a sense of awe and wonder is created very well, mainly because teachers take great care to develop this sensitively. The emphasis on 'learning from religion' in religious education lessons also gives very good support to the spiritual aspect. By the time they leave the school, pupils have developed a good understanding of how spirituality affects the lives of faith communities. In addition, both assemblies and religious education lessons encourage pupils to reflect very well on their own feelings and experiences.

- 31 Pupils' moral development is promoted very effectively. The school has developed a very good set of procedures and policies, including an effective rewards and sanctions system, which is consistently applied by staff. The very good relationships seen in the school, and the very positive role models staff give, mean that there is an ethos of respect, fairness and politeness to others. In assemblies and group discussion sessions known as 'circle time', very good opportunities are made to discuss the appropriate way to respond to different situations. The high quality discussions generated and a sense of openness and trust, allow pupils to explore and understand the agreed code of behaviour for the school. Particularly good support is given to those pupils with special educational needs who have emotional and behavioural needs. They are developing a very good understanding about how to behave in different situations and are very sensitively supported to be able to do so. The opportunities which the school provides for counselling, such as in the 'Befriending Scheme' and the 'Time Out' sessions, for when pupils need to take time to calm down, are also having a very positive impact in promoting good behaviour.
- 32 The arrangements for promoting pupils' social development are very good. This is partly because of the exceptionally good role models which the headteacher and staff provide. Pupils say that their teachers have high expectations of them and they really care about how well they do. This gives very good support to the relationships seen. The sense of trust and the encouragement to 'Have a go', which are at the heart of the school's ethos, develop a very good sense of community. Pupils co-operate very well with each other, appreciating that other pupils may have different talents or difficulties. This gives excellent support to the inclusion of all groups of pupils, including those with special educational needs and pupils from traveller families. Older pupils are encouraged to work with younger pupils, for example through the 'Playbuster' activities or in paired reading. The excellent provision for extra-curricular activities, including sport and a good range of residential visits for Key Stage 2 pupils, also supports this aspect of pupils' development very well. From a very young age, pupils have the opportunity to express their views through the school council. Items discussed cover the full range of the school's life, including behaviour and the environment. Pupils take their responsibilities very seriously, gathering information from, and reporting back to, their classmates. This helps them to develop a very good sense of citizenship. Another very good feature of this aspect of the school's work is that pupils begin to look to the wider community and their responsibility within it. The school has a very good record for fund raising for various charities. In particular, pupils have helped to raise £7000 for a wheelchair for a disabled visitor to their school.
- 33 Cultural development is very well promoted. The school provides a good range of cultural experiences, which enriches pupils' cultural appreciation. Pupils are encouraged to take part in music, dance and drama productions; most recently a county gala where they performed the Jabberwocky. Cultural development is also

promoted very well in the general curriculum. In English, pupils study a range of texts including those of authors and poets from different cultures, as well as gaining a very good knowledge of English writers such as Roald Dahl and W. H. Auden. A wide range of music from different eras, cultures and styles is promoted very well. During the inspection week, the music played for assemblies ranged from South American pipes to The Beatles 'Let it Be', which pupils have also learnt to sing. Some of the pupils in Years 5 and 6 are introduced to aspects of French language and culture, and there are opportunities to visit France once every two years. The high quality art and design activities help pupils to learn about and experience a range of media, and they attempt to work in the style of Paul Klee or Van Gogh. Although pupils are introduced to the art of other cultures, particularly from Asia, in their study of 'Eastern Religions' in religious education lessons, less emphasis is given to art from other cultures in the art curriculum. There are school trips to Marsh Mill Park where pupils complete a sculpture and to sites of historical interest. Religious education lessons also give very good support to this aspect. A particularly good feature of this is that they help pupils to learn about the cultural diversity of the United Kingdom. During the inspection, Key Stage 2 pupils watched a video of a Muslim who lived in central England talking about the celebrations for Eid al Fitr. The good quality religious artefacts also help pupils to understand about different customs and beliefs. The personal, social and health education curriculum gives very good support to developing racial tolerance and harmony by allowing pupils to explore the concept of a society in which people can contribute both through their similarities and differences. Teachers are also aware of the opportunities to help develop pupils' understanding of different cultures and societies in a range of subjects. In a history lesson, the teacher very skilfully led a discussion on the working conditions for children in Victorian times on to comparing this with children working in third world countries today. Through the good resources provided by the Devon Consortium Traveller Education Service, pupils are gaining a good understanding of the culture of traveller families.

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

- 34 The school provides very good care for pupils in respect of welfare, child protection, and health and safety. It successfully achieves its aim 'to provide a happy, secure environment in which children can enjoy learning'. A committee carried out an inspection of the premises last term. There are no present health and safety concerns. The governing body makes effective use of governors with professional experience. The caretaker keeps a keen lookout for matters needing attention, and carries out minor repairs herself. She and her team of cleaners work hard to keep the premises clean and in good condition. Staff are very well aware of health and safety issues within specific subjects. The school council contributes ideas that adults might miss. It recently drew attention to rough edges on some playground benches. Arrangements for first aid are very good. A member of staff has a current first aid certificate. Most assistants have received training in first aid for children. The school follows local authority procedures for child protection and works closely with local agencies. The headteacher is the designated teacher. He regularly updates his training and ensures that staff are aware of issues and requirements.
- 35 Procedures for assessment and for supporting pupils' academic progress are good. They are at least satisfactory in each subject. The school has achieved significant improvements since the previous inspection. At that time, assessment of older pupils was variable and teachers were not making effective use of assessment. The school now uses the national tests at the end of Years 2 and 6, and it carries

out optional tests for the years when the statutory tests do not apply; these are good arrangements. The school has good procedures to assess children joining the Foundation Stage. It makes very effective use of assessment information to help organise classes and groups of pupils. It sets targets based on this assessment information. Teachers share their learning objectives with the class, and this helps pupils to make progress. The focus is on English, mathematics and science. In mathematics, for example, the school detected a weakness in pupils recognising irregular shapes. Teachers consider these details in planning lessons. The school records pupils' achievements in the other subjects. This is a good and uncommon feature of assessment at the school. The previous report said that marking rarely indicated pupils' strengths and weaknesses. The school has made a big improvement in marking. However, this improvement is not yet consistent in all classes.

- 36 The assessment of pupils with special educational needs is good. The school fully complies with requirements of the Code of Practice, and statements and reviews are kept up-to-date. The records kept by the special educational needs co-ordinator are helpful in monitoring the progress of pupils. The school states that it operates a 'Have a Go' culture and this helps develop pupils' self esteem and encourages them to make progress. There is good liaison with outside agencies who provide effective support when necessary. The good knowledge teachers have of all the pupils in the class and the encouragement for all pupils to do their best is helping pupils with special educational needs to make good progress. The school has a long tradition of educating traveller children, the number of whom vary throughout the year. Very good attention is given to their needs, both from the Devon Consortium Traveller Education Service and also staff in the school. This helps them feel part of the school and to make good progress.
- 37 The school has very good procedures for monitoring and supporting personal development. Teachers know their pupils well. A key issue in the previous report was to extend the good quality of behaviour in the classrooms to the playground and dining hall. The school responded by asking a teacher to take specific responsibility as 'lunch-time co-ordinator'. He provided specific training for mealtime supervisors, helping them develop a positive partnership with pupils. The school defined the use of space in the playground so that pupils could use it safely and fairly for a variety of activities. Pupils now have extra resources that range from skipping ropes to a giant draughts board. A learning support assistant befriends pupils who need extra support. She runs a very popular 'quiet' club. Pupils run their own percussion club. These activities often enable pupils who are having difficulties to succeed and gain in self-esteem.
- 38 Pupils take responsibility for their own personal development. Members of the school council researched the best method of playground improvements, and the costs. The 'buddy' system enables individual pupils to improve attitudes and behaviour both of themselves and the pupils they are supporting. The rewards system gives pupils the chance to win stickers, house points and to gain an entry in the Gold Awards Book. The whole school claps enthusiastically when pupils collect their award at the weekly assembly. The good policy for behaviour and discipline has clear procedures to deter bullying. The school is strong in its encouragement for pupils with particular gifts and talents, illustrated when a talented Year 6 pupil played the piano solo in assembly during the inspection.

- 39 The school has good procedures to promote attendance. Teachers keep the registers meticulously. The headteacher and office staff are aware of attendance patterns for individual pupils. The school follows up if a parent does not notify the reason for an absence. There are, consequently, very few unauthorised absences. The teacher and the assistant who support traveller pupils are very effective in encouraging their regular attendance.

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

- 40 Parents have a very good opinion of the school. Their replies to the inspection questionnaire show very positive responses to 10 of the 12 questions. In particular, all said that the school has high expectations of their children and almost all said that teaching is good. At the pre-inspection meeting, parents said that the school has improved its standards and the challenge to more able pupils. A small number of parents express concern about homework and the range of activities outside lessons. The inspection findings are that homework is working satisfactorily, and provision for extra-curricular activities is excellent.
- 41 The school has very good links with parents. They say the school is an open and welcoming school. It holds formal meetings in the autumn and spring terms with the child's class teacher. Most parents take part in these meetings. It also invites parents in for discussion after they receive the annual report in the summer term. There have recently been well attended meetings on homework and on boys' achievement. Parents eagerly solved problems in a mathematics fair. Twelve parents serve on the committee of the school association. They arrange a wide variety of events, many of which give pupils the chance to extend their responsibility and social skills. Pupils sing in the choir, dance and play percussion at the Christmas fair and the Halloween event. The association holds a disco for the children each half term. Funds raised provide extra facilities to extend children's learning. These range from a visit to the pantomime in Exeter to new chairs for the computer suite.
- 42 The school provides very good information for parents. The annual reports to parents on their children give good coverage of every subject. The most detail is in English and mathematics, in which teachers set targets for every pupil. The reports also cover pupils' personal achievements. The school has produced a new report format for children in Reception, as this is the first year for the Foundation Stage curriculum. A homework guide gives a clear outline of the school's expectations all the way from the Reception class to Year 6. The school issues a newsletter for parents twice a term.
- 43 Parents make a very good contribution to their children's learning. Their involvement has a positive impact. About 20 volunteers help regularly in class. A traveller parent helps in school. Most parents help in the younger classes. They also support the older pupils with specific skills, such as in ICT. They join teachers on trips to local sites of interest. Parents provide a wide range of experiences for different subjects. A father described his visit to Brazil. A grandmother told pupils about life in World War II. Parents are to come to a 'literacy day' and are going to talk to pupils about their favourite books when they were children. Most parents of the younger children read frequently with them and keep the home reading diaries up-to-date. Parents of older children give similarly effective support to their homework programme. They continue to use reading diaries in Years 3 and 4. Pupils prepare for tables tests from Year 3 onwards. Parents also help with

projects, recent examples include researching the Tudors in history and magnetism in science.

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

- 44 The leadership and management of the headteacher, governors and key staff are very good. The senior management team forms an effective partnership whose leadership has established a cohesive and dedicated staff team providing high quality education for the pupils. Not only is the school endeavouring to raise standards in the core areas of literacy, numeracy, science and ICT, but also across the planned broad curriculum. The staff are particularly effective in promoting high standards in music, art and design, and physical education. There is an excellent reflection of the school's aims and values in its work. The governing body fulfils all statutory obligations fully.
- 45 The headteacher's leadership is outstanding. He articulates a clear vision for the school and has many qualities that ensure good leadership. These include integrity, good communication skills, a calm, supportive manner and the ability to gain the trust, commitment and respect of staff, pupils and parents. He uses these skills well and has created a caring and democratic school community actively respecting and supporting individuals at all levels. The high profile given to staff development and training, as the basis for school improvement, is evident by the achievement of 'Investors in People' status. His model of dedication, commitment and hard work is mirrored, at all levels, by all those who work for the school. The very good progress the school is making is evident in the improvements made in all subject areas since the last inspection.
- 46 Although there have been recent changes to governing body personnel, the good structures established and commitment to training have enabled the group to function well and offer good support to the school. Governors have a very good working relationship with the headteacher. The leadership of the experienced chairman, who meets regularly with the headteacher, and a good committee structure, have ensured continuity in the governing body's contribution to shaping the school's future direction. The attachment of governors to classes and subject co-ordinators has strengthened the group's overview of the curriculum. Such involvement provides them with a clear understanding of the strengths and weaknesses of the school and its priorities. They have a satisfactory understanding of their monitoring and quality assurance roles, and these are recognised as development areas. The governing body agrees both the school's budget and its development plan. It has a very good understanding of the community the school serves. Recent appointments have brought together individuals with an extensive range of personal and professional skills with the potential to make a significant contribution to the future development of the school. Governors use local authority expertise well for training and to enhance their effectiveness, for example, most recently in preparing themselves to undertake performance management. Since the last inspection there have been improvements to the assessment of the cost effectiveness of decisions and plans. Identification of priorities is now clearly based upon a systematic analysis of pupils' attainment and the quality of education provided.
- 47 Overall, the monitoring and evaluation of the school's performance and the effectiveness of the actions taken are very good. Rigorous procedures have been established to monitor, evaluate and develop teaching. Co-ordinators monitor

planning and scrutinise work. Portfolios of pupils' work, for example in mathematics and ICT, provide useful evidence of progression as they move through the school and are a good basis for agreeing standards. The good quality of teachers' medium-term plans contributes to planned progression within subjects. However, not all co-ordinators have observed teaching sufficiently to have an overview of progression and standards in their subjects throughout the school. Where aspects of subject monitoring are shared with colleagues in another key stage, systems have not been established to provide co-ordinators with the necessary overview. Baseline and assessment data from standardised tests are analysed and used effectively to set targets and priorities and, as a result, the school predicts its results accurately. External advice and support from the local education authority are used very well, for example, to monitor school self-evaluation, subject leadership in science and the implementation of the National Literacy Strategy. A very good annual appraisal system for teaching staff is well established and the school has recently introduced a performance management system of very good quality. Learning support assistants are well trained and are provided with appropriate feedback to ensure their performance is effective. The process of school development planning is very good. The main focus is for one year, with future priorities identified. The school identifies its priorities for development very well and it has an excellent capacity to succeed. The annual school review process involves all who are associated with the school, governors, staff, parents and pupils, before a comprehensive school development plan is compiled and approved. There are effective arrangements for achieving the specified annual, costed goals with responsibility allocated against success criteria with target dates. The school monitors and evaluates these appropriately. Although financial projections are made for a three-year period, the overall development plan is insufficiently detailed to communicate priorities over the longer term. The school has a clearly written induction policy and guidelines of very good quality. It provides excellent support for new members of staff and teachers in training.

- 48 Financial planning is linked extremely well to development planning; there is a careful and systematic process to budget planning over a three-year period. The school uses technology very well. All financial planning is computerised and a program enabling monitoring and tracking of pupils' progress is being introduced. The administration and very efficient financial management systems support the work of the teachers well. A very competent administrative team supports the headteacher, finance committee and governing body in monitoring expenditure and planning for contingencies. Very good use is made of local authority financial expertise and services. Funds for specific purposes are allocated very well against clearly defined objectives. These are spent very effectively and are reflected in pupils' achievements, particularly for travellers, those with special educational needs or for whom English is an additional language. The significant recent developments in the ICT suite, and its use, are attributable to this very good financial management.
- 49 The provision for special educational needs is very well managed. The part-time special educational needs co-ordinator has put in place effective systems to support pupils well when she is not in the school. Learning support assistants have been well trained and they work very well under the direction of the class teachers. The monitoring of the provision, and the action taken to ensure that this continues to improve, are very good. The management of the provision to support the needs of pupils with emotional and behavioural difficulties is equally good and is a strength of the school. There is a good number of small rooms or quiet areas in which pupils



can work and specific time has been allocated for them in the ICT suite. This supports pupils very well. Resources are good and are used well to help pupils with special educational needs to make good progress. A part-time teacher from the Devon Consortium Traveller Education Service manages the provision for traveller pupils very well. She liaises very effectively with the class teachers, giving advice and support. A good range of books and pictures helps all pupils to develop an understanding of the traveller pupils' culture.

- 50 The governing body employs best value principles very well. It understands the quality of education provided by similar schools and evaluates its standards compared with them. The school uses local authority services very well, particularly for central purchasing and advice, and considers carefully the cost of its decisions. The administrative officer provides a detailed and careful analysis of the school's financial position and procedures. A full response has been made to the most recent auditor's report that identified 'good and well maintained financial systems' whilst specifying a few areas that would benefit from tighter controls. The school has an average income per pupil and gives very good value for money. A small budget surplus of approximately five per cent is carried forward to protect staffing levels and for contingencies.
- 51 The school is well staffed. It has a very good number of appropriately qualified staff to teach the subjects of the National Curriculum, religious education and children in the Foundation Stage. The teachers have very good experience and subject expertise, and are very well matched to the curriculum, with co-ordinators having a clear understanding of their role. The investment made in additional adult support is having a positive effect on standards. Competent, skilful classroom assistants support pupils' special educational needs well and contribute significantly to the development of literacy and numeracy skills. Teachers deploy and brief learning support assistants well and this is very effective in improving the standards of pupils.
- 52 The quality of the accommodation is satisfactory. Over recent years the school site has been developed extensively to cater for increased pupil numbers and to meet the demands of the National Curriculum. The imaginative extensions made to the building have enhanced indoor provision considerably and optimised the space available. Displays of pupils' work are prominent throughout the school and contribute significantly to the vibrant environment which values individual achievement. Limitations in the ICT suite provision restrict the size of groups and teaching styles can be employed within it. The room does not have a fan for ventilation or a system for effective demonstration to larger pupil groups. There is one hall which serves as a gymnasium and dining hall. However, the extensive interior developments have affected outdoor facilities where space is at a premium and opportunities for future developments are severely limited. Although playground areas are well designated with an adventure playground, an area for quiet activities and another for ball games, they are small and rather cramped. As a result play and lunchtimes are staggered for Foundation and Key Stage 1 pupils, and for Key Stage 2 pupils. Unavoidable consequences which result include some overlong sessions, particularly in the morning for the youngest pupils, the reduction in opportunities for social interaction between all pupils across the age range and reduced opportunities for whole staff interaction at lunchtimes. The school recognises deficiencies in the lack of provision of a designated outside area with suitable equipment for the youngest pupils. Key Stage 1 pupils mainly use the playground for outdoor games and the restrictions in space do affect the management and organisation of some of the activities undertaken and ultimately

the quality of learning. Difficulties occur in the management and development of small-sided team games with whole class groups. Despite this, standards of attainment for outdoor games lessons are still satisfactory at Key Stage 1. The use of a nearby sports field with a hard court area provides good outdoor provision for Key Stage 2 pupils.

- 53 Learning resources are satisfactory overall; they are good for literacy and numeracy and are used well. An important weakness in resources, recognised by the school, is the lack of suitable outdoor equipment for children in the Foundation Stage. Since the last inspection, improvements have been made to non-fiction reading resources. This is a very good school, that has made significant improvement in subjects since the last inspection. The quality of leadership, future planned development for music and the investments made in ICT provide a very good base for further improvements in teaching and learning.

### **WHAT COULD BE IMPROVED**

- 54 Standards of presentation are not always good enough, and there is not sufficient high attainment in writing. Owing to a lack of suitable resources and outdoor space, the curriculum for Reception children does not provide sufficient opportunities for outdoor activities. Marking does not always follow the school's policy and does not help children to know how they can improve. The opportunities for co-ordinators to monitor the quality of teaching and pupils' work are not extensive enough. The school development plan could be formalised to cover a longer time scale than currently. Some of the literacy and numeracy sessions are overlong, and in some classes in Key Stage 1 numeracy is not taught daily. ICT is used well in many subjects, but could be developed further in mathematics and music, and for word processing.

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

- 55 In order to improve standards further, the headteacher, staff and governors should:
- (1) Improve the quality of writing and presentation of pupils by:
    - providing more planned opportunities for pupils to develop extended writing over a range of subjects;
    - planning carefully to help pupils achieve the higher levels;
    - ensuring teachers' expectations about presentation, and the writing styles used by teachers, promote high standards;
    - making greater use of word processing.(Paragraphs 6, 18, 19, 25, 84, 85, 88, 89, 91, 92, 93, 99)
  - (2) Extend opportunities for Reception children to develop their physical skills outside by:
    - analysing the opportunities the current playground can give to Reception pupils;
    - reviewing the organisation of the timetable to create regular occasions when the outside environment is used;
    - improving the equipment, such as large ride-on toys, available for children to use outside.(Paragraphs 4, 23, 52, 53, 60, 79)

- (3) Improve the quality of marking and make greater use of this information in planning activities by:
- ensuring the school's marking policy is used consistently by all staff;
  - using marking to help pupils understand what they do well and how they can improve;
  - ensuring marking and the written comments provide good role models for pupils;
  - regularly considering the information gained, including that gained from formal assessments, to help planning and curricular review.
- (Paragraphs 19, 35, 91, 92, 102, 104, 110, 126)

Minor areas for consideration within the action plan include:

- (1) Extending the role of co-ordinators to provide more opportunities for monitoring the quality of teaching and pupils' work across the whole school.  
(Paragraphs 47, 127, 151)
- (2) Developing the school development plan so that it covers, in a more formal way, a period greater than one year.  
(Paragraph 47)
- (3) Reviewing the organisation of the literacy and numeracy sessions which extend beyond the recommended time, and the need to provide a daily numeracy lesson in Key Stage 1, and planning for the use of literacy and numeracy in other subjects in a more systematic way.  
(Paragraphs 5, 6, 18, 25, 52, 89, 92, 93, 98, 103, 111, 126)
- (4) Extending the use of ICT in mathematics and for word processing, and ensuring it can be used to a greater extent in music through the provision of programs to support composing.  
(Paragraphs 24, 92, 93, 100, 103, 145)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	81
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
3.8	40.0	43.8	12.5	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	292
Number of full-time pupils known to be eligible for free school meals	25

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	54

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence	%
School data	4.2
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	30	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	17	17	17
	Total	45	45	45
Percentage of pupils at NC level 2 or above	School	96 (73)	96 (91)	96 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	17	17	17
	Total	45	45	46
Percentage of pupils at NC level 2 or above	School	96 (91)	96 (94)	98 (94)
	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	27	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	26
	Girls	11	10	12
	Total	34	33	38
Percentage of pupils at NC level 4 or above	School	85 (74)	83 (80)	95 (76)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	24
	Girls	10	10	10
	Total	33	34	34
Percentage of pupils at NC level 4 or above	School	83 (74)	85 (74)	85 (76)
	National	70 (68)	72 (69)	80 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	277
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	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)	11.3
Number of pupils per qualified teacher	25.8
Average class size	29.2

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

Total number of education support staff	11
Total aggregate hours worked per week	189

### **Financial information**

Financial year	2000/2001
----------------	-----------

	£
Total income	562475
Total expenditure	560000
Expenditure per pupil	1892
Balance brought forward from previous year	20209
Balance carried forward to next year	22684

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

### **Questionnaire return rate**

Number of questionnaires sent out	292
Number of questionnaires returned	88

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	5	1	0
My child is making good progress in school.	64	32	2	1	1
Behaviour in the school is good.	47	51	2	0	0
My child gets the right amount of work to do at home.	41	39	18	2	0
The teaching is good.	74	24	1	0	1
I am kept well informed about how my child is getting on.	58	33	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	70	23	3	2	1
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	52	38	6	1	3
The school is well led and managed.	64	30	3	0	3
The school is helping my child become mature and responsible.	63	32	5	0	1
The school provides an interesting range of activities outside lessons.	47	31	14	2	7

## **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 The last inspection identified the provision for children under five as a strength of the school. Improvement since the last inspection has been good. The provision for the Foundation Stage remains a significant strength.
- 57 When children enter school, their attainment is slightly below average in all areas of learning; few children exhibit high attainment when they start in school. This is different from the previous inspection when attainment on entry was found to be broadly average. Children within the Foundation Stage, including those with special educational needs and traveller children, make at least good, and generally very good, progress. By the end of the Foundation Stage, children's personal, social and emotional development is very good. Their attainment in communication, literacy and language, mathematical development, knowledge and understanding of the world, and creative development is good and their physical development is in line with national expectations. This is similar to that reported in the last inspection when children were judged to have reached, and frequently attained beyond, the national expectations.
- 58 There are 35 children in the Foundation Stage. All are attending school full-time. There are 25 in the Reception class, with an additional ten children in a mixed Reception/Year 1 class. Children with birthdays between September 1st and February 28th start in September and those with birthdays between March 1st and August 31st start in January. The Foundation Stage is very well managed by the co-ordinator who took on responsibility for it last year. She has developed further links with parents, the programme for the introduction of new children to the school, and closer links with feeder pre-school groups. The admission arrangements are very good. Positive links are established with parents through a sensitive settling-in programme in the Reception class. Admission arrangements are suitably flexible and adapted, where appropriate, to the needs of individual children. Before starting school, children are invited to join the pre-school club, which meets for several afternoons, in the Reception classroom. The majority of children starting school attend mornings only for the first three weeks of term and are invited to stay over lunchtimes in the third week providing a valuable stepping stone to staying all day. All Foundation Stage children begin their schooling in the Reception class. In January, ten of the older children moved into the mixed age class. Due consideration is given to their age, maturity, ability and sociability and this has ensured they cope well in a class with older children.
- 59 Staff work closely with parents. There is a very effective home/school partnership. The Reception teacher invites all parents to an induction meeting, at the end of the term before their child starts school, at which she explains school routines and the Foundation Stage curriculum. Parents are encouraged to ask questions and share any concerns, and they are given the opportunity to make a further private appointment with the Reception teacher if they wish. The Reception teacher has established very close links with the local feeder pre-schools and nurseries, ensuring good continuity throughout the Foundation Stage. She visits each setting once a term. Pre-school play leaders spend time in the Reception class and are invited to significant events, such as school concerts and performances. To make



the move from pre-school group to school easier, before they start school, children can attend a Thursday Club run by the Reception Class teacher.

- 60 The curriculum for the Foundation Stage is good or, in many areas, very good. It is wide, rich, relevant, very well matched to children's needs and covers all areas of learning. No distinction is made between 'work' and 'play'. The children learn very well through carefully planned, enjoyable and challenging activities. Provision for pupils with special educational needs is very good. Strategies for teaching literacy and numeracy are very effective and used very well across the curriculum to support learning. There is very good direct teaching, but also a good balance between child-initiated and teacher-directed activity within the curriculum. One area of the curriculum which is not so well developed is the physical aspect, due to a lack of space and outside equipment, including large wheeled toys. Good use is made of ICT to support learning. There are computers in the two classrooms and children also have access to the computer suite with good support for their learning. They benefit from a good range of experiences, combining indoor and outdoor activities for children in Reception and the mixed age class. This helps all children, including those with special educational needs and traveller children, to make at least good, and generally very good, progress.
- 61 Assessment arrangements are very good. Valuable assessment information, from pre-school visits, meetings with parents, together with Thursday Club focused observations, helps the teacher group the children for baseline assessment. Baseline assessment data are analysed carefully and used very well in planning the curriculum. There are good, and developing, observation and recording methods in place. The very good teamwork between the teacher in Reception, the teacher of the mixed Reception/Year 1 class and learning support assistants ensures that children's particular needs are identified early and the curriculum is well matched to them. They effectively build up a profile of what each child has achieved. This information is shared to inform planning and to support the child in their learning. The Reception teacher is the deputy headteacher and Foundation Stage and Key Stage 1 co-ordinator. She keeps summary information about the progress of the whole year group, which enables teachers to see the progress of all children at a glance. Children's attainment on entry does vary from year to year.

### **Personal, social and emotional development**

- 62 Children's personal, social and emotional development in both Reception and the mixed age class is given a high priority to good effect. Teaching is very good in this area, which helps children make very good progress and, as a result, the vast majority are likely to exceed the Early Learning Goals by the end of the Foundation Stage.
- 63 Both Reception and the mixed age class provide a calm, welcoming and supportive learning environment. High priority is given to the personal, social and emotional areas of learning. There is a very good personal, social and health education scheme of work in place. In the Reception class, parents and children are welcomed into school before the start of the school day and children quickly settle into the well-established class routines. Both classes provide a good blend of child-initiated and adult-directed activities and these help children's personal, social and emotional development. During registration, children demonstrate that they can listen carefully, take turns and respond confidently to their names.

- 64 The teaching and curriculum for children's personal, social and emotional development are very good and ensure that children make good progress. Staff provide an inviting and stimulating environment, which encourages self-sufficiency and independence, and there is a good balance of familiar routines and interesting new experiences. Children have very good opportunities to select from an inviting and wide range of appropriate activities, which include dough work, number matching, puzzles, constructional toys, role-play activities in the class toyshop, sand and water play, and reading. Children have very good opportunities to take responsibility within the class.
- 65 The school works very well in partnership with parents. Before school, time is used most effectively to promote children's personal and social development. Parents bring their children into the Reception class and are part of their learning experiences. Children confidently select activities, initiate ideas, take turns and talk socially with each other and with adults. During the school day, children are encouraged to respect each other's endeavours and value each other's contributions. They respond very positively by listening attentively and appreciating each other's efforts.

### **Communication, language and literacy**

- 66 The provision to promote children's communication, language and literacy skills is very good. When they entered the school, the children had communication, language and literacy skills that were slightly below that expected for their age. At least good, or generally very good, teaching has ensured that they make very good progress in all areas and achieve above average standards for their age.
- 67 Teachers make very good provision for early reading skills and, as a result, children's reading is above average. In the Reception class, the teacher shared the large, attractive picture story book of the 'Gingerbread Man' with the class. She used probing questions very well to encourage children to predict what happened in the story and children took turns to make highly relevant comments about the story. They confidently joined in and read significant parts of the text with good expression, "Stop cried the boy!", "Stop cried the Girl!" and "but the Gingerbread man ran faster and faster". Children understand and use correctly terms about books, for example 'illustrator' and 'author'. They are aware of story structures, join in the story confidently and retell it in the correct sequence. They read on sight a range of familiar words from the story and associate sounds with letters. Children match sounds and words with pictures, and use a phonics program on the computer confidently. Readers are given good opportunities to develop their skills further, as when the teacher works with them on guided reading activities. The children respond very well and their reading improves.
- 68 Teachers make good use of the whole-class review time to develop children's speaking and listening skills by encouraging them to share their achievements. Children listen attentively and show a very keen interest, while others take turns to speak about their experiences confidently and clearly. Children talk confidently about their writing and find exciting words. They compare their gingerbread recipe from cooking with that in the text. Teachers exploit opportunities to develop children's vocabulary very well. In the toyshop in the Reception class, children answer the telephone, make calls to suppliers and use conventional greetings, such as, "How may I help you?" and hold role-play conversations confidently. In

the mixed age class, as a follow up activity to their shared story of the 'Rainbow Fish', children enthusiastically show and talk about their plasticine models and explain how they made them, expressing their ideas clearly and confidently.

- 69 Children have very good opportunities to develop their early writing skills. A good range of mark making, drawing, painting and writing opportunities is provided, and children develop and refine their writing skills very well. In the toyshop in Reception and in the 'Cosy Corner Cafe' in the mixed age class, children write orders and receipts. Standards in writing are above those expected as a result of the good, and generally very good, teaching.
- 70 Both classes provide valuable opportunities to develop children's language through attractive role-play activities. The current role-play areas are used well by children to develop their speaking and listening skills.

### **Mathematical development**

- 71 The provision to promote children's mathematical development is at least good and generally very good, and children make very good progress in this area of learning. Children entered school with attainment slightly below the levels normally expected for children of this age. They have made very good progress since starting school.
- 72 The quality of teaching is very good. Teachers provide an attractive, stimulating environment, which helps to promote children's knowledge and understanding of number, shape and mathematical ideas. The displays include attractive number lines, numbers alongside the days of the week and months of the year, vocabulary such as 'more', 'less', 'add', 'subtract', 'count on', 'count back' and 'equal'. They also include children's paintings of geometric shapes which fit together without leaving spaces, such as triangles, squares and rectangles. These helpful displays all help to reinforce children's knowledge and understanding of mathematics. In addition to attractive displays which help remind children about mathematical ideas, children have access to a good range of well organised mathematics resources which they locate, use and replace with confidence. Teachers develop independence in learning very well.
- 73 Teachers make effective use of familiar routines to promote children's knowledge and understanding of number, shape, pattern and mathematical ideas, for example during registration in the Reception class children sit in a circle and count round to 24 in both directions with little hesitation. They work out how many children are in the class by counting back from 25 the number of children who are away, and work out, by counting on and back, how many more, or fewer, children have packed lunches than dinners. This economical and effective use of time helps children to learn and use numbers. In both classes, children can count on and count back confidently and are encouraged to pick out specific numbers from the number square. In the mixed age class, older Reception children join in finger counting to 100 and 'spider counting' in tens. Some demonstrate that they can recognise numbers up to 40. In the toyshop in the Reception class, when asked which is the best toy to buy, one child replies "The Teddy Bear. It cost £30. It is very expensive." It was indeed the most expensive toy in the shop.
- 74 Very well planned teaching and good teamwork ensure that children develop their mathematical thinking very well. They learn how to match, sort and sequence according to given criteria. In the mixed age class, the Reception children use

crayons to measure different lengths of ribbon and string. They estimate well and make comparisons. They measure real objects with paper clips and record number answers forming the number correctly. Teachers use popular rhymes and well-known songs to reinforce mathematical concepts and this leads to good learning. In addition to direct teaching, children have access to a wide range of well-planned play activities which promote mathematical learning. These activities include picture puzzles, sorting and counting with small world play, number mat matching and sequencing activities, and making patterns. As a result of a wide range of very good teaching, children make very good progress in their mathematical development.

### **Knowledge and understanding of the world**

- 75 Teaching and provision to develop children's knowledge and understanding of the world around them are very good and lead to very good achievement. A good programme of visits and experiences for all children in both the Reception and mixed age classes helps them to make good progress in their learning about their local environment. Children consider the weather daily and discuss seasonal changes.
- 76 Teachers make good use of daily routines to reinforce learning about the past by celebrating children's birthdays, and by talking about the days of the week and looking at yesterday, today and tomorrow. Reception class children also learnt about the past when, earlier in the term, they studied toys they had as a baby with toys they have now. They compared the similarities and differences between toys from today and toys from the past. Building on this experience, they now compare old and new teddy bears from the large display they have brought in for the interest table. As a result of these valuable experiences, children have a good understanding of time and place.
- 77 Children have good opportunities to design and make a range of models using a wide variety of media. Reception children in the mixed age class observe, discuss and describe the movement of their models, toys and equipment and use 'push' and 'pull' vocabulary correctly. Reception children, whilst making gingerbread men in cookery, are very aware of why they must wash their hands and what would happen if the tables and equipment were dirty. They know how to use a recipe and which utensils to use. They use their senses well to observe and investigate. Children relate what they are doing to their previous experiences of cooking and using recipes. They confidently ask and answer questions noting similarities, differences and change. Children are encouraged to talk about how they made their gingerbread men and what changes they noticed. They talk confidently to the class and explain how they made the biscuits and how their recipe was different to the one in the text of their story book.
- 78 ICT is used well to support learning. Children use the 'My World' computer program both in classrooms and in the computer suite. Teachers use stories to teach children about the beliefs of others.

### **Physical development**

- 79 Teaching is at least good, and often better, Teachers use available resources and limited space well and children make good progress. By the end of the Foundation Stage, attainment is in line with that expected for their age. There is a lack of space

and of suitable large outside equipment, including large wheeled toys. Provision and resources for outside play are unsatisfactory. This is an area identified for development within school planning. Children do not have adequate opportunities to use a full range of wheeled vehicles or outdoor balancing and climbing apparatus suitable for the Foundation Stage and this limits their opportunities for this aspect of their physical development. There is not a separate, designated outdoor play area specifically for the use of Foundation Stage children. Space is limited and opportunities to develop aspects of the outdoor curriculum are lacking.

- 80 Teachers make good use of the weekly indoor physical education lessons and equipment to improve pupils' physical development. Children are taught a good range of gymnastic skills, such as balancing and travelling on large and small body parts, and they take pride in their achievements. Staff also make effective use of the playground, for example to promote children's ball skills. In the mixed age class pupils work with a variety of large, soft rubber balls, and practise and develop their skills in bouncing, throwing and catching. Children in the mixed age class are provided with a wide range of appropriate activities which helps them develop their skills in using tools and constructional equipment safely and with good control.

### **Creative development**

- 81 Provision for children's creative development is very good. Teaching is generally very good and children make very good progress in this area, and achieve beyond the standard expected for their age. The Reception age children learn about colour, pattern, texture and shape in the two- and three-dimensional form. Children produce good drawings of themselves, which are mature and pay good attention to detail.
- 82 Children have good opportunities to create three-dimensional models from a wide range of media and produce very good sculptures of imaginary creatures from plasticine and clay. They use texture well.
- 83 Children have very good opportunities to sing and move to music and they move expressively, showing awareness of space and others. Role-play is set up to stimulate children's creative development and, in both classes, children develop their roles well in imaginative play. In the toyshop and the cosy corner cafe, there are very good opportunities for children to develop their communication, language and literacy and mathematical thinking through role-play. Children are provided with ample opportunities to develop and express creativity through small world role-play and to extend their collaborative work when undertaking such activities. Teachers value pupils' endeavours and all work is attractively displayed.

### **ENGLISH**

- 84 Current Year 6 pupils have reached average standards. This is the same as the standards seen in the National Curriculum tests for 2000, where the school's performance matched the average of all schools and also schools in a similar context. In the tests, the proportion of pupils reaching the expected Level 4 or higher was above the national average, but the proportion reaching the higher Level 5 was about average. In the tests, pupils performed better in reading than in writing. Last year's results showed that, overall, the pupils had made good progress since they were assessed at the end of Key Stage 1, although the higher attaining pupils made somewhat less progress than might be expected. Over the past four years, the school's results have been better than or around the national average

and show a slight improvement, although the rate of improvement is less than that seen in most schools nationally. In the different aspects of the subject, standards are now average in reading and writing, and above average in speaking and listening, as they were at the time of the last inspection. However, the school has made good improvement in the proportion of pupils reaching the higher levels in reading.

- 85 The results of the National Curriculum assessments in 2000 show that the proportion of pupils reaching the expected Level 2 or above at the end of Key Stage 1 was above the national average in reading and writing, although the proportion reaching the higher Level 2B was around the average. The proportion reaching the higher levels was above average in reading, and average in writing. The differences between reading and writing are similar to those at Key Stage 2. The Key Stage 1 results show that the school is performing well above the national average in reading, and about average in writing. When these results are compared to similar schools, they are average in writing and well above the average in reading. Standards in reading have improved well over the past four years, and at a better rate than in most schools. Results have also improved in writing, but at a much slower rate, and no better than in most schools. Boys did not do as well as girls, particularly in reading, and this has been identified by the school as an area for improvement. The school has made good improvement since it was last inspected, particularly in increasing the number of pupils reaching the higher levels in the tests. For pupils currently in Year 2, standards are above average in speaking and listening and in reading, including for boys. Standards are average in writing, but are now improving at a good rate.
- 86 At both key stages, pupils make very good progress in developing their speaking and listening skills, which are above average. All pupils, including those with special educational needs, achieve very well for their abilities. By the end of Key Stage 1, the good opportunities provided have helped the majority of pupils to talk confidently in formal situations. The very good attitudes to their learning ensure pupils listen carefully and respond very well to their teacher's questioning. These skills are built on well as pupils move through Key Stage 2. This is because, in all subjects, pupils are encouraged to discuss what they are learning regularly. Very good formal discussions take place in a number of subjects, such as religious education. Pupils are very confident in expressing their views. Owing to the very good relationships seen in the school, pupils are also very good at listening to each other. The confidence and self-esteem they have developed help them to argue a point with the teacher or other pupils in the class skilfully. In all the Year 5/6 classes, a very high level of discussion took place on whether Jesus' teaching could be related to situations in their own lives. The value and respect which pupils show for others also give very good support to those with special educational needs. As a result, these pupils are developing very good confidence, and they achieve very well for their abilities in this aspect.
- 87 The majority of pupils make good progress in developing their reading skills, and all pupils, including those with special educational needs, achieve well for their abilities. By the end of Key Stage 1, Year 2 pupils reach above average standards. Very few pupils do not reach the average level expected for their age. This is because the basic skills of reading are taught very well. Pupils use the full range of cues to help identify the words they are reading and recall the storyline and characters well. The high attaining pupils read at a level well above average, reading children's novels, such as the Harry Potter stories, confidently and expressively, with great enjoyment.

This good progress continues throughout Key Stage 2 and, by the time they leave the school, the majority of pupils are confident in reading texts at the level expected for their age. Good promotion of this aspect in literacy lessons means that they refer well to texts when talking about the plot or style of the writing, as was seen in a very good literacy lesson where pupils discussed the poetry of W.H. Auden. However, the progress made, particularly for boys, is limited by the fact that only a minority show a genuine interest in reading. The school has already identified this as an area that needs to be improved and has begun to develop the book resources well to promote more positive attitudes. At both key stages, pupils have a secure understanding of how to find information in reference books and how to skim and scan texts to gain information quickly. They use these skills confidently in other subjects, but because these activities are not specifically planned for or identified, pupils do not make the progress of which they are capable in this aspect of reading.

88 Standards in writing at the end of both key stages are average. Good evaluation of test data by the subject co-ordinator has led to the implementation of effective measures to improve standards. They are already having an impact, especially at Key Stage 1 where pupils are now achieving well for their abilities, particularly in using their basic skills in writing. A new handwriting scheme of work, consistently implemented at Key Stage 1, has had a very positive impact on standards and presentation of work. As a result, over a third of Key Stage 1 pupils now reach above average standards in this aspect. Likewise, the promotion of spelling and the very good teaching of sounds and spelling rules in literacy lessons mean that all, except for pupils with special educational needs at Key Stage 1, apply these rules to spell a good range of words accurately. Key Stage 1 pupils are writing for a good range of purposes, adapting and organising their work effectively, for example in writing stories such as 'The day I got lost', thank you letters and a description of 'My Dad'. Despite their good knowledge and use of the basic skills, overall writing is around average because, although their ideas are clear, the variety of their vocabulary and its descriptive quality is not yet of an above average standard.

89 Better progress is now being made in writing at Key Stage 2, where most pupils are achieving well. In the written work seen during the inspection, pupils in Years 3 and 5 are now reaching standards above those expected for their age. The majority of pupils currently in Year 6 have made good progress in building on their skills since they took the tests at the end of Key Stage 1 and all, including boys, are achieving well. Pupils write clearly and legibly when required to do so and also spell the expected words accurately. However, there are inconsistencies in the expectations of how they will present their work and this means that, in some classes, handwriting and spelling are not as good as they could be. In addition, not all teachers model handwriting and spelling well, especially in using a cursive style. Through good attention given in literacy lessons, pupils write thoughtfully and organise their work logically and correctly for different purposes. Although these aspects are covered well in literacy lessons, the lack of interest in reading is limiting all except the more able pupils' understanding and use of imaginative language and an effective style, which will sustain interest. This was particularly evident when they were writing a description of Bovey Woods. In addition, the majority of pupils do not have a well-developed understanding of how to adjust their style for different audiences. The majority of pupils reach at least average standards, the more able pupils above this, but teachers are not challenging average pupils enough to do better. However, the standards in writing reached by younger pupils are better in this aspect, for example in the letters of complaint written by those in Year 3. Pupils write for a full range of purposes, often applying their skills well in other subjects, for

example in devising a survey on whether Bovey High Street should be closed to traffic. However, these links are not specifically planned for, so opportunities to develop writing skills further are missed. In addition, word processing is not used enough to encourage progress in writing, for example in using desktop publishing packages.

- 90 Pupils generally have good attitudes to the subject, although a number of older pupils at Key Stage 2, particularly boys, do not express an interest in reading. However, there is very good interest shown in class discussions which has resulted in the high standards of speaking and listening seen throughout the school. The good opportunities for working in pairs or groups are giving good support to pupils' personal development.
- 91 Teaching is good overall, and very good at Key Stage 1. The outstanding aspect of teaching at both key stages is the quality of discussions. This directly results in the high standards seen in speaking and listening. Key Stage 1 teachers have a high level of expertise and teach the basic skills very well. This helps pupils to make good progress in acquiring these so that they reach above average standards in reading, handwriting and spelling. Teachers expect pupils to do very well and, as a result, very nearly all pupils work hard and try their very best. Written work is generally well presented. Pupils are managed particularly well and they maintain interest, often working on task for long periods during the lengthy literacy sessions. At both key stages, homework, including reading and spelling and imaginative research tasks, helps pupils to make good progress. The quality of teaching at Key Stage 2 is good overall and ranges from very good to satisfactory. In the best lessons, teachers are highly skilled practitioners who teach the basic skills very well, which helps pupils to make very good gains in their learning. In a very good lesson, Year 4 pupils gained a very good understanding of word order in statements, questions and commands. The quality of explanations teachers use helps pupils to gain a very good understanding of how poetry can promote the mood and create a setting, as was seen in a very good Year 5/6 lesson. However, there is an inconsistency in the expectations and challenge given to pupils, especially in the way they set out or present their work. In addition, some of the marking seen in upper Key Stage 2 is unsatisfactory. It does not relate to the skills learnt, nor does it give any information on how to improve. This limits the progress pupils make, particularly in writing.
- 92 The curriculum has been well planned around the literacy strategy with good emphasis being given to developing speaking and listening skills. It is planned to promote these further through drama activities. However, literacy lessons in Key Stage 1 are over long, which means some pupils lose concentration towards the end of the lesson. Good attention is given to the specific needs of pupils, including those with special educational needs and for whom English is an additional language. The good attention given to the needs of under-achieving boys has gone a long way to addressing their lower standards. Currently opportunities to develop literacy skills, particularly writing, are not planned for enough in other subjects. There is insufficient use of ICT to support learning, especially in writing. The procedures for assessing and monitoring pupils' progress are sound, although inconsistencies in marking mean that they are not as good as they could be.
- 93 The subject is being very well led by a hard working co-ordinator who has monitored and evaluated the provision well. Her very good analysis has led to effective identification of areas for development and planning to address these. The effective



strategies put in place to improve writing are having a positive impact on standards, especially at Key Stage 1. This, together with the very good teamwork seen amongst all the staff, is helping the school to continue to improve provision and standards. Very good thought has been given to purchasing a range of books to promote better attitudes and reading skills, especially for boys. The co-ordinator has also correctly identified that writing skills will be promoted better if pupils have more opportunities to use word processing, especially if the older classes had regular access to laptop computers.

## **MATHEMATICS**

- 94 In 2000, at the end of Key Stage 2, results in the National Curriculum tests were above the national average, and above the average for similar schools. Over 80 per cent of the pupils achieved the expected Level 4 or above and 28 per cent gained the higher Level 5. Both of these figures were above the national average. When comparisons are made with schools in similar contexts, the percentage gaining Level 4 and above was well above average and those gaining Level 5 was above average. Over the last four years, there has been some fluctuation in the percentage of pupils gaining the expected Level 4, but in the majority of years, when the school has grouped pupils in ability sets, it has been above the national average. There is little difference in the attainment of boys and girls.
- 95 In 2000, at the end of Key Stage 1, results in the National Curriculum tests were similar to the average for all schools nationally and for those in similar contexts. The 96 per cent of pupils achieving the expected Level 2 was above the national average. However, the percentages gaining the higher Level 2B or above, or Level 3, were both below the national average. When compared to schools in similar contexts, the percentage of pupils recording Level 2 is above average, but for the higher Level 2B and above, and Level 3, results were below those of similar schools. The results are a continuation of a satisfactory trend of improvement over the last three years. There is little difference in the performance between boys and girls.
- 96 The previous inspection report found that most pupils attained the expected level at the end of both Key Stages 1 and 2. The adoption of the National Numeracy Strategy has addressed previous deficiencies associated with the uneven development of pupils' mental arithmetic skills at Key Stage 1, and the use and application of mathematics. In both key stages, assessment tasks have been broadened to include aspects of using and applying mathematics to the wider curriculum. More able pupils, in both key stages, have benefited from the higher expectations outlined in the National Numeracy Strategy and are now appropriately challenged. This is particularly evident at Key Stage 2 where setting in Years 5 and 6 enables teachers to match work more closely to individual pupils' ability. Bovey Tracey Primary was one of four Devon pilot schools for the National Numeracy Strategy project and this factor, and the high importance attached to staff training, have had very positive effects on teaching and learning. This is reflected in improved teacher subject knowledge and the elimination of shortcomings associated with the over-reliance upon worksheets in some classes. Progress since the last inspection is therefore good.

- 97 The attainment of pupils in the current Year 6 is likely to be below that of last year. This is because the results achieved by this group of pupils at Key Stage 1 in 1997 were below average. Inspection evidence confirms the pupils have made good progress and are now broadly in line with the national expectations. About 30 per cent of pupils are likely not to achieve Level 4. About 70 per cent will probably achieve Level 4 or above, with about 25 per cent gaining Level 5. After this year, standards will rise since the achievement of pupils in Key Stage 1 has been consistently at or above the national average since 1998, and the benefits of the good teaching throughout the school, and setting in Years 5 and 6, will enable the achievement of more challenging targets for Year 6, with a higher percentage gaining Level 5.
- 98 The benefits of the National Numeracy Strategy and good teaching are evident in Key Stage 1, where the majority of pupils are making good progress and learning well. The current Year 2 pupils are above average. Virtually all pupils will achieve Level 2 and about 75 per cent will gain the higher Level 2B or above. This marks an improvement over the results of last year. The majority of Year 2 pupils correctly add and subtract single digit numbers mentally. They have a good understanding of numbers up to 100 and show proficiency in counting in tens, fives and twos. The majority tackle and discuss number pattern work and identify odd and even numbers. The higher attaining pupils generalise, predict and explain what happens when combinations are made of pairs of odd or even numbers. Pupils know the names for common two- and three-dimensional shapes and describe their properties. Pupils are also confident in using a range of mental and written methods and develop a good mathematical vocabulary. Some of the best work is linked to number games, challenges and investigations. In one such lesson, all pupils made good progress because of the teacher's high expectations and the well-established routines for pupils to work independently. The promotion of independence is established with the youngest pupils. At the end of the first year, it is evident that most pupils are completing work at Level 2; adding and subtracting numbers to twenty and recording number sentences before moving on to larger numbers. Pupils worked with independence and concentration, and generalise well, explaining that addition increased the size of an answer whilst subtraction resulted in a decrease. Throughout the key stage, the development of appropriate mathematical language is well planned so that pupils use terminology, such as counting on and back, multiples and total, with accuracy. Number lines, hundred squares and cubes, and other equipment are used regularly and confidently by pupils. Mathematical ideas are also reinforced well in ICT lessons. Year 1 pupils effectively practised length estimation skills and incorporated quarter turns when using a programmable toy. Where learning support assistants are present in lessons their contribution is very effective in sustaining the learning of groups and individuals. Pupils with special educational needs make good progress and achieve well. Teaching is consistently good, and in some lessons it is very good. However, the full benefits of the National Numeracy Strategy are not fully realised particularly with Year 2 pupils. This is because the principle of a daily numeracy lesson is not always implemented.
- 99 Clear planning, well-structured, daily lessons and good teaching are helping pupils acquire secure numeracy skills throughout Key Stage 2. The gains from setting are well illustrated in the current Year 5 and 6 where very good subject teaching and well matched work are extending the understanding, skills and knowledge of pupils. Significant progress is also evident in Years 3 and 4 where pupils' work is particularly well matched to ability and pupils are well used to the routines and expectations of the National Numeracy Strategy. A minority of lower attaining pupils

in Year 3 is not yet accurate in handling numbers above 100 and shows insecurity in understanding the value of numbers. By the end of Year 6, most pupils handle numbers confidently. They have a good understanding of place value and use efficient written methods to solve number problems. They add and subtract decimals to two places and understand connections between simple fractions, decimals and percentages. Almost all pupils describe the properties of two- and three-dimensional shapes and classify angles. The higher attaining pupils use and interpret a variety of graphical presentations well. They have a good mathematical vocabulary and use terms like mean, mode and median correctly. About a quarter of pupils confidently work with negative numbers and apply their skills and knowledge in the context of more complicated word problems well. Generally presentation of work in Years 5 and 6, particularly in the middle and lower sets, is not of a consistently high quality.

- 100 Mathematical skills are used well in other subjects. Opportunities for pupils to construct and interpret graphical information are exploited successfully in science and geography. One very good geographical display, by Year 5 and 6 pupils, included a range of graphs, such as pie, bar and pictograms, presenting data from a local survey collected by pupils. However, the use of ICT is not exploited sufficiently in mathematics lessons. Opportunities to use the calculator to check work and to focus on the principles underpinning procedures are not always taken. A strength of many mathematics lessons is the exploitation of opportunities to use and apply number, make links to real world problems and offer open-ended challenges to pupils. In all three Year 5 and 6 sets this was a strength. In the upper set, pupils were required to use exchange rates to cost a range of holidays in dollars within a budget of £1100. In the middle set they checked percentage reduction advertisements for accuracy. Pupils in the lower set were finding and ordering equivalent fractions and decimals. In all three sets, these activities generated interest, involvement and enthusiasm. Good use is made of additional adults by teachers. All lessons are very well planned with high expectations. Mental introductions are characterised by a brisk pace and good questioning. Main activity tasks are clearly communicated and pupils know what needs to be done. Whole-class sessions are used effectively to consolidate pupils' learning and reinforce mathematical vocabulary.
- 101 Learning is good in both key stages. Pupils have very positive attitudes to mathematics. They enjoy working with numbers and participate fully in all aspects of the numeracy lessons. The oral and mental starters are effective, particularly when resources such as number lines, large dice and hundred squares are used to involve pupils and generate thought. Pupils are not afraid to offer opinions and make mistakes as this is promoted as part of the climate for learning. In nearly all lessons, children quickly settle to group tasks after initial introductions and concentrate very well, particularly when work is challenging. Pupils sustain interest and involvement in nearly all lessons. Behaviour is very good in whole-class and group activities because of the high teacher expectations that are consistently reinforced throughout the school. A distinctive characteristic is the way pupils throughout the school support one another, clarify tasks through discussion, and work co-operatively to solve problems. There is a small minority of boys which does not always concentrate on the tasks as expected. Pupils with special educational needs make good progress because of effective adult support. The progress of traveller children and the pupil for whom English is an additional language is good.

- 102 Overall the quality of teaching in both key stages is good. No lessons seen were less than satisfactory. In Key Stage 1, teaching is consistently good or very good. In Key Stage 2, it ranges from satisfactory to very good. All lessons are planned well. The most effective lessons have a brisk pace, enhanced by the use of timed targets and the judicious use of praise for well-motivated pupils. The most successful teachers exemplify good subject knowledge and mark pupils' work with evaluative comments. In the best Key Stage 2 classes, pupils regularly record the main activity objective as a target in their books upon which teachers comment when marking. This good practice is not consistent. Marking in the upper school classes is particularly variable. In a minority of books, work is marked only for accuracy and the school marking policy is not adhered to, for example, by indicating when work is discussed with pupils. In one Key Stage 2 class, work was marked incorrectly or left uncorrected; for example, one pupil had recorded 'even chance' on a probability line incorrectly and a number of pupils in the same set failed to record units for area and perimeter correctly. These latter errors were ticked as correct. In all lessons, support staff make an effective contribution to pupils' learning in mathematics. This was particularly evident in the bottom Year 5 and 6 set where three additional adults ensured pupils made good progress.
- 103 All pupils follow a curriculum based upon the National Numeracy Strategy. Teachers plan weekly using the framework and the quality of planning is good. Assessments are made of key objectives. Mathematics makes a very good contribution to pupils' personal development, especially in promoting aspects related to the use of mathematics in everyday life. There are good examples of teachers using mathematics in other subjects. Within the two-year rolling topic programme, the timing of cross-curricular links is not mapped in sufficient detail, particularly in the areas of using and applying number and data handling. Computers are used effectively to enhance mathematical understanding and skills as part of the Qualifications and Curriculum Authority's scheme of work for ICT, although less use is made of them within mathematics lessons themselves.
- 104 The mathematics co-ordinator provides satisfactory subject leadership. He has developed a useful portfolio and prepared a homework booklet for parents. The subject improvement plan correctly identifies the need to audit ICT use within mathematics and to consolidate the assessment process, including monitoring. More rigorous analysis of the available pupil performance data is needed to provide a clearer picture of the strengths and weaknesses in the subject. Assessment improvements, particularly associated with evaluative marking, should improve pupils' knowledge of their learning and enhance the current satisfactory practice. Other aspects of good practice, used by some members of staff, are not found school wide; for example the forms designed to help pupils solve problems involving words.

## **SCIENCE**

- 105 In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was well above the national average and that of similar schools. Over 90 per cent of pupils achieved the expected Level 4 or above, a figure well above the national average, and over 50 per cent the higher Level 5, also well above the average. Attainment in the National Curriculum tests has varied from year to year since 1996. It declined during 1998 and 1999 but increased sharply in 2000. Inspection evidence for the current Year 6 pupils indicates that attainment is about average, reflecting lower standards generally when these pupils were in Year 2. Over the last

five years, there has been no consistent pattern in relation to the relative attainments of boys and girls. No significant difference is evident this year. Teacher assessments, at the end of Key Stage 1 in 2000, indicated that almost all pupils achieved the expected Level 2 or above, which was above the national average, but only two per cent attained the higher Level 3, well below the average. The latter figure is likely to be a result of conservative teacher assessments. Inspection evidence indicates that standards are above average, with about a quarter of pupils achieving Level 3.

- 106 The previous inspection found that attainment was about average in both key stages, with pupils making satisfactory progress. Teaching was satisfactory. The school has made very good progress in science, with attainment rising and pupils making good progress. Teaching has improved and is now good, and much is very good in Key Stage 2. A particular improvement is the emphasis on the correct use of scientific vocabulary.
- 107 During Key Stage 1, pupils acquire good knowledge and skills. Pupils in Year 2 use good descriptive vocabulary to illustrate the properties of different materials and evaluate their use well. They use terms such as impermeable correctly. Higher attaining pupils generalise well, such as that some metals are magnetic, but not all. Most pupils know that we need a range of different foods in our diet and describe the effects of exercise on the body. Lower attaining pupils illustrate similar understanding and skills, but their work contains fewer examples and is not so clearly recorded. Year 1 pupils use very good vocabulary when describing the appearance of roots of a plant, such as delicate, cream, long and spread.
- 108 During Key Stage 2, teachers build very well to develop pupils' knowledge and skills further. Learning is good and this year in Year 6 attainment is about average, but last year and in other year groups it is higher. The school gives good attention to developing both pupils' knowledge and skills, particularly the further development of the correct use of scientific vocabulary. Pupils have a good understanding of how to tackle a scientific investigation, especially in ensuring the test is fair. However, there are too few opportunities for older pupils to carry out investigations that they have designed themselves. Pupils in Years 5 and 6 use force meters well to measure weight in Newtons, and provide good descriptions of different push and pull forces. They describe how different organisms are adapted to the habitat in which they are found. Pupils observe and record the effects of yeast on a sugar solution well. They apply their knowledge of circuits well when designing simple burglar alarms. Pupils describe the main parts of a plant, and their roles, well, but not enough detail is evident in relation to the parts of a flower, such as stamen and stigma. In Years 3 and 4, pupils know that some materials are magnetic, and others not. They competently use simple tests to investigate the hardness of different materials. The skills of predicting and hypothesising develop well, for instance when explaining why sandy and clay soils drain at different rates. Pupils with special educational needs make good progress. This is because of the effective support given by teachers and classroom assistants. Tasks are suitably modified by teachers where this would be helpful. Traveller pupils and the one for whom English is an additional language are well integrated into classes and make similar progress to other pupils. Throughout the school, all pupils achieve well.
- 109 Pupils enjoy their science, and show great interest, whether they are contributing to discussions, completing practical activities or using reference books. Opportunities to discuss their findings and report back to the whole class make a positive

contribution to the development of speaking and listening skills. Attitudes to science are very good; illustrated by the concentration shown during practical work. Occasionally a little restlessness develops during long afternoon science sessions. Behaviour is good in both whole class and group activities. On occasions, teachers encourage pupils to show initiative and take responsibility for aspects of their learning, such as when asked to group appliances which use electricity according to criteria they select.

- 110 The quality of teaching is good. It was never less than satisfactory in Key Stage 1, and often very good in Key Stage 2. Teaching is having a positive impact on learning because of the interest generated, the effective use of questions and vocabulary, and, in the best lessons, the links made with the outside world and industry. The best teaching allows pupils to develop their own ideas, linked to specific scientific targets. This was well demonstrated in a very good Years 5 and 6 lesson where pupils were encouraged to apply their knowledge of circuits to the design of a burglar alarm. The best lessons, in both key stages, demonstrate good subject knowledge, the effective use of questions and correct use of carefully planned scientific vocabulary. Resources are also used to good effect. Teachers throughout the school often make good use of pupils' literacy, numeracy and ICT skills to promote learning in science. Teachers expect pupils to record data collected, produce suitable graphs and ensure ICT is used well, for instance to measure changes in temperature. Pupils are usually managed very well. Marking is not used sufficiently to help pupils to understand how they can improve. Teachers could help to raise learning and attainment further by ensuring pupils do not spend excessive time colouring bar charts.
- 111 The pupils follow a good curriculum, which helps to ensure a balance between the development of pupils' knowledge and skills. Effective use is made of both literacy and numeracy skills in science. However, this is not planned so that links between topics being studied in the different subjects are emphasised. The school bases its work on the Qualifications and Curriculum Authority's scheme of work. Good links are made with other areas of the curriculum, especially design and technology, and with music during work on sound. Assessment is good, with good procedures having been introduced for the assessment of pupils' skills, as well as the use of end of unit tests to assess knowledge. Planning is often informed by a simple, initial assessment to identify what pupils know. Science makes a very good contribution to pupils' personal development. A good example was when they were encouraged to reflect that plants can exceed 100 metres in height. In addition, good links are made with the outside world and industry. Teachers also challenge pupils' ideas of 'what a scientist is like'. The co-ordinator has led the subject very well. He has raised the profile of the subject throughout the school, and been responsible for the notable improvement in widening pupils' scientific vocabulary and raising their awareness of the importance of science outside the classroom. Last year, he taught all Year 6 pupils, and this had a positive impact on achievement.

## **ART AND DESIGN**

- 112 Standards in art and design are above those expected at the end of both key stages. This represents a good improvement since the previous inspection, when standards were generally in line with expectations. On occasions, pupils' art work is well above expectations, particularly at Key Stage 2. Pupils have good opportunities to investigate and communicate ideas and statutory requirements are met. All pupils, including those with special educational needs, travellers and the child for

whom English is a second language, are well supported and challenged to make good progress and the quality of their learning is good. Standards are particularly high in pupils' skills in the range of media they use for their two- and three-dimensional work and in their knowledge and use of these skills to achieve a good effect. In addition, the subject makes a good contribution to the richness of the learning experiences seen in the school and to pupils' spiritual, moral, social and cultural development. ICT is used well to support learning.

- 113 The emphasis given to helping pupils develop good observational skills means that, from an early age, their still-life work is above average. In Key Stage 1, they have applied their developing skills well, and drawn and coloured good quality self-portraits. Year 1 pupils use an art program well to make colourful and effective pictures and show good mouse control skills. Year 1 and 2 pupils make good quality sculptures of imaginary creatures. They have looked closely at, and discussed, pictures of the work of sculptors including 'The Goat' by Picasso, 'The Horse' by Elizabeth Frink and the 'Reclining Figure' by Henry Moore. They investigate the possibilities of the materials they are using well. They try out tools and techniques and apply them well using plasticine and clay. They review their work perceptively, say what they feel and talk about what they would change and why. Achievement of all pupils is good.
- 114 The good development of skills continues into Key Stage 2. As the result of good teaching, Year 3 pupils have considered how they could improve a public space. Following a visit to Mill Marsh Park, they sketched objects, paying good attention to detail, pattern, line and shape. They enlarged patterns and drew initial designs. They adapted and improved initial designs by simplifying pattern and shape. Good use is made of sketchbooks to support the development of pupils' artistic skills. The development of speaking and listening skills is enhanced by well-focused discussions during art lessons. Pupils apply their knowledge of texture, colour and pattern, shape and form to inform their discussion as they compare their work with that of other artists. Pupils in Years 5 and 6 have studied the work of Lowry and made sketches in his style. Music was used to create atmosphere while pupils worked. They are working on a very effective large scale Lowry Project showing very good awareness of the use of colour. They readily evaluate their work and consider ways in which they could improve. Good cross-curricular links are made with other subjects. Good use is made of ICT to support learning, for example a scanner and digital cameras were used in the construction of the very effective 'Millennium Boards'. Around the school there are very good examples of high quality clay work. All pupils achieve well.
- 115 Throughout the school, pupils have good attitudes towards their work in art and generally behave well. Good teaching ensures that pupils are enthusiastic and work well, sustaining their interest and effort to produce work of a good standard. Careful management of pupils and good role models shown by teachers ensure that pupils work together well.
- 116 Teaching is good at both key stages and, on occasions, very good. Art is well linked to work in other subjects. Teachers use specific vocabulary and probing questions well to deepen pupils' art appreciation and to help them to extend their thinking when comparing the work of other artists. In a particularly good lesson, with Year 3 and 4 pupils, the teacher made very good links with their geography environmental work and improving local Mill Marsh Park. Children have made a model of the park and are now making sculptures to be 'erected' in it. The class teacher has high expectations, is very well organised and uses probing questions well to deepen and

extend pupils' thinking. She draws their attention to their good quality plans and reminds them that, "If it were a real sculpture for the park, people would see it from all angles." This promotes learning well as pupils view their work more carefully and refine and improve its appearance. Pupils are encouraged to review their work. They reflect on the wide range of sculpture designs in clay with a good range of different materials added, including wire, paper, wood, cleaners and glue. The work is of a good standard and has been aided by the detailed design process. A study of the work of Barbara Hepworth and a close look at sculptures in Exeter at the start of the unit have aided the process. Pupils very effectively modify their designs as a result of the experience and encouragement of the class teacher and make very good progress. In another very good lesson in Year 4, pupils were encouraged to evaluate their own and each other's sculptures and they took photographs of their work using a digital camera, so that they could be considered at the beginning of the next lesson.

- 117 Children enjoy the visual arts. They progressively develop their artistic skills, knowledge and understanding as they move through the school, investigating and making art, craft and designs. They use the elements of art and different materials with increasing confidence and control to communicate imaginatively what they see, feel and think.
- 118 Since September, the school has been implementing a two-year rolling programme based on the Qualifications and Curriculum Authority's guidelines and the National Curriculum requirements. This is being carefully monitored through feedback from teachers, who complete evaluation sheets at the end of each unit. There is good progression in the use of colour, pattern, tone, texture, line, shape, form and space. Sketchbooks are used very well to develop ideas and skills. ICT is used well to support learning and strong cross-curricular links are made with other subjects particularly literacy, numeracy, art and design, and history. Resources are good, although those of a multicultural nature are limited.

## **DESIGN AND TECHNOLOGY**

- 119 Standards in design and technology are above those seen nationally at the end of both key stages and, on occasions, well above by the end of Key Stage 2. This represents a very good and rapid improvement since the previous inspection when, although standards were above average overall by the end of Key Stage 1, in a small minority of lessons they were found to be below. Standards were in line at Key Stage 2.
- 120 There is good emphasis placed on improving skills as pupils move through the school. This is well illustrated in Year 1. Pupils looked at the adventure playground and investigated how materials and components had been used. They considered critically how the structures had been built. They drew their favourite piece of equipment and wrote down what the different parts were made from. Very good links are made with art and their vocabulary is developed well. Year 2 and 3 pupils have considered critically the purpose of packaging. They have made a design for a three-dimensional box to contain sweets and used graphic lettering well. They applied their mathematical skills well, using isometric paper for their final design. Year 4 children made money containers, analysed the product and purpose carefully, tested the suitability of fabrics, explored types of fabric decorations and ways of joining fabrics, including machining. There is clear skill development in the use of materials and in the making skills of drawing, cutting, stitching, threading,



gluing and joining. The Year 5 and 6 project this term is to design and produce warm, comfortable slippers. Children chose colours and designs with a particular market in mind. Pupils are developing very good knowledge and understanding of the design process. They confidently investigate, develop, plan and communicate design ideas well. They are skilled at working with appropriate tools, equipment, materials and components in the making of products. They evaluate well the processes met and the products made. Pupils use ICT well to support their learning. Throughout the school, achievement for all pupils is good.

- 121 Teaching is good and, on occasions, very good, particularly when taught by a specialist teacher. Learning objectives are clear. Pupils know what they are doing and why. Teachers plan activities that extend pupils' knowledge, skills and understanding well when they are designing and making products. The methods teachers use strike a good balance between designing and making, with appropriate focused practical tasks. Designing and making assignments are used well to develop good skills, techniques and ideas. Teachers also provide good opportunities to develop pupils' ability to investigate, disassemble, analyse and evaluate products. In a particularly good lesson in Years 5 and 6, the teacher used his very good subject knowledge and drew upon his industrial background to give valuable information. Excellent links were made with a range of subjects including science, mathematics, English and health education. The pupils named and identified four bread products: Chappatti, granary roll, pitta bread and white sliced. The teacher encouraged them, through the use of probing questions, to discuss perceptively the contribution bread can make to a healthy diet. Pupils used recording sheets confidently and demonstrated a good understanding of how different bread products could be classified using a wide vocabulary. They showed a good knowledge of the cultural and social aspects of food and a good understanding of nutrition. The teacher effectively linked the activity to the real world, and he helped pupils become food technologists and undertake a product analysis. As a result of very good teaching, they made significant gains in their knowledge, skills and understanding of food technology.
- 122 The co-ordinator has been responsible for the subject since just before the last inspection and is managing it very well. There have been many significant improvements since the previous inspection. The co-ordinator has been very effective in promoting improvement and in supporting staff. There is a wide-ranging curriculum in place based on a good framework. Planning for skill development has improved and there are good opportunities for evaluation by pupils built into the process. Monitoring is effective. Good use is made of school portfolios of work. The school has established good design and technology links with industry. Good links are also made between the content of units and what happens in the 'real world'. Specialist outside assistance is used well. Pupils now assess their own work and their ability to self-evaluate has improved as a consequence of this activity. They also evaluate each other's work and are very appreciative of each other's efforts. Teachers have improved their own subject knowledge and confidence through relevant in-service training. There are high quality design and technology displays around the school and these are valuable resources for pupils' learning. The quality of finished products is often very good. Good links are made with other subjects. Resources are used effectively to promote learning. There is a consistent method of assessment.

## GEOGRAPHY

- 123 The previous inspection report indicated that attainment at the end of Years 2 and 6 was about average, with pupils being able to follow routes on maps and name landscape features. Teaching was satisfactory, although the curriculum was not organised effectively. Assessment was unsatisfactory. The school has made good progress in geography with the subject being well co-ordinated. Teaching is good and attainment has improved, although this has not yet resulted in high attainment by Year 6.
- 124 By the time pupils leave the school, at the end of Year 6, attainment is about average, with current Year 5 pupils achieving a similar standard. Suitably planned activities help them compare climate in London with that in Montreal. Good use is made of ICT to record rainfall data. Pupils also show a good understanding of rivers and water purification. In Years 3 and 4, they correctly locate a range of cities on United Kingdom and south west England maps. They also locate various countries in Europe or the world using an atlas effectively. During Key Stage 1, pupils use local maps well to locate features in Bovey Tracey, including their school and home. A strength in both key stages is the use of local geographical issues to interest pupils. They have considered safety around the town, including collecting data about car traffic and illegal parking in the main street. Older pupils have used environmental assessment sheets to study various locations around the town and considered how they could be improved. All pupils, including those with special educational needs, make similar progress. Traveller pupils, and the one for whom English is an additional language, are well integrated into lessons and also make good progress. These pupils achieve well, but for other pupils achievement is satisfactory, as there are not yet enough opportunities for high attainment.
- 125 Pupils' attitudes are very good and, together with good behaviour, this aids learning. Pupils are interested and enjoy finding out about their local area or using an atlas to locate different countries. They apply their knowledge well, suggesting, for instance, how their local environment could be improved or how it could be made a safer place.
- 126 Teaching is good, and at times very good. Teachers use resources effectively to interest pupils and good use of questions helps them explain their ideas. Numeracy skills are often used well, especially when pupils collect, display and analyse data. Literacy skills are promoted when pupils write letters to the local councillor to explain their findings and concerns about the environment or road safety. They are also promoted by the teachers encouraging the use of contents and index of an atlas. There are too few opportunities for older pupils to write at length in geography. Weaknesses in teaching relate to allowing pupils to spend excessive time colouring bar charts of data or countries on a map. In addition, marking is not used sufficiently to help pupils to understand how they can improve, and does not make enough reference to the geography content.
- 127 The geography curriculum is satisfactory, and enhanced by visits and the use of the local area. The work is based around the Qualifications and Curriculum Authority's scheme of work. As a result, continuity within and between the taught topics has improved. However, some of the areas chosen for pupils to compare with their own locality are not always appropriate, especially in Key Stage 1. A strength of the curriculum is the coverage of environmental issues, especially local examples. This work makes a very good contribution to pupils' personal development. In addition,

good opportunities are planned for pupils to reflect on their work and express how particular areas make them feel. The subject is well led. The school has recently introduced satisfactory procedures for assessing pupils' geography knowledge and skills. The results of these assessments will be used to inform curricular modifications next year. In particular, the co-ordinator has identified the need to ensure higher attaining pupils are given more opportunities to make even more progress. The co-ordinator monitors aspects of planning, teaching and pupils' work effectively, but she is not able to look in detail at every year group.

## HISTORY

- 128 Standards in history are above those expected at the end of both key stages. This represents a very good improvement at Key Stage 1, when the previous inspection had found attainment to be below national expectations, and a good improvement at Key Stage 2, where attainment was about average. Pupils, including those with special educational needs, travellers and the child for whom English is an additional language, are well challenged and supported to make good progress. Statutory requirements are met.
- 129 In Year 1, pupils know what homes were like in Victorian times. They know what was found in Victorian homes through looking at historical artefacts. Year 2 pupils have compared homes in Victorian times with homes today. Teachers have introduced pupils to the lives of famous people. Clear explanations have helped most pupils understand that some famous people, such as Florence Nightingale, lived before their grandparents and that they leave evidence of their own lives. Year 3 pupils have made a 'concept map' of World War II and have created a valuable fact file. Good teaching helped pupils empathise with children who lived at the time and they wrote postcards home as though they were evacuees. They understand well the concept of rationing. Year 4 children have researched facts about the Egyptians and created time lines of important events. They have labelled artefacts for a museum making thoughtful inferences using the evidence available. Year 5 and 6 pupils have used artefacts and Victorian photographs very well to interpret the past. All pupils achieve well.
- 130 Teaching is consistently good at Key Stage 1, and good overall at Key Stage 2 but ranges from satisfactory to excellent. Learning objectives are clear. Pupils know what they are doing and why. They enjoy finding out about the past and comparing it with their lives today. Teachers plan well and extend pupils' historical knowledge, skills and understanding effectively. Teachers help pupils develop a good sense of chronology as they move through the school, and pupils use dates and terms related to the past confidently. There are variations, however, in the quality of marking, particularly at Key Stage 2. At its best, marking is linked closely to learning objectives for history and helps pupils move forward in their thinking. In an outstanding history lesson, pupils in Years 5 and 6 reviewed the reforms led by Lord Shaftsbury and, through discussion, suggested further reforms. The teacher was a valuable resource for learning, she presented ideas extremely well and used probing questions to deepen pupils' thinking. They were engrossed and highly motivated. They thought about Shaftsbury's reforms and their validity. In response to the teacher's probing questions and very high expectations, they considered the implications for the Victorian child workers. Children worked in mixed ability pairs to write letters to Lord Shaftsbury from the perspective of Victorian child workers and demonstrated very good empathy with the scared, vulnerable children. They then drew up a class charter of ways in which conditions could be further improved.

These included better safety, higher wages, more opportunities for schooling, better health care, maximum eight hour shifts, child benefit system, shelter for homeless children and employers taking more responsibility for their child workers. Their responses showed they had acquired a very good knowledge and understanding of the people, period, episodes and events in Victorian times. By the end of Key Stage 2 pupils identify and explain different ways of representing and interpreting the past well. They use sources of evidence and information well to find out about the past and communicate their findings effectively in different ways.

- 131 The subject is very well managed. There have been significant developments since the last inspection. The school began using national guidance two years ago and has adapted it effectively to meet its needs. Additional resources have been purchased to support learning. Monitoring has improved. The co-ordinator monitors the subject in allocated times, observing lessons and giving feedback to staff. At the end of each completed history unit, the co-ordinator samples and assesses work. Teachers also complete evaluation sheets at the end of each unit. Historical artefacts are used well. The co-ordinator supports staff very well and attends courses and conferences to keep up-to-date. Assessment has improved. During each unit of work teachers observe, discuss and question, recording any notable achievements, which are above or below expectations. This information is used well to inform what is taught and to build up information about each child. History makes a good contribution to literacy. Children's speaking and listening skills are developed well and good use is made of specific vocabulary. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Children write for a variety of purposes in history, use the library well and have good opportunities to develop their research skills as they find out about the past. ICT resources are used appropriately to support children's historical enquiry. They are not, however, always used in a planned, systematic way.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 132 Attainment is above that expected at the end of Key Stage 1, as it was at the time of the last inspection. It is broadly in line with expectations at the end of Key Stage 2. At the time of the last inspection, it was judged to be above national expectations. In the interim, the school has invested heavily in computer equipment and staff training. However, since the last inspection, the National Curriculum has increased requirements considerably, especially at Key Stage 2. Pupils currently in Year 6 have made good progress whilst at the school and, despite covering a wider programme than Year 6 pupils at the time of the last inspection, now only just achieve the new national standards.
- 133 The school has recently adopted a strong curriculum based upon national guidance, installed a suite of computers with all classes benefiting from regular direct teaching of basic skills. The subject is being taught well by teachers and by a learning support assistant who works with half classes and groups in the suite. As a result, standards are rising rapidly and pupils are making progress in learning to apply skills in the areas of word processing, desktop publishing, the internet, spreadsheets, monitoring and control technology. Progress made by pupils with special educational needs is also good, as additional time is allocated for them to work with learning support assistants and to reinforce basic literacy and numeracy skills using a variety of suitable programs.

- 134 Pupils are provided with a good range of experiences in Key Stage 1 and achieve above average standards. They quickly learn basic keyboard and mouse control skills. By the end of Key Stage 1, pupils have experience of finding things out, using a word processor and presenting work for public display, for example, in the form of pictograms. They use graphics programs to draw, selecting different colours and paintbrushes effectively and combine text and graphics. They have made recordings of work using a digital camera and added a commentary. In a good lesson, with half the class, the learning support assistant taught Year 1 pupils to program the floor turtle independently, estimating distances orally before entering instructions that included quarter turns. In one Key Stage 2 lesson, half of the class consolidated keyboard skills and gained familiarity with word processing. They entered a report, reviewed and refined the text using a variety of effects, spell and grammar checked the work and saved it on hard disk. Good teaching and learning were evident, effective links were made with literacy and report writing, whilst all pupils acquired new skills. At the same time, in another lesson of good quality, the remainder of the class were introduced to control technology software with a trainee teacher. He structured the lesson well so that two groups of pupils were given an effective introduction to translating instructions into procedures and the basic skills for connecting and using control technology software on a laptop computer. This was in preparation for the group challenge of designing a computer controlled burglar alarm system for a house that incorporated a light sensor and pressure pad. Throughout the school, ICT is often used to support other subjects well. Pupils monitor temperature changes in science in Year 4, and in Years 5 and 6 they use ICT in geography to design and produce questionnaires for data collection on changes to Bovey High Street. An effective display of results, using a data-handling package, enabled a variety of graphical presentations to form the basis of a corridor display of good quality. Older pupils produce a termly school magazine and use spreadsheets effectively.
- 135 Teaching and learning are good in both key stages. The subject knowledge of teachers and learning support assistants is good, and all teachers have received training as part of the New Opportunities Fund initiative. The co-ordinator has qualified as a trainer. Teaching of basic skills is good at both key stages, as is the management of pupils. Pupils show very good attitudes to the subject at Key Stage 1 and concentrate very well. In Key Stage 2, pupils show interest in the activities set. Behaviour and attitudes are good. Pupils learn new skills as a result of good teaching and, in addition, their ability to work independently is increasingly promoted. Teachers are starting to assess the standards pupils are achieving against the new expectations, and monitoring of pupils' performance is satisfactory. A new record keeping system of good quality is being trialled. This has the potential to inform teaching and contribute to pupils' knowledge of their learning. Pupils with special educational needs make good progress in ICT.
- 136 The co-ordinator provides very good subject leadership and is ably assisted by an experienced member of the support staff. She is based in the suite and is an invaluable resource for staff and pupils. Both support teachers in planning to develop effective cross-curricular links. Good use is made of ICT by teaching staff. The school has a very good subject policy document, a developing portfolio of pupils' work and a subject improvement plan with clear appropriate targets. The subject improvement plan recognises the need to audit cross-curricular ICT links for core and foundation subjects. The co-ordinator recognises the need to develop pupils' multimedia presentation skills. Since the last inspection, resources have been purchased to rectify a previous weakness in control and monitoring, this is

now a strength. Monitoring observations of all year groups have been undertaken, with written evaluations of progress made against specified targets. This process is to be repeated in the coming year. This quality of leadership, the new computer suite and a school-wide drive to improve attainment, have resulted in standards improving rapidly. The school has developed a web page and pupils have experience of using e-mail. The present accommodation is satisfactory, being rather too small for effective whole class use. Learning resources, in the form of computers and software, are satisfactory. Additional lap top computers would enable more flexible classroom based use of personal computers. The room lacks a system for demonstrations to larger groups and places restrictions upon the teaching styles that can be employed. Furthermore, the room lacks suitable ventilation.

## **MODERN FOREIGN LANGUAGE - FRENCH**

- 137 A course in spoken French for pupils in Years 5 and 6 starts after the end of the National Curriculum tests in the summer term. A French student teacher will join the school in the week after the inspection. During the week of the inspection, a class teacher gave the second of two introductory lessons of the course.
- 138 In the lesson seen, teaching and learning were good. Pupils count numbers from one to ten in French. They learn the basics of a simple conversation, greeting one another and exchanging information about their age. At this early stage, they have difficulty with the crispness of French vowel sounds. However, they listen well and speak the words correctly. They join enthusiastically in the 'Jacques a dit' game. Many follow the spoken French instructions correctly, and it takes a long time to catch them out.
- 139 Pupils enjoy speaking French and show very good attitudes and behaviour. They eagerly anticipate the arrival of the French student teacher. The school organises a trip to France once every two summers. Pupils strongly supported last year's visit, and 49 went to Normandy. The course is effective in preparing pupils to start French in secondary school. It also extends their understanding of life and culture in another European country.

## **MUSIC**

- 140 Standards in music are above those seen nationally at the end of Key Stage 1 and well above by the end of Key Stage 2. This represents a significant improvement since the previous inspection, when standards were in line with expectations at the end of both key stages. Statutory requirements are met.
- 141 Attainment is above expectations. In performing skills, particularly singing, standards are high. Progress is at least good and generally very good for all pupils, including those with special educational needs, travellers and the child for whom English is an additional language. The school has adopted and adapted a national scheme which leads children well through the elements of music. Key Stage 1 pupils do well at performing and appraising music written by themselves and others. They evaluate and improve their work successfully. They sing tunefully, expressively and with enthusiasm. Key Stage 2 pupils have very good opportunities to appraise the work of mainly western classical and modern composers. Key Stage 2 pupils relish performing and enjoy composing their own work. They have good opportunities to do this. They respond very well to the music of other composers

and comment on instruments, specific features, dominant elements, place and time, structure and form with confidence. They interpret very well the mood the music conveys. Music is used very well to develop skills in other subjects, particularly the development of literacy, dance, art and design, and thinking skills. The achievement of all pupils in Key Stage 1 is good and, by the end of Key Stage 2, it is very good.

- 142 Teaching in Key Stage 1 is very good. Teachers reinforce musical terminology very well. Pupils listen carefully and follow instructions. In a Year 1/2 class the teacher presented the lesson with skill and enthusiasm. Children gained very well from her very good subject knowledge and expertise. They sang and reproduced rhythmic pattern well, showing very good knowledge and understanding of musical terminology. They recognised the different ways sounds are made and knew how to play different percussion instruments, including drums, tambourine, claves and chime bars, with good rhythm, dynamic and control. In Key Stage 1, when singing and creating music in classrooms and in the hall, very good teaching and enthusiasm help pupils make at least good progress. Pupils with special educational needs make equally good progress as the songs are often repetitious and rhyme, which enables all children to build up a repertoire of songs.
- 143 Teaching at Key Stage 2 is at least good, generally very good and, on occasions, excellent. Very high expectations and effective behaviour management are features in these lessons, helping pupils make very good progress. In Year 3, pupils sing 'Wake up! Wake up!' with gusto whilst clapping the rhythm and use specific vocabulary very well. In a very good Year 5 and 6 lesson, pupils listened critically to 'Eternity' by Orion, a contemporary dance group and 'Morning' from Peer Gynt by Greig. They maturely discussed possible imagery and stimuli with their neighbour. Very good links were made with literacy. Pupils identified elements of the music, instruments and used words precisely to describe emotions, moods and images. The teacher used probing questions very well to deepen and extend pupils' thinking. They made good use of specific vocabulary such as 'composing', 'notation', 'pitch', 'duration', 'rhythm' and 'tempo'. They responded well to the teacher's high expectations. She managed the discussion and exploited learning opportunities very well. There was a good discussion of the effect of repeated patterns, imagery and space. The teacher introduced the image of 'Windswept Dartmoor' very well and pupils enthusiastically related this to their personal experiences of Dartmoor. Pupils suggested sounds such as howling gusts of wind, birds, rustling leaves crunching underfoot, ponies galloping, dogs barking in the distance and rain. They selected eight key sounds and experimented with their voices to create effects for their assigned sounds. They performed and evaluated the effects of their offerings maturely and perceptively. They refined their sounds very effectively using feedback from the class. During a very well managed conclusion, the teacher introduced the notion of layers of sound, creating a soundscape. She pulled together the children's learning very well. Pupils were highly motivated and enjoyed performing and creating music together and independently. In the 'Drop in' lunchtime club, three Year 6 boys played the full drum kit unaided with obvious enjoyment, enthusiasm and expertise. One boy switched to the guitar to accompany his two friends.
- 144 The subject is very well managed and led by a very enthusiastic co-ordinator with good knowledge of the strengths and areas to develop. She is a performing arts specialist. There have been significant improvements since the last inspection. Specialist teaching within music has been developed throughout the whole school. Previously only Year 5 and 6 had received specialist teaching. Instrumental tuition has been extended to include percussion and brass. The percussion tutor has also

begun a group as an extra-curricular activity to add to the already rich and varied extra-curricular musical activities on offer. Percussion has been very successful with some children, particularly those with learning and behavioural difficulties, who may not have learned to play other instruments, becoming very good percussionists. Monitoring of the subject has improved. The co-ordinator has observed lessons, has copies of the planning and knows that the curriculum is well covered. She works closely with the instrumental tutors. Assessment procedures have improved. Teachers record work on tapes and make their own notes on children's progress. The music studio is small and cramped. A new music studio is currently being designed and costed.

- 145 Children benefit from a wide range of instrumental tuition including percussion, brass, woodwind and string. Within development planning, the need has been identified for more training for specialist staff. Although instrumental resources are good, some are damaged and need replacing. The compact disc collection is wide and of good quality, but the range of composers and the music from other countries are limited. There is a lack of computer programs to support composing. Additional resources will be required to meet the needs of the scheme. The contribution of music to spiritual, moral, social and cultural development is good. The school gives pupils good opportunities to perform in school and in the local community. Currently the percussion ensemble, including children from Years 1 to 6, is practising samba riffs in preparation for a 'show case' to Year 2 parents. All instrumental teachers take part. Children perform, and parents and children try the instruments. Currently, approximately 50 children play instruments. The school choir also sings for the elderly in the locality.

## **PHYSICAL EDUCATION**

- 146 The previous inspection indicated that pupils' attainment was average and nearly all pupils made satisfactory progress or better. Teaching was satisfactory in the substantial majority of lessons. Since the last inspection there has been very good improvement. Standards have improved, especially in Key Stage 2. Teaching is very good overall, with some excellent teaching in Key Stage 2. Teaching is good overall in Key Stage 1. The school provides a broad and varied curriculum, including swimming throughout Key Stage 2. Dance is a particular strength throughout the school. The improvements are associated with links established with the local community college identified as a centre of excellence for sport and dance. As a result, teaching colleagues, who are physical education specialists, regularly contribute to lessons for Year 5 and 6 pupils. All lessons observed were thoroughly planned and characterised by good warm-up sessions, with clear teacher explanations and demonstrations.
- 147 Pupils in the Year 2 class make good progress during indoor lessons and are developing an appropriate range of gymnastic movements. Pupils demonstrate good balance and control, with an ability to refine simple sequences linked by rolls. Outdoors, their attainment is satisfactory and, despite good teaching and learning, the restrictions in space inhibit the development tactical awareness in small-sided games and present the teacher with organisational problems. In a very good dance lesson in Year 1, pupils developed a range of sea and wave movements, which were refined in groups and performed very well to music. A particular strength was the way in which all pupils observed and reflected upon the quality of performance.



- 148 Pupils in a Year 2/3 class made very good progress in their first dance lesson as a result of very good teaching. The teacher-led demonstrations were very effective and ensured that all pupils made good progress at working in role and refining movements in time to a simple beat. Excellent teaching and learning occurred in a thoroughly planned Year 4 lesson when pupils created, refined and performed dance movements responding imaginatively to the responses of partners and other pupils. In addition, Year 4 pupils performed a dance in costume to accompany the Jabberwocky poem, which was of very good quality. In the Year 5 and 6 athletics session, the benefits of teaching by qualified coaches and subject specialists was evident. As well as the two teachers, there were three student teachers, two of whom were secondary subject specialists. As a result of the excellent coaching to small groups of pupils, excellent progress was evident in the skills of high and long jumping, shot and discus throwing, and sprinting technique. By the end of the session, all pupils had refined their techniques and were motivated to improve upon previous performances. A very positive feature of all lessons was that pupils were rarely inactive, and very good use was made of the time available. As a result, their learning was at least good.
- 149 Pupils enjoy physical education. They display very good attitudes and behaviour during lessons. Pupils are keen and they listen carefully to the teacher, whether in the hall or outside. Pupils with special educational needs make good progress in Key Stage 1 and very good progress in Key Stage 2. This is a result of the quality of teaching and additional adult support. In all physical education activities, pupils are given opportunities to appraise the work of others and this they do well.
- 150 Teaching was good or better in 90 per cent of lessons observed, in 50 per cent of lessons it was very good or better. The quality of teaching is very good overall with the very best teaching occurring in Key Stage 2 and in dance. The generally good standard reported in the last inspection has been maintained, and improved further. In the best lessons, where teachers and students have good subject expertise, they take time to teach particular skills, especially in dance and games. As a result, pupils' learning and performance are enhanced. The size of the playgrounds makes the teaching of outdoor games skills and tactics difficult at Key Stage 1. When pupils practise games with balls and racquets the area is cramped and too many pupils are unable to refine skills properly. This limits learning. On the evidence of the satisfactory gymnastics lesson observed, the subject improvement plan has rightly identified this area as a focus for staff training. Teachers emphasise the importance of health and safety during lessons, although on some occasions this does not extend to ensuring pupils remove, or have taped, ear rings that are being worn, or to include suitable warm-down sessions.
- 151 The co-ordinator provides very good subject leadership and continuity, identified as being lacking in the previous inspection, is now secure. All areas specified by the National Curriculum are taught, thus ensuring pupils develop skills across all relevant areas. The association with the local community college has resulted in a range of new games skills being taught, including hockey, tag rugby and basketball. Pupils can join in an excellent range of extra-curricular activities, including dance, mime, football for boys and girls, cross country running, cricket and athletics. Qualified coaches run other clubs, including tennis, gymnastics and hockey. The recent award of 'Education Extra's Certificate of Distinction' is testimony to the quality of extra-curricular provision. All schemes of work and lessons are well planned and the latest guidance has been incorporated into the programme. Assessment in all areas of physical education is well organised. Pupils' knowledge

of their learning is satisfactory. The co-ordinator monitors planning and some lessons, but she has not developed an overview of standards at the end of both key stages. The subject makes a very good contribution to pupils' personal development, such as through evaluation of performance in dance and gymnastics, being fair in games, working as part of a team and co-operating in a range of activities. Resources are satisfactory, being enhanced by 'top play' and 'top sport' material. Good use is made of additional support from students and classroom assistants to help pupils develop skills in both key stages.

## RELIGIOUS EDUCATION

- 152 The school has made very good progress in developing the provision since it was last inspected. By the time they leave the school, all pupils, including those with special educational needs, have made good progress in their learning and achieve very well. They reach standards which exceed the expectations set out in the locally agreed syllabus. At Key Stage 1, pupils make good progress and achieve well. They virtually all reach the standards expected.
- 153 Key Stage 1 pupils are gaining a secure understanding about the beliefs, customs and symbolism of Christianity and other world faiths. Older pupils know why Muslims fast in Ramadan, why prayer is very important to them and how they celebrate different festivals. Pupils know that many religions have a sacred text which teaches believers how they should behave. The strand 'Learning From Religion' is developed particularly well, and this gives very good support to pupils' personal development. In a very good lesson on the story of Jonah, pupils were helped to reflect on why Jonah did not want to obey God's command and related it very well to their own experiences. They gain a good knowledge about places of worship through their visits to the local church and can explain why the symbolism of the Cross is important to Christians and what water symbolises in Baptism.
- 154 At Key Stage 2, the very good achievement is the result of the very high quality discussions held in lessons. In the Year 5 and 6 classes, pupils carefully considered how Christians would respond to Jesus' teaching about how they should treat others. They then considered how this rule could be applied in a secular situation and also in their own lives. The reflection achieved resulted in extremely perceptive views being put forward over a range of topics, such as football hooliganism and world peace. This also gives very good support to pupils' moral development. Pupils recognise the importance that celebration plays in religions, such as in Eid al Fitr, Passover, Christmas and Mothering Sunday. They gain a good understanding of different world religions, such as Buddhism and Sikhism, as well as Christianity. As at Key Stage 1, the linking of religious teaching to pupils' own experiences and suggesting how religious themes can help resolve moral and social questions are significant strengths. Pupils reflect on how feelings can be explored and developed through people's response to religious teaching, and how different places, and styles, of worship affect spiritual awareness. The direct links made between religious belief and human response, such as in influencing the decision to work as a doctor, greatly enhances pupils' social development.
- 155 Pupils have very good attitudes to the subject. This is significantly supported by the very good relationships seen in the school. In whole class sessions, all pupils are listened to and their views respected, even when they are not agreed with. Pupils confidently suggest or argue a point, even if subsequently they realise it is not a majority view. This supports their social development very well.

- 156 Teaching is good at both key stages. There is a very good commitment to gaining good expertise in the subject and all teachers are knowledgeable and confident in teaching religious education. The management of discussions is very good, particularly at Key Stage 2. Teachers know when to ask effective questions, making sure that all pupils, whatever their abilities or views, are included. This helps develop confidence and ensures that reflection and discussion are at the very highest level. The good range of resources, including religious artefacts and videos, is very effectively used to support learning.
- 157 The curriculum is based on the local authority agreed syllabus and is well planned to give pupils a wide range of experiences and build very effectively on their knowledge and understanding. The emphasis on pupils' learning from religion, and the very good links made to personal, social and health education support pupils' personal development very well. The opportunities planned for discussion also promote pupils' speaking and listening skills very effectively.
- 158 The subject is very well led and managed by a highly competent co-ordinator. The identification of priorities for the development of the subject and the action taken to achieve them is outstanding. This, together with the shared commitment of all staff, has brought about the very good improvement since the last inspection and the high standards seen in the school.