

INSPECTION REPORT

STOKEINTEIGNHEAD PRIMARY SCHOOL

Stokeinteignhead, Newton Abbot

LEA area: Devon

Unique reference number: 113222

Headteacher: Mr Robert Cross

Reporting inspector: Mrs Natalie Moss
22685

Dates of inspection: 5 – 7 November 2001

Inspection number: 193801

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Stokeinteignhead
Nr Newton Abbot
Devon

Postcode: TQ12 4QE

Telephone number: 01626 873208

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Simon Scott-Smith

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22685	N. G. Moss	Registered inspector	English Geography History Music Religious education Equality of opportunity	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9644	M Whitaker	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?
18116	C Taylor	Team inspector	Mathematics Science Information and communication technology Design and technology Art and design Physical education	How good are the curricular and other opportunities offered to pupils?
22790	J Pinney	Team inspector	Areas of learning for children in the foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stokeinteignhead Primary School is smaller than other primary schools nationally, catering for boys and girls from four to eleven years old. There are 64 pupils on roll, compared with the national average of 243. It is situated in the village of Stokeinteignhead, near Newton Abbot in Devon, in a rural area of farming, some business and with some pockets of deprivation. Most pupils come from local villages though some travel from as far away as Torbay. The school building is inadequate to meet the needs of the curriculum, but is soon to be remodelled and enlarged. The proportion of pupils with special educational needs is 21.7 per cent, broadly in line with the national average, but only two pupils have statements of special educational needs, which is below the national average. The percentage of pupils known to be eligible for free school meals is 8.3 per cent, broadly in line with the national average. There are no pupils from ethnic minority backgrounds or who have English as an additional language. The school has two classes, one for reception, Year 1 and Year 2 pupils and one for Years 3, 4, 5 and 6. The older class benefits by being split into two groups for literacy and numeracy, but there are too few teachers to enable this to happen in many other subjects. Most pupils join the school in reception, many having attended the local playgroup or one of these in other villages. The level of attainment on entry to the school is similar to the national average.

HOW GOOD THE SCHOOL IS

Stokeinteignhead Primary School is a good school. Children make good progress in the Foundation Stage and in Key Stage 1 and satisfactory progress in Key Stage 2. Inspection evidence indicates that most pupils are likely to reach the national average in English, mathematics and science by the age of 11. Standards are above average in Key Stage 1 and average in Key Stage 2 and are rising, overall, in both key stages, so that pupils are now expected to reach standards above the national average in all subjects by the age of seven and to reach the average by the age of 11. Standards in all other subjects are average, except in art, where they are good by the age of seven and very good by the age of 11. These levels of attainment are judged by inspectors to be the result of good teaching and very good management. Overall, teaching is very good in the Foundation Stage and in Key Stage 1 and good in Key Stage 2. There are specific strengths in the teaching which help to raise standards, particularly teachers' planning and methods and their classroom management. The headteacher provides very good leadership, and management of the school is good overall. The school has made substantial improvement since the previous inspection, despite its poor accommodation. Overall, the effectiveness of the school and the value for money it provides are good.

What the school does well

- Teaching throughout the school is good or very good, so that pupils learn well.
- The curriculum and provision for children in the foundation stage are very good.
- Provision for pupils with special educational needs is good and they make good progress.
- Pupils' attitudes are good. Their behaviour, personal development and relationships are very good.
- The quality and range of the curriculum is good and the provision for pupils' personal development is very good.
- The school cares well for its pupils.
- The leadership and management of the headteacher, key staff and governors are good.

What could be improved

- Standards of attainment in writing across the curriculum could be raised.
- Arrangements for teaching the four year groups in Key Stage 2 are unsatisfactory in some subjects.
- The school's accommodation and resources are inadequate in specific areas.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. All key issues identified then have been successfully addressed. These include the improvement in progress in handwriting, information and communication technology, design and technology, history, geography and art, all of which are now satisfactory, except for art, which is good. Planning and provision for the Foundation Stage is now very good; many planned opportunities are provided for pupils' cultural and spiritual development. The management and leadership of subjects have improved with the monitoring of the quality of teaching and learning and the meeting of all statutory requirements. Schemes of work, based on national models, now identify the skills, knowledge and understanding, which staff need to give their pupils. Assessment is now good in quality and is used well for future planning. Teachers' responsibilities over the management of the curriculum are now clear and the cost effectiveness of financial decisions is well considered by both headteacher and governors. The school development plan is now a solid and secure document to enable changes to take place and be monitored. Generally, standards have risen. The remaining shortcomings, those of accommodation and inadequacy of facilities for meeting the needs of the curriculum in subjects such as physical education, are now soon to be dealt with by the remodelling of the school. The quality of teaching has improved and is often very good. Provision for pupils with special educational needs has been extended and improved. Leadership and management are good. The school has made very good improvement and has the capacity to make further substantial improvement.

STANDARDS

Because the size of year groups in the school is very low, national test results are unreliable in making judgements on standards. In the national tests for 7-year-olds in 2001, standards in reading and writing and mathematics and in teachers' assessments for science were well above average and were similar to those of the previous year, though a little higher in science. Inspection evidence indicates that standards in English, mathematics and science are all well above the national average and that pupils are making good progress. Results have shown an upward trend over the last three years in reading, writing, mathematics and science. In the national tests for eleven-year-olds in 2001, English was very low compared with the national average, in the lowest five per cent nationally and mathematics and science were well below the national average, all lower than in 2000. It should be noted, however, that there were only eight pupils in this cohort, four of whom had special educational needs and one of whom had joined the school just before taking the tests, so that results were in line with pupils' ability. These factors emphasise the unreliability of test results alone as indicators of standards. Over the last three years trends have risen in mathematics and science. Inspection evidence indicates that standards at 11 for the current Year 6 are in line with the national average in English and mathematics and above them in science and that pupils are making satisfactory progress overall.

Good teaching and the introduction of the literacy and numeracy strategies help to explain the steady rise in standards and the faster rate of progress in Key Stage 1.

Children in the Foundation Stage achieve in line with national expectations and make good progress.

Standards in all other subjects are in line with national expectations at the ages of seven and 11, except for art, where standards are above those expected nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They enjoy coming to the school and know they are valued. They work hard and show enthusiasm for all activities.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. In the light of the safety hazards which have to be overcome by the school, pupils' responsible behaviour is most impressive.
Personal development and relationships	Pupils' personal development and the relationships between pupils and staff are very good. Pupils are responsible and considerate.

Attendance	Satisfactory. The level of attendance is below the national average, but has recently improved and the school has put good procedures in place to ensure continued improvement in attendance.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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.

Teaching is very good in the Foundation Stage and in Year 1 and Year 2 and good throughout the rest of the school. As a result, pupils' learning is effective overall. The teaching of literacy and numeracy is satisfactory in its effectiveness. Foundation stage teaching is very good and children learn well and make good progress through teachers' high expectations, very good planning and good management. In Key Stage 1 and Key Stage 2, teachers have good subject knowledge and plan well for pupils with varying needs. Expectations are high, teaching methods are effective and interesting, and the management of pupils is very good. The school meets the needs of pupils with special educational needs well. The school also plans and provides extension work for higher-attaining pupils which helps to encourage them to achieve their full potential. The only weakness in teaching is in Key Stage 2, where, because of limitations in the number of staff available, it is not always possible in non-core subjects to teach pupils in small enough or discrete enough age groups, in inadequate accommodation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is very good in the Foundation Stage and good in Key Stages 1 and 2.
Provision for pupils with special educational needs	Very good. Teachers' planning meets the needs of pupils well and this, together with the good quality of support staff, contributes to pupils making good progress.
Provision for pupils with English as an additional language	There are no pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, particularly their moral, social and cultural development, is very good. It is fostered throughout the school, through curriculum subjects and through the school's ethos.
How well the school cares for its pupils	Good overall. There are very good procedures for promoting good behaviour. Procedures to ensure the protection and welfare of pupils and those for assessing their attainment and progress are good.
How well does the school work in partnership with parents	The school has good relationships with parents and involves parents well in their children's learning. The quality of information provided for parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and is very well supported by his senior teacher. The school's accommodation is unsatisfactory, but imaginative management ensures that it is put to the best possible use. There is a good match of teachers and support staff to the needs of the curriculum, but an insufficient number of teachers to meet the needs of Key Stage 2.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of the strengths and weaknesses of the school and play a very effective part in shaping its future.
The school's evaluation of its performance	Good. The school evaluates its performance closely and takes effective action in all areas of weakness. There is a strong determination to succeed and to raise standards.
The strategic use of resources	Good use is made of resources to support and improve the standards attained by the pupils. The school is careful to act wisely when purchasing supplies or services. Learning resources are good, except for the provision of facilities such as a library and a gymnasium, which the school cannot provide until it is remodelled.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Their children make good progress. • Behaviour is good. • They are comfortable about approaching the school with questions or problems. • The school has high expectations of their children. • The leadership and management of the school are good. • The school gives pupils the opportunity to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons is limited. • The information the school gives them on their children's progress is insufficiently detailed. • The school does not always work closely with parents. • The amount of homework their children receive is inappropriate.

Inspectors agree wholeheartedly with parents' positive views of the school. Some parents were unhappy with the information they received about their children's progress and thought that the school could work more closely with parents. Inspectors judged that the opportunities provided by the school for consultation and the availability to parents of the headteacher and other teachers provided good information and evidence of close links between school and parents. However, the annual written reports could be sharper in focus. In the inspection team's view, the school provides a good range of out of school activities, especially in the light of the size of school and number of staff. Inspectors agreed that homework, whilst being suitable and relevantly set, could be more consistent in use.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Owing to the very small size of the school's year groups, the results of national tests at the ages of seven and 11 are unreliable indicators of the standards of attainment being reached by pupils in the school and inspection evidence is of greater importance in the assessment of standards. Over the last four years, up to 2000, pupils' standards in the national tests for seven-year-olds have risen from being in line with the national average in reading and writing and above it in mathematics to well above the average in reading, writing and mathematics, and above average in teachers' assessments of standards in science. In the 2001 tests, results were similar in reading and mathematics, a little lower in writing and a little higher in science. This represents substantial improvement on the time of the previous inspection, when standards were generally sound, but unsatisfactory in some areas. There is no significant difference in the performance of boys and girls.
2. Test results generally support the overall findings of the inspection, that at the age of seven: -
 - pupils reach above average standards in English, mathematics and science;
 - there is little significant difference between the standards reached by boys and girls;
 - attainment has improved significantly over the last four years;
 - standards are well above those attained in schools of a similar nature.
3. In the national tests taken by eleven-year-olds in 2000, pupils reached standards that were in line with the national averages in English and science and below them in mathematics, also representing an improvement over the previous three years in all three subjects. However, in the 2001 tests, results fell sharply in all these subjects to well below the average in mathematics and science and to very low, in the lowest five per cent nationally in English. These results clearly demonstrate the unreliability of the tests given the size and nature of different year groups, since that particular year group consisted of only eight pupils, four of whom had special educational needs and one who had only joined the school just prior to taking the tests. In most of the past few years, boys and girls have reached roughly equal standards. Inspection evidence suggests that the 2001 results are typical of the school's pupils and that, at the age of eleven:
 - attainment in English, mathematics and science is at least in line with the national average;
 - there is little difference between the attainment of boys and girls;
 - there has been a general rise in standards in all three subjects since the previous inspection;
 - standards are well in line with those attained in schools of a similar nature.
4. It should be noted that the school's accommodation and number of teachers are inadequate at present. The headteacher and staff have worked hard to raise standards despite these obstacles and changes of teachers since the previous inspection.

5. No special provision was seen for higher-attaining pupils by the age of seven, but by the age of 11 many are making satisfactory progress through the introduction of new initiatives to help them to achieve their full potential.
6. The school sets targets for pupils' achievements in national tests that are demanding in the sense that they can be attained if all concerned work hard, and realistic because they are based on pupils' prior achievements, particularly their average level of attainment on entry to the school. The school is on track to meet its targets in English and mathematics for next year.
7. When children start school in the reception class at the age of four, their overall attainment is generally in line with the national average in skills in language and communication, mathematical development and their general awareness of the world around them. They are attaining at least at national expectations by the time they enter Key Stage 1, and exceeding them in some areas, especially in their language and mathematical skills. Attainment in all the six required areas of learning, including knowledge and understanding of the world, physical development and creative development, progresses well through very good teaching, and progress overall is good. Children are co-operative and friendly, both with each other and with adults. They share equipment and are well behaved. They listen attentively and they develop the ability to offer their own answers and ideas in discussions. They learn to count and to recognise numbers and some begin to write simple words. Children sing and play musical instruments; they use paints and crayons and learn to use computers as part of their creative learning. The very good teaching which they are currently experiencing puts pupils on track to reach at least average standards by the end of the Foundation Stage.
8. By the age of seven, attainment is well above average in English. Attainment in speaking and listening is generally above average. Opportunities are made for pupils to listen carefully and there is good encouragement for them to respond. Standards in reading are well above average. Standards in writing are also above average and are improving as the school incorporates more writing practice into its teaching of the National Literacy Strategy. In mathematics, pupils are making very good progress and achieving well above average standards. This reflects the effect of the National Numeracy Strategy and a greater emphasis on mental mathematics. In science, pupils progress well and reach standards well above the national average. In both mathematics and science, emphasis on practical and investigative skills is making a good contribution to pupils' achievement. In design and technology, geography, history, information and communication technology, music, physical education and religious education, pupils make satisfactory progress and reach the nationally expected standards. In art, pupils attain above what is expected nationally at this age. Overall, pupils make good progress in relation to their earlier levels of attainment.
9. By the age of 11, attainment is above average in speaking and listening and in reading and average in writing. Progress is satisfactory, mainly due to the effects in the last three years of the National Literacy Strategy and the booster classes the school has put in place. However, opportunities are missed to extend pupils' writing through practice across the curriculum in subjects such as science, history and religious education. Attainment in mathematics is average, though it is improving due to good teaching. Attainment in science is good and is steadily improving with the use of clear schemes of work. Progress in design and technology, geography, history information and communication technology, music, physical education and religious education is satisfactory and attainment is in line with national expectations. This progress clearly

reflects the efforts made to draw up and use coherent schemes of work in these subjects, which enable pupils to learn satisfactorily. In art and design, pupils progress and attain at well above average expectations.

10. Overall pupils with special educational needs make good progress against their prior learning and are well integrated into all the work and activities of the school. Targets are outlined within individual education plans for mathematics and English, which are well matched to pupils' needs and are reviewed termly. In most subjects and particularly in mathematics and English lessons, work is carefully chosen to suit these pupils' needs and enables them to make good progress. Higher attaining pupils are now also making good progress through the initiatives adopted by the school.
11. A positive contribution to pupils' achievements is made by the effective ways in which personal development and citizenship are integrated into the work in other subjects.
12. Since the previous inspection in 1997, standards have improved overall by the ages of both seven and 11. However, there is scope for further improvement in the use of writing across the curriculum and in many non-core subjects in Key Stage 2. In these subjects, the wide spread of age groups and abilities and the limited accommodation make it difficult for teachers to organise and manage lessons as effectively as they might. The school is well aware of this. With its committed staff and good leadership, the school is well placed to raise standards of attainment further.

Pupils' attitudes, values and personal development

13. Pupils have good, positive attitudes to school, as was the case at the time of the previous inspection. In lessons, they demonstrate interest and respond well to challenge, as was seen in a Year 5/6 mathematics lesson in which they were attempting the calculation of area in compound shapes. The youngest pupils in the Key Stage 1 class are equally positive in their approach to learning, responding enthusiastically, for example, to Handel's 'Music for the Royal Fireworks' in a music lesson. Pupils of all ages enjoy attending school and respond well to the opportunities it offers for social, cultural and sporting activities.
14. Behaviour is very good and frequently excellent, as was recognised in the last inspection report. Pupils respond well to the school's high expectations and readily comply with its requirements, for example, in lining up promptly to come in from play. In the playground, they are lively, but there is no sign of any oppressive or threatening behaviour; they comply readily with lunchtime supervisors' instructions. Play is inclusive and not dominated by age or gender. Pupils with behavioural difficulties and special educational needs are fully involved. Pupils are friendly and courteous to visitors. School premises and property are treated with care and there is no evidence of litter. Pupils frequently have to leave the school premises and walk down the village street to the Old School for lunch, or to the village hall or village field for physical education lessons. This is a potentially hazardous undertaking and the children's sensible and mature behaviour contributes to their safety. There has been one exclusion over the last twelve months.

15. Pupils' personal development is very good. The small size of the school encourages a sense of community, to which pupils respond well. Older pupils have a range of responsibilities for helping younger children, such as escorting them to and from assemblies and watching out in the playground for young children who have nobody to play with. These duties are carried out with enthusiasm and common sense. All pupils have the opportunity to stand for election to the School Council and, consequently, to contribute to significant decision making. Personal development is furthered through the school's programme of residential visits for Key Stage 2 pupils and through its participation in the Youth Parliament and Life Skills programmes. The size of the school means that a significant proportion of pupils are able to take part in representational sporting activities, thus enhancing their self-confidence.
16. Relationships are very good. Staff treat pupils with respect and value all contributions in lessons. Relationships between pupils are very good and not limited to others of the same age or sex; parents comment favourably upon the family atmosphere in the school. Adults in school present a very good role model of positive relationships. Pupils are beginning to appreciate the impact of their actions upon others and to show respect for the feelings of others; they cope well, for example, with the gender imbalance in some year groups.
17. Attendance is unsatisfactory. Whilst there is no unauthorised absence, authorised absence, at seven per cent, is above the national average and is primarily caused by parents taking children on holiday during term time. This means that children lose valuable time at school and gives teachers the task of attempting to enable them to cover work missed during their absence.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching throughout the school is good. The quality of teaching is very good in the Foundation Stage and in Key Stage 1 and good in Key Stage 2. No unsatisfactory lessons were observed. Forty-three per cent of lessons were very good, 47 per cent were good and 10 per cent were satisfactory. The quality of teaching in the school has improved since the last inspection, when it was satisfactory and good in almost half the lessons observed. It has improved significantly in the Foundation Stage, to become one of its strengths. The quality of teaching allows pupils in the Foundation Stage and in Key Stage 1 to make good progress overall and pupils in Key Stage 2 to make satisfactory progress.
19. Teaching is characterised by the very impressive teamwork between members of staff. Teachers plan together carefully; they constantly address the question of pupils' progress through the years in all subjects and they share good practice with readiness and enthusiasm. This co-operative attitude is not reserved only for teachers, but spreads from teachers to support staff, so that the whole school works together effectively. In this way, no new teacher is ever without a high level of support and advice.
20. The teaching of children in the Foundation Stage is very good and children learn well as a result. Lessons are planned very well for each of the areas of learning. They are very well organised, with good resources used very effectively to encourage children's learning. Relationships between staff and children are very positive and lessons proceed at a challenging pace which the children enjoy and respond to well. Their teacher creates many opportunities to reinforce basic skills in speaking, listening and counting. There is always a happy and productive buzz of activity in the nursery and

reception, made by children immersed and absorbed in what they are doing. Although the reception class is taught with Year 1 and Year 2, great care is taken to ensure that children are working towards the early learning goals and support staff are used very well to help to provide appropriate activities.

21. In English, teaching is good overall in both key stages. All teachers have a secure understanding of the National Literacy Strategy and use lesson time appropriately to ensure that the different elements defined in the strategy are covered well, especially reading, which is given extra emphasis. They are secure enough in the use of the strategy to be able to adapt it sensibly and effectively to the needs of their particular pupils. They do not, however, ensure that pupils are challenged enough in the range of writing undertaken through other subjects in the curriculum, so that opportunities are missed for promoting specific styles of writing for different purposes. Teachers demonstrate good subject knowledge and methods, which inspire pupils to learn successfully. Pupils are motivated well by the interesting tasks prepared for them, regardless of their gender or their varying abilities. The best lessons proceed at a very good pace. Work is generally well matched to pupils' abilities, so that all make at least good progress. Planning has clear objectives and teachers' good management ensures that pupils are never idle or distracted during lessons.
22. In mathematics, teaching is never less than satisfactory and is often very good, throughout the school. Lessons are carefully planned, using the National Numeracy Strategy. Teachers identify activities well for different ability groups. Teachers' subject knowledge is good and expectations are high. Teachers manage their pupils and time well. Support staff make a valuable contribution to the quality of teaching and learning, through the help and support they offer to individuals and to groups. The pace of lessons is often impressive, especially in the initial mental mathematics sessions. All teachers have good relationships with their classes and manage their pupils well. Sufficient challenge is provided for higher-attaining pupils and work is accessible and interesting for the lower attaining pupils.
23. In science, no teaching could be seen in Key Stage 1, but teaching at Key Stage 2 is generally good. Teachers ensure that pupils know how to use scientific enquiry processes and attach importance to the development of experimental work, helping pupils to challenge themselves to think and to solve problems. Teachers ensure that pupils enjoy and are interested in the science lessons.
24. Teaching in art and design is very good in Key Stage 1. The teacher interests and enthuses pupils with her knowledge and use of colour, pattern and design and learning is very good. Planning is very effective and a good variety of resources are used well by pupils. All these factors promote good learning. No teaching could be seen in Key Stage 2, but teachers' good subject knowledge and interest in the subject are clearly evident in pupils' work and in the many displays around the school.
25. It was not possible during the inspection week to observe any lessons in design and technology in Key Stage 1. However, in the one lesson observed in Key Stage 2, work was well linked with other subjects in the curriculum and planning was good, with every opportunity taken to encourage appropriate skills and knowledge.

26. It was not possible to observe any teaching of geography during the inspection, so no judgement on it can be made. The teaching of history is good overall. Teachers provide a good range of practical activities and resources to support their planning. They use their knowledge and interest in the subject to involve pupils by asking skilful questions and they use resources well to encourage pupils' interest. Pupils enjoy the practical and investigative activities and make satisfactory progress.
27. Although information and communication technology is taught through other subjects of the curriculum, the lessons observed were generally good. Teachers are clearly acquiring enough expertise and understanding of the subject to enable pupils to learn well. Teachers harness pupils' interest well and plan systematically in order to develop their skills.
28. The quality of teaching of music was good in the lesson seen in Key Stage 1. It was not possible to observe lessons in Key Stage 2. The lesson seen was planned with care and pupils are encouraged to develop their skills and talents in all areas, either when singing, undertaking instrumental work, when composing or when they simply appreciate music.
29. In physical education, the teaching is very good for pupils up to seven and it is good for pupils at the age of eleven. The planning of lessons ensures that pupils progress systematically through a range of skills and are exposed to a range of activities in which all can enjoy participating at some level. Teachers manage pupils safely and with good humour, so that pupils are happy to try new activities and work with interest and concentration.
30. Teaching could only be observed in one lesson in religious education, so that no overall judgement can be made. Teachers, however, are secure in their subject knowledge and clearly convey it to pupils in an interesting and meaningful manner.
31. Teaching and learning for pupils with special educational needs is very good. Learning sessions are well organised and structured. The quality of support, which takes place in class is good. The learning support assistants make an integral contribution to pupils' learning. Pupils are fully integrated into activities in the classrooms. The organisation, groupings, general provision and support have a positive impact upon learning. Even in non-core subjects in Key Stage 2, when there is only one teacher to cover the four-year range of pupils, clearly graded and appropriate work is provided for pupils with special educational needs. More able pupils are also well provided for, both in class by their teachers and by special extension lessons in literacy and numeracy in Years 5 and 6.

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

32. The school teaches all subjects of the National Curriculum and provides well for all its pupils. All statutory requirements are met and appropriate provision is made for religious education. Teaching time is in line with national recommendations. Since the previous inspection, the school has continued to work hard to include children of all abilities, age and gender in its curriculum. Opportunities are provided for pupils to develop academically, physically and aesthetically, as well as in social skills.
33. Planning is consistent across the school and this is an improvement since the last inspection. There are now policies in place for all subjects. There are schemes of work for all subjects, which have been recently introduced, using the new national guidelines

as a model and these ensure that skills, knowledge and understanding are taught progressively. The quality of teachers' planning resulting from this is very good. Work is planned to fit well with pupils' abilities and has good continuity. Planning for pupils with special educational needs is generally very good, but there are occasions when higher attaining pupils could be further challenged. Teachers' planning, however, is hampered by the need in the Key Stage 2 class for teachers to provide for four age groups in one class in non-core subjects, so that the organisation of planning and management of lessons is made very difficult for them. This, in turn, has an impact on pupils' learning, as teachers have less time to spare to cater for the needs of individual pupils.

34. The National Literacy and Numeracy Strategies have been successfully introduced and are now having an impact on developing skills in both of these areas. Literacy skills are used well across the whole curriculum, but at the time of the inspection, there was a need to develop further the quality of pupils' writing, especially for pupils in Key Stage 2, who have not had the benefit of the literacy strategy throughout their school life. Numeracy skills are used effectively in subjects such as science and design and technology. The school has organised its information technology facilities into clusters and there is good access for pupils, but there is scope to develop their skills in the subject further.
35. The school makes very good provision for children in the Foundation Stage. There has been a significant improvement in the quality of these children's education since the time of the previous inspection, when children's progress in the reception year was judged to be a weakness. Since then, the curriculum has been completely revised to match the new national guidelines which provide for continuity and appropriate experiences for children of this age.
36. Pupils with special educational needs receive access to the full curriculum. The special needs policy makes positive statements and clear definitions about provision and procedures. Support is particularly focused on literacy and numeracy, but classroom assistants also support in other subjects when needed. Pupils' learning is carefully planned and structured and their progress is reviewed every half term. Extension activities are provided for the higher attaining pupils. Overall planning for special educational needs is very good.
37. Good provision is made for personal, social and health education and this has been maintained since the previous inspection. It is planned through various areas of the curriculum such as science, assemblies and the personal and social education lessons, which are part of every class's weekly curriculum, covering areas such as bullying, child protection, drugs misuse and sex education. Pupils have equal access to the full range of opportunities for achievement. There are no significant differences in the opportunities offered to boys and girls.
38. The school offers a good range of extra-curricular activities, including football and other sports, residential trips and trips to professional sports matches. Many pupils participate in competitive sports. There are plans to start an after-school computer club, now that the school has the resources in hardware. Musical opportunities are offered. Every opportunity is taken to enrich the curriculum by visits to the theatre, exhibitions and workshops, field trips to Dartmoor and the surrounding area and a rolling programme of residential outdoor pursuits visits. Pupils are also given stimulating opportunities to experience creative art in real life, such as the visit to the studio of the artist John Miller. Considering the size of the school and the small number of staff, provision for this area is good.

39. Homework is set appropriately across the school and ranges from the younger children taking home reading books to work extending the core subjects for children up to the age of 11. However, the homework diaries are not always used effectively.
40. Links with the local community are very good. The school has many visitors who come in to speak to the children on a wide range of issues. During the inspection a visitor came from the local professional football club, following a charitable event in which the children had taken part. There have been effective links with organisations such as the Fire and Police Services. The school also has effective links with other local primary schools and secondary schools, and has been a member of the local Academic Council since its inception.
41. The effective provision for pupils' personal development is a strength of the school. Since the last inspection, provision in this area has improved from being sound to being very good overall.
42. The school makes satisfactory provision for the spiritual development of its pupils. Assemblies are primarily Christian in emphasis and promote the caring ethos of the school. Religious diversity is celebrated in the displays across the school, including displays on Hinduism and Judaism, in addition to Christian stories and customs. The teaching of religious education provides pupils with the opportunity to consider and discuss the ways in which religious communities pray and celebrate their festivals and to appreciate other faiths.
43. Pupils in the school have a very well developed moral sense. No examples of bad behaviour were seen during the inspection and teachers provided very good role models for their pupils. Good behaviour is rewarded and celebrated with praise, points and other rewards. Behaviour issues are discussed in assemblies and in class sessions. There was no evidence of any form of harassment or bullying. Action is taken to ensure that difficult situations do not arise, for example, by provision of toys and games equipment for use at lunch times.
44. The quality of social development is very good across the school. Pupils care for each other well and are happy to take responsibility. They work and play together well. Behaviour in the playground is sociable, with children of all ages playing together well. There are opportunities for the older children to help with the younger children in the school at lunch times. Lunchtime supervisors look after the children well and deal with them in a positive manner.
45. The cultural development of pupils in the school is very good. Although not a multicultural area, the school makes efforts to ensure that pupils are introduced to their own and other cultures. At the time of the inspection, a Japanese student was working in the school and had introduced the pupils to the tea ceremony. On a previous occasion they had learned the delights of sumo wrestling. This interest in culture is demonstrated in the variety of displays around the school, including copies of works by famous artists, historical artefacts and photographs of other countries. Pupils regularly listen to music from their own and other times and cultures. Year 6 pupils have the benefit of a residential visit to France, Cornwall or York, where they are able to enjoy a wide range of activities in a contrasting cultural context.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school makes good provision for pupils' welfare as it did at the time of the previous inspection. There are good relationships between all members of the school

community. Teachers know the pupils well and are sensitive in responding to their needs. Lunchtimes are orderly and well managed by education assistants and lunchtime supervisors, who take part in games with pupils and treat them with kindness and respect.

47. There are good policies and procedures in place to promote pupils' health and safety, for which the headteacher has overall responsibility. The headteacher is responsible for child protection matters, but all staff are aware of the action to be taken in cases of concern. Risk assessments are carried out regularly and issues are quickly dealt with. Regular fire drills take place and the school premises are kept secure and very clean. There are satisfactory arrangements for providing first aid and attending to pupils' medical needs. Pupils themselves are taught about first aid and healthy eating and looking after themselves through their personal social and health education lessons. However, there are health and safety hazards. The school has no hall and, consequently, pupils have to use the Old School for lunch and either the village hall or a playing field for physical education. To get to these places, pupils have to walk down the narrow and dangerous village street, which has no footpath. The undertaking is very well managed; pupils wear fluorescent tabards and two adults with mobile phones accompany them. The fact remains, however, that the procedure is potentially dangerous. Additionally, the village hall is not a suitable venue for the teaching of physical education. The doors are glass-panelled and furniture stored around the hall creates further hazards. The floor is not suitable, especially for young children doing dance in bare feet.
48. Procedures for monitoring and improving attendance are good. Registration is properly carried out and registers are monitored. The school's administration officer phones home when pupils are absent without explanation. The school's attendance level is below that normally found in primary schools, in part at least because of the frequency of term-time holidays taken by parents. The headteacher reminds parents periodically of the educational disadvantages of taking holidays in term-time. Unauthorised absence is not a problem but, in the event of unsatisfactory attendance, the services of an education welfare officer are available. Punctuality is not a problem.
49. There are very good arrangements for monitoring and promoting good behaviour an improvement upon the provision seen at the last inspection. For all age groups, good behaviour is chiefly promoted by the staff's high expectations and the provision of interesting and challenging lessons. The school's family ethos supports positive behaviour. The staff's approach to behaviour management is consistent, thereby creating a secure framework for the children. The school's hierarchy of sanctions and rewards promotes both personal and group endeavour. By collecting stamps and stars, individuals can win prizes, but when all members of a class have a number of stamps, a group reward, such as a non-uniform day, is offered. Each class has its own set of rules, which are reviewed periodically with the pupils. Bullying, which occurs very infrequently, is dealt with personally by the headteacher. Incidents are monitored for recurrence and, if the problem persists, parents are brought in.
50. Procedures for monitoring and supporting pupils' personal development are very good. The size of the school ensures that no pupil is overlooked and personal development is overseen informally. Staff know their pupils very well and comment perceptively on their development in their reports. The very good relationships between pupils and staff underpin personal development. In addition, the headteacher spends at least an hour a term with every child in a tutorial session. The school provides opportunities for personal development through service to the school, organising collections for charity, representing the school in sport, and performance in drama and music.

51. Assessment across the school is generally good. The teachers undertake both formative and summative assessment and targets are set for pupils, who are given feedback about their progress. Assessments of social and academic development are undertaken for the Foundation Year pupils, as well as baseline assessment in the reception class. Statutory national curriculum tests are used in Years 2 and 6, as well as optional national tests in Years 3, 4 and 5. The assessments undertaken are used well to provide information for teachers to aid planning and to guide individuals. Tracking is used to ensure that pupils make appropriate progress in their work and to identify individuals and groups that need support. To ensure consistency across the school, pupils' work is monitored by the headteacher and the curriculum co-ordinators.
52. The school uses effective assessment procedures to ensure compliance with the Code of Practice when identifying pupils with special educational needs. Any children with potential needs are identified early in their time at the school. Individual Education Plans for these pupils have appropriate targets and these are regularly reviewed. The school involves parents as fully as possible in these reviews and maintains close links with outside agencies. Pupils with statements of special needs receive appropriate provision as specified in their statement. Funds provided for these purposes are used effectively. At present the school has no facilities to enable it to cope with physically disabled pupils, however, the new school building will incorporate ramps and similar facilities to enable access. The small size of the school enables good provision for special educational needs. The staff know their pupils very well, and have good relationships with the parents. This means that any problems are noticed and dealt with early on in the child's school career.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school has created good, effective links with parents, which represents an improvement on the 'generally good' relationship pertaining when the school was previously inspected. Good quality information is provided about the school and school events, the curriculum and pupils' progress. Both the school prospectus and the governors' annual report are informative and written in accessible, parent-friendly language. Regular newsletters keep parents informed of events and advance information regarding the curriculum is sent home termly. Parents of reception year children are taken through the detail of their children's assessment on entry. There are termly opportunities for formal consultation meetings between staff and parents. Parents, however, particularly value the informal access they have to teachers; minor problems are readily resolved by a quick word when the child is being collected. Pupils' reports meet statutory requirements and are satisfactory. They address each subject of the national curriculum and the child's personal development, suggest targets for future endeavour and provide space for parental comment. They are, however, descriptive rather than evaluative and do not convey an objective assessment of the child's effort or standards reached.
54. The school works hard to ensure that parents of pupils with special educational needs are kept well informed about their progress. Parents are invited formally to termly meetings to discuss their child's progress and review targets on their individual education plans. The school is constantly seeking to further parents' involvement to support their child's learning.
55. Parents make a significant impact on the work of the school. Whilst few parents actively help in classrooms, for reasons of lack of space rather than inclination, parental help on school trips is always available. Parents help supervise visits to the

sports centre in the nearby town and some accompany the school on its annual residential trip. There is an active 'Friends' association that raises additional funds from which pupils' learning directly benefits. Currently, parents are working to raise funds for the provision of laptops, projectors and interactive whiteboards for all teachers to use with all children.

56. Parents make a sound contribution to children's learning at home, through their support of the homework policy and children's reading at home. The school provides home-school reading diaries for all and a homework book for children in Key Stage 2. The extent to which parents examine and comment in these records is variable.
57. Parents' views on the school are very favourable. They are strongly supportive and particularly appreciate the atmosphere in the school, the high standards of behaviour, the quality of the teaching and the ready accessibility of staff. However, parents who responded to the pre-inspection questionnaire expressed concern over three matters; homework, the amount of information given to parents about their children's progress and the range of extra-curricular activities. In the inspection team's view, the school offers a good range of out-of-school activities, especially having regard to its size. The range of visits undertaken and visitors invited into school is comprehensive, as is the variation in the nature of the annual Key Stage 2 residential visit. Over a four-year cycle, the residential visit encompasses a historic visit, an outdoor activity visit, a visit with an environmental focus and an overseas trip. Homework, whilst being relevant and providing appropriate extension activity, could be more consistent in use. Reports, as has been observed above, are statutorily satisfactory but lack a sharpness of focus.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school is largely characterised by a range of significant strengths, which make it good overall.
59. The headteacher is highly skilled and committed. He provides very good, strong and effective leadership and management. Above all, he shows drive and initiative, which has enabled the school to improve significantly since the last inspection. Since the previous inspection, he has steered the school carefully towards its goal of higher attainment. Working well with the governing body and the very supportive senior teacher, he has implemented a wide range of improvements that have had a beneficial effect on the quality of education provided by the school, despite the limitations of size, accommodation and changes of teachers during that time. Together, the headteacher and staff form a good team, which puts the needs of the pupils first.

60. The monitoring, evaluation and development of teaching are well advanced and are good. However, by nature of the composition of the teaching staff, one of whom is newly qualified and part-time and another who is also part-time, the main burden for subject co-ordination falls on the headteacher and the senior teacher. This does not prevent subject co-ordinators from influencing quality of teaching and learning in their subjects successfully. They are very clear about what needs to be done and they have taken aboard new initiatives, such as the National Literacy Strategy and the National Numeracy Strategy, well. The school's decision to plan some non-core subjects in a four-year rolling programme is providing them with the opportunity of ensuring steady progress throughout the school, despite the mixed age classes.
61. The headteacher and senior teacher are very aware of the strengths and weaknesses of the teaching in all subjects and realise the importance that high quality subject leadership plays in further raising standards. In all subjects, the highest quality teaching is being identified and shared and teaching is being rigorously monitored by the headteacher, so that good practice is now becoming the norm throughout the school. The school's good planning and co-ordination have ensured that new strategies are being used to best effect, that teaching and planning is monitored effectively and that staff receive appropriate guidance and support to continue to raise standards.
62. The provision for pupils with special educational needs is very well managed. There is very good liaison between the headteacher, who is the special educational needs co-ordinator, teachers, classroom assistants and the various outside specialists who visit the school. The co-ordinator is experienced and knowledgeable and this ensures clear direction for other staff. Identification, monitoring, review procedures and the in-class support for pupils are organised very effectively. Teachers are involved in setting and maintaining individual educational plans and ensuring that these are linked to work in class. Teachers know these pupils well, prepare work appropriate for their needs and integrate them fully into classroom activities. The implementation of the special needs policy is overseen well by the governor responsible, who takes a close interest in the school and makes a significant contribution. These are significant factors in the very good progress made by pupils with special educational needs.
63. The school is using all available data well to evaluate its own performance and is clear about its educational and other priorities. The good use of data collected and analysed has contributed to recent improvements in standards in all subjects, as well as the implementation of measures such as the setting of groups in numeracy and literacy in Key Stage 2, additional literacy classes and extension work for the more able pupils.
64. The chairman and the governing body are hardworking and dedicated. They have a good understanding of the school's strengths and weaknesses and bring a great deal of professional expertise to bear on solving the school's problems and improving its efficiency. They carefully monitor the school's progress and initiate or support appropriate action. They are very effective partners in decision-making and are highly supportive and appreciative of the headteacher and the rest of the staff of the school.

65. The school's educational priorities are well supported through careful financial planning. The headteacher and the administrative assistant have a good understanding of school finance, helped greatly by the expertise of the governing body. They work well together to bring their complementary skills to bear on the financial planning and management aspects of the school's work. The school is now making good use of information and communication technology in its work and general administration, within the physical constraints imposed upon it. The management plan is strong, driven by clear priorities and contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to provide pupils with the means of raising standards further and the budget is driven by the management plan.
66. All funds received for specific purposes, such as those to support pupils with special educational needs, are well and appropriately managed and used. Ongoing expenditure is carefully monitored and spending patterns explored. The school clearly demonstrates the ways in which it ensures the best possible value and effectiveness in all spending decisions, whether for equipment, supplies or services.
67. At present, there are not enough teachers to match the needs of the pupils. There are enough teachers to teach the curriculum and all have had appropriate training for this phase of education, but of the four teachers in the school, two are part-time, and of these, one is a newly qualified teacher and the other is a temporary teacher. The result of this is that, although the mixed Reception/Year/Year 2 class is very well taught by the senior teacher, the Y3/4/5/6 class can only be split for age and ability for the core subjects of literacy and numeracy. In other subjects, the size of the class is unwieldy and the classroom is cramped. Teachers find it difficult to grade work for different pupils because of the need to use adjoining rooms to accommodate some groups. Very often, teachers are forced to spend much of their time on the organisation and management of groups in different areas, to the detriment of the content of their teaching. This, inevitably slows the pace of learning in many non-core subjects in Key Stage 2. Very good use, in the circumstances, is made of the limited number of teaching staff and of support staff to help pupils make appropriate progress and to meet the needs of pupils with special educational needs.
68. The school's accommodation is poor. The infant's class is situated in a portacabin, with no access to toilets other than by crossing the school playground in all weathers. The headteacher's office and the administrative office are in another tiny portacabin. The main teaching room in the school is very cramped for the junior class, and part of it has to be used as a mini ICT suite. The mezzanine floor built in the small roof space above it serves as a makeshift library, ICT suite, staffroom, additional teaching space and kitchen and medical room. The school has no hall for assemblies, for physical education or for lunches. Pupils walk down the highly dangerous, narrow village street to the Old School House to eat their lunch and further to the Village Hall for physical education. A trip to the playing fields means a walk in the opposite direction. It is a tribute to the school that, despite these factors, it ensures that, most of the time, pupils are working in an environment that motivates them and contributes to their achievements. The school has no facilities to enable it to cope with physically disabled pupils and the limited accommodation and its poor quality hinder the use of withdrawal of children from classes where needed. This is particularly relevant for those pupils with behavioural problems, who need to be withdrawn to provide the rest of the class with some respite. Remodelling and redevelopment of the school is scheduled to take place next year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff should:-

- (1) improve the use of writing across the curriculum by:-
 - raising teachers' expectations of what pupils can achieve in writing throughout all subjects of the curriculum;
 - improving the amount and range of written work pupils are expected to produce in subjects such as history, geography, science and religious education;
(Paragraphs 1, 9, 12, 21, 34, 80, 82, 87, 88, 96, 101, 120, 125, 149)

- (2) further raise standards in Key Stage 2 by:
 - ensuring that there is a sufficient number of teachers to allow age and ability grouping in all subjects;
 - ensuring that teachers have the time and opportunity to address the needs of all age groups within their classes;
(Paragraphs 4, 33, 60, 67).

- (3) seek to improve the accommodation and resources of the school as quickly as possible.
(Paragraphs 4, 12, 14, 47, 59, 67, 68, 90, 95, 99, 102, 129, 144).

In addition to the issues above, the following should be considered for inclusion in the action plan:-

- improve attendance by further discouraging the practice of holidays taken during term-time.
(Paragraphs 17, 48).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	8	3	0	0	0
Percentage	0	43	47	10	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	64
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	8

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	3	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	89 (100)	78 (100)	100 (100)
	National	84 (100)	86 (100)	91 (100)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	89 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	6	2

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	25 (83)	50 (83)	63 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	38 (83)	50 (83)	n/a (100)
	National	72 (70)	74 (72)	82 (79)

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	64
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	22
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	53

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.7
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	1	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.

Financial information

Financial year	2000-2001
	£
Total income	163264
Total expenditure	151786
Expenditure per pupil	2200
Balance brought forward from previous year	13574
Balance carried forward to next year	25052

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	64
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	0	0	3
My child is making good progress in school.	43	34	7	3	21
Behaviour in the school is good.	34	62	0	0	3
My child gets the right amount of work to do at home.	14	31	21	14	21
The teaching is good.	38	52	0	0	10
I am kept well informed about how my child is getting on.	24	41	21	0	14
I would feel comfortable about approaching the school with questions or a problem.	62	28	2	0	7
The school expects my child to work hard and achieve his or her best.	41	41	0	0	17
The school works closely with parents.	28	45	14	0	14
The school is well led and managed.	62	31	0	0	7
The school is helping my child become mature and responsible.	55	41	0	0	3
The school provides an interesting range of activities outside lessons.	17	21	38	14	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. Provision for children in the foundation stage is very good and is a strength of the school. This is a significant improvement on standards at the time of the previous inspection. Reception children are taught in a mixed age class with Key Stage 1 pupils. They make very good progress in their learning as a result of the very good provision that is made for them. The quality of teaching is very good overall and the teacher and classroom assistant work closely together as a most effective team. Despite the limitations of the accommodation, which is unsuitable for children of this age, children are made to feel secure and happy and they settle well into school routines.
70. The teaching is nearly always very good. The learning expectations of lessons are made clear to the children, explanations are careful and well paced and the teacher makes sure that she involves the children fully in class discussions. The teacher has a very good knowledge of the foundation stage curriculum and good understanding how each stage of their curriculum moves through to the early learning goals. As far as the limited space allows, she organises her room for children to make choices and work independently, using the very good support provided by her teaching assistant. Assessment procedures are good. Specific strengths and weaknesses of individual children are detailed in weekly evaluations and these are used to help to plan the next week's work. Although they have only been in school for a short time, the teacher knows the children well and is very sensitive to their individual needs.
71. The limited accommodation is used effectively to enable children to move freely and have access to a wide range of interesting and challenging activities. Although there is no secure play area specifically for the use of children under five, they are given the opportunity to develop their skills of co-ordination and balance as they use the play ground to practise on toys for sitting and riding. Water and sand trays are available outside the classroom for explorative play.
72. The very good links that are maintained with the on-site pre-school playgroup considerably enhance the children's learning. Staff from the school and playgroup liaise regularly, successfully ensuring that children benefit from shared experiences. For example, children from the reception class return to the playgroup to participate in a morning of musical activities provided by a visiting music specialist. This experience is very beneficial, ensuring that children make very good progress in this aspect of their creative development.
73. At present there are three children in the foundation stage, with another ten children starting school in January. The school's assessments indicate that children's attainment on entry to the school is close to the national average overall. They make very good progress overall in the areas of learning for children of this age. Currently, the indications are that, by the time they are ready to start in Year 1, the children will have achieved the Early Learning Goals of the foundation stage in communication, language and literacy and in mathematics. In personal and social development, creative development, knowledge and understanding of the world and physical development, standards will exceed national expectations.

Personal and social development

74. Children attain good standards of personal and social development; they are well

behaved and polite and have an awareness of simple class rules which they obey readily. They are developing good listening skills and concentrate well on the tasks they are set. The teacher effectively plans a variety of interesting tasks and activities. She ensures that there are good levels of support for the activities during the day to develop co-operation amongst the children. Children are increasingly prepared to take turns and share resources. Their social skills are developed very well by participation in quiet and reflective class periods, where they share ideas and opinions with growing confidence. The focus of teaching helps children to become more independent and self-reliant and is successfully building self esteem. An example of this is when they are encouraged to join in the 'I am Special' game during circle time. Children work and play well together, supporting each other and sharing resources. Friendships have already developed and all are happy and secure in their new environment.

Communication language and literacy

75. Children make good progress in language and literacy. At this early stage in the school year the indications are that all will have achieved the Early Learning Goals in this area by the time they are ready to start Year 1. Speaking and listening skills develop well as children are encouraged to participate fully in class discussions through questions that are well tailored to their needs. The children listen carefully to a story and demonstrate good recall of the main events. They take account of what other pupils in the class are saying. The teacher promotes early reading and writing skills effectively, through activities that are well matched to the children's needs. Children soon learn their initial letter sounds and begin to use this knowledge to read simple words. In writing, children copy adults' writing with enthusiasm. All confidently write their own names, but as yet do not write other familiar words independently. Children are encouraged in their reading development by taking books home to share with their parents. The teaching of these language skills is very good.

Mathematical development

76. Children make good progress in this area of learning. Their attainment in mathematics meets expectations for children of this age. The children recognise and order numbers to ten and can count to twenty and beyond. As they play games and run races in the playground, they demonstrate understanding of ordinal numbers as they place their classmates in first, second and third positions. Children are secure in their understanding of long, short and small and use the terms correctly as they compare and order measuring sticks. The teacher uses a range of resources and games most effectively for the development of understanding of number. She involves all pupils well in mental arithmetic questions and extends their knowledge well through clear explanations of unfamiliar concepts. Expectations are high, so that children are constantly challenged and interested enough to contribute to the lessons. Children are very well managed and positive relationships have been established, so that children are keen to work hard and give of their best.

Knowledge and understanding of the world

77. Children have good levels of knowledge and understanding of the world about them. They bring their knowledge of their own families and backgrounds to their imaginative play. They develop their awareness of features of the local community as they paint pictures of their own houses and construct models of houses from building blocks. Through their role-play area of a Victorian house they have a good understanding of the difference between 'then' and 'now' and, as they handle Victorian artefacts, they make comparisons between old and new. Children have explored the sources of light and are beginning to investigate where sound comes from. The teacher successfully prepares interesting and motivating practical activities to promote children's knowledge and understanding of the world about them successfully. For example, as children studied the conditions necessary for healthy growth in plants, they designed and planted their own hanging baskets. The very good teaching they receive ensures that they exceed the expected level in this area by the end of the foundation stage.

Creative development

78. There are very good activities to develop children's confidence and skills by the end of the foundation stage. In their music session with a music specialist, children are introduced to the work of the composer Debussy and are beginning to understand how musical notation is used as they look at the pattern of the notes while listening to his music. As they move in time to music and sing a variety of simple songs, the children demonstrate great enthusiasm and very good concentration that results in very good progress being made. Frequent opportunities are provided for children to explore colour and a variety of media and they are encouraged to create their own pictures and patterns. They make their own choices of colour and understand well that mixing two colours together can produce another colour. In lessons, the teacher plans and organises resources, adult support and different groups of pupils very well to facilitate creative development. Again, the very good teaching enables children to exceed the levels expected of them by the end of the foundation stage.

Physical development

79. The school has limited space for children to enhance their physical development. However, the teacher makes the best use of the facilities available and plans physical activities effectively to ensure children make good progress despite the constraints of the building. Physical education lessons take place in the village hall and the quality of teaching is good. Children are encouraged to evaluate their performance and the teacher's praise and encouragement results in positive improvement. They move freely, expressing themselves imaginatively in response to music. They can find spaces for moving freely well and respond quickly and appropriately to instructions. Children's fine motor skills are well developed for their age and they use and manipulate resources such as pencils with increasing dexterity, so that they achieve above the expected level for their age.

ENGLISH

80. In the 2001 tests for seven-year-olds, both reading and writing show that the standards at the age of seven were well above the national average in both reading and writing, as they have been for the last three years. When compared with similar schools, they are also well above average. More pupils achieved the higher than expected Level 3 in reading than in writing. Inspection evidence indicates that current pupils are well on track to attain above average results in reading and writing by the end of Year 2. There

has been an overall improvement in English since the previous inspection, when standards were judged to be in line with national expectations at the ages of both 11 and seven. There is no evidence to suggest that there is any significant difference in the levels of attainment of girls and boys.

81. The results of the 2001 national tests for eleven-year-olds clearly demonstrate the dangers of judging standards of attainments from these results alone, because the year groups in such a small school vary greatly in ability and numbers from year to year. In 2001, only eight pupils took the national tests at the age of 11, four of whom had special educational needs and one of whom had very recently joined the school. As a result, standards in English were very low, among the lowest five per cent nationally and when compared with similar schools, but were very different from the previous years, when they had fluctuated between very good and average when measured against national expectations. Inspectors, therefore, based their judgements on teaching and learning observed during the inspection and analysis of pupils' work. Inspection evidence indicates that pupils in the current Year 6 are likely to achieve at least in line with the national average in the 2002 tests.
82. Pupils' progress is at least good overall at the age of seven, because of the very good teaching they receive and the successful implementation of the National Literacy Strategy. By the age of 11, progress is usually good in speaking and listening, often good in reading, but writing skills are less thoroughly developed than in Key Stage 1, partly because these pupils have not had the full opportunity to benefit from the National Literacy Strategy and partly because opportunities are missed to consolidate writing skills throughout the curriculum.
83. Standards in speaking and listening are generally above the expected levels for both seven and eleven-year-olds, though most pupils' listening skills are better developed than their speaking skills. From a very low starting point, pupils' standards overall are evidence of good achievement over time in Key Stage 1 and satisfactory achievement in Key Stage 2. When pupils enter the school, they lack confidence in speaking and their listening skills are generally weak. A number of pupils display developmental delay in speech and language. Pupils' reading skills are not well developed and very few have the required pencil control to enable them to write clearly. These limitations are addressed by consistently good teaching over time, with teachers working particularly hard in literacy lessons on improving pupils' oral skills, and this enables pupils to learn well. Pupils with special educational needs make good progress over their time in school because of well-organised and focused support. Higher attaining pupils are beginning to make satisfactory progress, because of the recent initiatives put in place to extend them to their full potential. Inspectors found no significant difference in the attainment of boys and girls.
84. Pupils' progress in speaking and listening is often good. For younger Key Stage 1 pupils, small-group work provides opportunities for adults to act as good language models and to encourage pupils to express themselves clearly. Focusing on specific language structures is a key feature of this work. In later years, the level of language use develops further and pupils become confident and willing to contribute responses to teachers' questioning and to discussions. In Key Stage 2, pupils' vocabulary is extended further and many begin to use complex and grammatically accurate sentences. Pupils' own reading and the teachers' use of good subject-related vocabulary in class discussions play an important part in this development. Pupils listen well to the teacher's advice and some demonstrate confidence in interacting and making active contributions to class discussions and expressing their opinions. Most pupils learn to speak audibly and sufficiently clearly to engage the interest of the

audience in a formal situation. Pupils are aware that the style in which people speak changes to match the appropriate situation. There are many planned opportunities, such as drama and debate, to enable pupils to speak at length and to use a variety of expression and vocabulary.

85. Pupils overall attain good standards in reading. There is a strong emphasis on the teaching and learning of letter sounds and blends. In Key Stage 1, average and below average pupils have a good grasp of letter sounds to help them tackle unfamiliar words. Most pupils make good progress and there is an effective combination of direct teaching of phonics and other support aimed at developing pupils' sight vocabulary and fluency and to develop their spelling. For example, in a good Year 2 lesson, pupils read simple instructions, concentrating on letter groups and blends, but this happens in too few lessons. Pupils with special educational needs are identified early and embark on well-structured literacy programmes, with realistic short-term targets. The range of reading material is extended as pupils move through the school, and more able readers in Key Stage 2 can choose books freely. Pupils read with increasing fluency and accuracy. Many pupils talk with enthusiasm about favourite authors, but their critical appreciation of a range of books is limited, reflecting the inability of the school to provide a full library until it is extended. While lower attaining pupils still interpret their reading literally, a few average and higher attaining pupils show a growing understanding of deeper levels of meaning. Pupils learn to use dictionaries and other reference books. Pupils in Years 5 and 6 were developing the skills of skimming and scanning and identifying the features of biographical and autobiographical writing in a lesson, using an extract from the writings of Jacques Cousteau. Most pupils understand how 'contents' and 'index' can point the way to specific information. Many pupils are able to use non-fiction books to locate and retrieve information within the classroom. Most pupils make satisfactory use of their reading skills in subjects such as history, geography and religious education. The guided reading sessions enhance pupils' progress in reading. Most pupils learn that reading offers both enjoyment and information and they are beginning to appreciate the qualities of different texts.
86. The combination of a tightly structured literacy hour and the very good teaching have had a beneficial effect on pupils' writing in Key Stage 1, which is now good. Pupils are taught the skills of letter formation well and most are beginning to write in joined script with increasing control and accuracy. Throughout Key Stage 1, letter combinations and common spelling patterns are stressed. Pupils are encouraged to think about the overall structure of their writing, such as the setting, characters and plot when writing stories. Pupils show imagination, independence and initiative in written work and accomplish a good deal of writing in the allocated time in literacy lessons. Lower attaining pupils, however, lack fluency in their writing and their work contains many grammatical and spelling mistakes.
87. In Key Stage 2, the scope of writing is extended well. Pupils write for a range of purposes, including narrative, description, letters, instructions, and other forms of writing. They grow in competence in spelling and punctuation. By the age of 11, pupils are introduced to the main features of specific genres, for example, writing magazine reviews and this work is extended to include reports, newsletters and autobiographies. The higher attainers in particular, are able to interpret and comment sensibly on texts that they read. There are examples of sustained story writing with good attention to developing characters and plot and they often write at length. The amount and quality of written work in subjects such as science, history, geography and religious education, however, is often too brief, so that it does not support literacy skills as well as it might. The use of information technology to word process, re-draft and edit is growing. Standards of handwriting are satisfactory.

88. The teaching of English is good overall and often very good. This promotes consistently good learning over time. This good teaching is now showing beneficial results in the teaching of writing. In Key Stage 2, teachers are firmly focused on the need to improve writing skills, but are only just beginning to stress the importance of the quantity of work produced and the breadth of writing, which can be achieved by its promotion in other subjects of the curriculum. Eighty-three per cent of lessons observed were good or better and there was no unsatisfactory teaching. Teachers across the school have good understanding of how to teach reading and writing. They ensure that pupils know what they are expected to learn and how this links with what they have learnt previously. Lessons are well planned and organised, with a good mixture of whole-class, group and individual work. In a very good Year 1/2 lesson, the teacher demonstrated good knowledge and understanding of the subject and used very good questioning techniques and clear explanations. She actively involved pupils in identifying language features, focusing on the text of 'Not Now, Bernard'. Most teachers in both key stages use suitable methods and strategies to develop good listening and improve pupils' concentration and the pace of work in most sessions. They capitalise on pupils' interest in the subject and this makes a good contribution to learning. Most pupils are attentive, eager to answer questions and keen to join in class discussion. The management of pupils' behaviour is good. Teachers have good relationships with pupils and encourage good manners and social skills. In general pupils behave very well and concentrate on their work. In both key stages, teachers set appropriate standards for the majority and maintain a good level of support for pupils with special educational needs. The marking of pupils' work is very helpful as most teachers make constructive comments and give suitable guidance to pupils on how to improve their work.
89. The National Literacy Strategy has been productively introduced into English lessons. Teachers understand the basic structures and use the recommended pattern, so that it is well established throughout the school. Teachers build steadily on pupils' learning, extending it well through the use of computers for drafting and re-drafting work. Lower attaining pupils and those with special educational needs, receive intensive support in well-organised groups where specific language skills are practised and reinforced by the designated staff, while more able pupils receive specific extension lessons, delivered by the headteacher. This good quality support boosts their self-esteem as well as enhancing their skills.
90. The management of the subject is good. There is a systematic programme for monitoring teaching and learning. The literacy co-ordinator is aware of the strengths and weaknesses in the subject. There has been good emphasis on structured planning to address the weaknesses in the subject, particularly in writing at Key Stage 2, through effective forward planning. The procedures for assessing pupils' progress are good, and the results of all tests are analysed effectively in order to set individual targets. Useful additions have been made to resources in classes, so that there are sufficient books, both fiction and non-fiction, though there is no accommodation for a proper library in which to keep them. Overall, the subject has made good improvement since the previous inspection.

MATHEMATICS

91. Because of the very small size of year groups in the school, attainment in mathematics was primarily judged by observation in lessons and analysis of pupils' work, as well as by a consideration of information from National Curriculum Tests. Children had achieved well by the age of seven. When they enter the school, the attainment of pupils

is average for their age. By the end of Year 2, their attainment is above average for their age. Inspection evidence indicates that the pupils currently in Year 2 are above average in attainment and are making good progress.

92. By the end of Year 2, most pupils can do calculations with number up to 1000, such as $200+200$. In Year 1 they can add together two numbers and know that $9+3$ is the same as $3+9$. They learn to tell the time, measure distances in centimetres and know the names of common two-dimensional shapes. By the age of 11, inspection evidence indicates that attainment is in line with the national average. Pupils can do long multiplication with decimals, such as 539.7 divided by 3.6, and they can explain the strategies they were using. They know the names and properties of common two and three-dimensional shapes and can work out perimeters and areas.
93. The standards of attainment in the 2001 national tests for eleven-year-olds are relatively depressed because there was a high proportion of children with statements of special educational needs in that year group. This has had the effect of bringing down scores for this year in the national tests. Since the previous inspection, overall standards in mathematics have improved for pupils up to seven years old and have remained the same for pupils up to eleven. However, the quality of teaching has improved, as has the range and breadth of the curriculum.
94. In Years 3 to 6, learning in lessons is generally good. In Years 3 and 4, pupils learn about multiplication facts by looking at patterns of numbers and most know that 7×3 is the same as 3×7 . In Years 5 and 6, they learn to measure areas of compound shapes. Pupils of average attainment or above can manage this with little difficulty and lower attaining pupils are supported by learning support assistants and achieve well. There was no difference noted in the progress of boys or girls.
95. The teaching of mathematics is good or better across the school. The teachers have good subject knowledge and have integrated the National Numeracy Strategy well into their teaching. They have a good knowledge of their pupils and plan to suit different ability levels. They have very good relationships with their pupils and use appropriate teaching methods. Pupils were used to good effect by the teachers to explain and demonstrate mathematical strategies to the rest of the class. They assess pupils' work effectively and use their assessments to plan future work, making good use of statutory tests in Years 2 and 6 and the optional National Curriculum tests, as well as teacher assessment. Where classroom assistants or other helpers are used, they are well briefed to support the groups they are working with. Teaching and learning are both good, but, despite the school's ingenious use of staff to separate Years 3 and 4 and Years 5 and 6 for numeracy lessons, attainment is inevitably slowed a little by the poor accommodation to accomplish this, so that progress is satisfactory. Little use of information and communication technology or research in the library was observed during the inspection to support teaching of mathematics, again dictated by the physical limitations of the accommodation. When teaching was very good, the pace of the lessons was exciting and pupils, including the lower attaining pupils, were challenged mentally. However, just occasionally, a lack of pace caused pupils to become restless and to lose concentration.
96. Pupils' attitudes to mathematics are generally good or very good right across the school. They enjoy lessons and generally work with interest. Good behaviour is maintained throughout lessons. Teachers know their pupils well and make an effort to keep them interested. A few pupils have difficulty in presenting work well because of poor writing skills.

97. Although there is a large imbalance of boys over girls, teachers make sure that both sexes have equal access to the subject. Pupils with special educational needs are well supported in their work both by teachers and by classroom assistants. They follow similar work to the rest of the class, but graded at a slightly simpler level.
98. The curriculum for mathematics is broad. In addition to work with number, pupils undertake problem solving and investigational activities. They learn to work with time and measurement and they learn about shapes. Some data handling is undertaken, as seen when pupils collected data in tally charts and used this to make bar or pie charts. Although information and communication technology is used effectively across the school, opportunities to use it in mathematics are sometimes missed, for example, when pupils had collected information to draw graphs.
99. The headteacher enthusiastically co-ordinates the subject. All the teachers in the school have been trained to deliver the Numeracy Strategy and do so successfully. The headteacher monitors teaching by observing lessons and also monitors pupils' work and teachers' planning. There are sufficient resources available for the needs of all classes, but the school is planning the purchase of further learning aids. The quality of the accommodation is poor for the delivery of the subject, with cramped classrooms and lack of working space and of space to store equipment. The school's limited outdoor accommodation is used effectively for the teaching of mathematics, as was observed when pupils in Years 1 and 2 were running races in the playground to discover the use of ordinal numbers. Pupils with special educational needs are very well supported in class and work is specially prepared for them where necessary.

SCIENCE

100. Standards of attainment in the school are satisfactory for pupils by the age of seven and good for eleven-year-olds. It was not possible to observe any lessons in Key Stage 1, so that judgements were made on the basis of pupils' work seen and teachers' planning. Pupils had investigated light by looking at candles burning and had investigated how torches worked. They had written notes about what they had seen and drawn clearly labelled diagrams. Standards attained are satisfactory, as is progress throughout the key stage.
101. In Key Stage 2, pupils looked at the effects of exercise on the body and the effects of eating different kinds of foods. In Years 3 and 4, pupils had undertaken an interesting investigation into the effect of different kinds of liquids on eggshells, finding out that some, such as fruit juice and vinegar, weakened them. They related this to the results of various drinks on teeth. They knew the names of different kinds of teeth and could talk about their purposes. In Years 5 and 6, they were investigating different kinds of seeds and looking at the different mechanisms by which they were dispersed. They are well aware of life processes and can explain how seeds grow into plants. English skills and art are used effectively in science, with some effective writing being undertaken to explain experiments and pictures created from observations. Since the last inspection, the school has maintained satisfactory standards in science for seven-year-olds and improved standards for eleven-year-olds from satisfactory to good.
102. Pupils make good progress in science. In Years 3 and 4, children were able to explain how living things decayed after they had died and how a hen's egg was able to turn into a chick. In Years 5 and 6, they could explain the life cycle of a plant and how seeds germinate. Pupils with special educational needs are well supported in class and make similar progress to the others. They have work specially prepared for them where necessary. There was little evidence in the lessons seen, because of the limitations of

the school's accommodation, of use being made of either the library or information and communication technology to develop pupils' research skills.

103. Pupils enjoy the subject and sustain concentration. They respond well to their teachers and are keen to answer questions and discuss scientific issues. They listen well to each other when co-operating on tasks. Boys and girls work together well and behaviour is generally good. The presentation of work is frequently good and pupils take pride in what they are doing. They are fascinated by the opportunities to undertake first hand observations and investigations. In one case, when a wild oat seed was placed on a wet surface, they cried out, 'It's moving!' in surprise.
104. No lessons were seen with pupils up to seven years old, so no judgement of teaching could be made in Key Stage 1. In Key Stage 2, two lessons were seen with teaching which was satisfactory in one and good in the other. Where the teaching was good, the lesson had a good pace and the children maintained a high level of interest. The teachers know the pupils well and have good relationships with them. They plan their work well, assess their pupils' work appropriately and give good feedback both in terms of spoken comments and marking.
105. The management of the subject is good. The co-ordinator, although only in her first year of teaching, has an enthusiasm for science and has suitable subject knowledge. There is an appropriate scheme of work for the subject, which fully covers National Curriculum requirements. The co-ordinator has had some opportunities to monitor teaching and to give feedback to teachers. She also monitors pupils' work and planning in the subject. The poor accommodation hampers delivery of the subject, particularly for investigations and storage facilities. Some good use is made of the grounds and local environment. Resources for the subject are adequate.

ART

106. Standards of pupils' work in art across the school are good for seven-year-olds and very good for eleven-year-olds. The quality of art produced shows it to be a strength of the school.
107. By the age of seven, pupils work with a range of media, including paint, textiles and pencil and create works based on the local environment. Works of art by famous artists are used to good effect to stimulate ideas. By the age of 11, they have had experience of a much greater range of artists and have experimented with a wider range of media, including chalk, charcoal, pastels and textiles. The quality of their work is very good and is displayed to good effect both in classrooms and around the school. Standards have improved considerably since the last inspection, when they were below national expectations at both key stages.
108. Only one art lesson was seen during the inspection, so that no judgements about the quality of teaching in Key Stage 2 can be made. The lessons seen in Key Stage 1 was very good. The teacher knew her children well and had very good relationships with them. She had planned work which challenged her children to think about the use of light in painting. The children were shown a copy of 'The Light of the World' by Holman Hunt, which enthralled them. The teacher then produced a lantern, similar to that used in the painting, for them to draw. Planning generally for the subject is very good and is reflected in the high quality of work on display. Other good work seen included maps of the village, collages made with textiles and paintings of houses. In Key Stage 2, there was some very high quality work on display, including textile collages and pastel drawings completed following a visit to the studio of John Miller in Cornwall. The

children had also created some vivid village maps, using fluorescent paints.

109. Pupils' learning in art across the school is good or very good. All pupils are introduced to the work of famous artists and these works are used in cultural contexts. They have the opportunity to research work about artists from books and to use computers to create artwork. Children learn to express themselves in a good range of media and in both two and three-dimensions. They learn to think of images in different materials and media and use their artistic skills in other subject areas to record work they are doing. They use sketchbooks to develop and refine ideas for subsequent work effectively in Years 1 and 2, though their use has not yet been developed throughout the school.
110. Pupils' attitudes to art were very good in the lesson seen. Behaviour was very good. They concentrated and worked hard. They took obvious pleasure in the work they were asked to do. They co-operated well when asked to, took initiative and behaved responsibly.
111. The subject is well managed. The co-ordinator has led the staff in making the subject a strength of the school, through the planning and execution of a good scheme of work. Resources are adequate for the needs of the subject. The works of famous artists, the local environment and visits, such as the one to John Miller's studio, are used to stimulate the pupils' artwork. Art is used effectively to express ideas in other curriculum areas, including English, science, history and geography.

DESIGN AND TECHNOLOGY

112. Standards in design and technology are in line with national expectations across the school. By the age of seven, pupils make models using a range of materials, including construction kits and card. They had also made a model of a lighthouse from the story 'The Lighthouse Keeper's Lunch'. By the age of 11 they use pneumatic mechanisms to make working toys. They complete the cycle of designing, making and evaluating and evaluate ready-made products such as torches. They also have the opportunity to work in a range of materials, including wood and textiles. Progress in the subject across the school has been maintained since the last inspection, when standards were also found to be in line with national expectations.

113. No lessons could be seen in design and technology in Key Stage 1, so no judgement can be made of teaching. However, teachers' planning for and assessment of the subject is good. Much of the teaching is successfully linked to other subjects such as science and history. One good lesson was seen in Key Stage 2. The teacher knew the pupils well, had planned appropriate activities and managed them well with the support of two classroom assistants. The lesson was a continuation of work already started in previous lessons, when children had constructed musical instruments. They were evaluating work already undertaken, looking not only at their own construction and those of others, but also at issues such as health and safety involving the tools they had used.
114. Progress in design and technology is good, judged on evidence based on work in books and on display. Pupils across the school plan things they are going to make and learn to use labelled diagrams and lists of materials. They construct and decorate their models and evaluate them, with suggestions for improvements. Pupils could work with a range of materials, including paper and card, wood and textiles.
115. Pupils enjoy their work in the subject and can talk with interest about the models they have made and suggest improvements.
116. The subject is well managed by an enthusiastic co-ordinator who is a recently appointed part-time teacher. There is a clear scheme of work for the subject and appropriate methods of assessment. The resources for the subject are adequate. However, the poor accommodation of the school means that space is limited, making it difficult for tasks such as woodwork to be effectively undertaken with a whole class at once and there is no facility for working with food. Pupils have no opportunity as yet to work at a more challenging level, for instance, through constructing models using electrical mechanisms or controlled by computers.

GEOGRAPHY

117. It was not possible to observe any lessons in geography during the inspection and therefore no judgement can be made on standards of attainment or on teaching in either key stage. From analysis of pupils' work, scrutiny of teachers' planning and discussion with pupils and teachers, progress is satisfactory by the ages of both seven and 11. This represents good improvement on the previous inspection, when progress was judged to be unsatisfactory.
118. By the age of seven, pupils explore such topics as the weather and the seasons, look at local architecture and develop early mapping skills, using their own village environment. Pupils have a satisfactory knowledge of the local area as they map their journeys to school. By the end of Year 2, they begin to be aware of the different features of the places they study. They look at the wide world by discussing what clothes people wear in hot and cold weather. They realise that the United Kingdom is made up of different countries. Most Year 6 pupils correctly name England as the country in which they live and can locate the United Kingdom on a world map. Many show obvious enjoyment when looking at an atlas. They study the major features of mountain formations and the main mountain ranges in the world, as well as the features of water and rivers. All pupils, including those with special educational needs, make satisfactory progress overall.
119. The school organises residential visits on a four-year rolling programme to places such as Cornwall, York and France and these provide stimulus for geographical work and

promote pupils' social development. Further visits to local places of interest such as Wembworthy enable pupils to develop orienteering skills. Pupils throughout both key stages are enthusiastic about their work in the subject.

120. A good feature of the subject is the very good use of displays around the school, from coverage of the new school improvement scheme to world politics and the impact of foot and mouth disease. These displays also show good cross-curricular skills, using the strategy of 'detective' investigation in the use of information and communication technology, but not always of literacy. Teachers' planning shows that geographical skills are taught as pupils move through the school. Assessment procedures are in the process of development. Displays in all classrooms are used well to promote learning.
121. There is satisfactory leadership of the subject. The co-ordinator has a clear view of what is needed to develop this subject further. For example, the teachers are at present developing assessment procedures. Ongoing assessment is used generally to determine the next step in learning. Resources are satisfactory and sufficient to support all of the topics which are taught, though the subject would benefit from a library with a greater supply of reference books.

HISTORY

122. It was only possible to observe two lessons in history during the inspection but from these lessons, an analysis of pupils' work and discussions with pupils, as well as from displays around the school, it is clear that standards of attainment in history are in line with those expected nationally by the age of seven. By the age of 11, pupils also reach standards which are in line with those expected for their age, whereas standards at the time of the previous inspection were judged to be unsatisfactory. There has been a good level of improvement with the adoption of National Curriculum schemes of work, arranged into a four-year rolling programme, ensuring that appropriate skills are developed throughout the course and that all required areas of the subject are covered.
123. In Key Stage 1 pupils study the history of toys, thereby acquiring a sense of past and present. They look at different kinds of homes in different ages, often with great enjoyment and interest, as observed in a Y1 and 2 lesson on a Victorian parlour, in which pupils discovered the similarities with today's living and looked at the differences. They study famous characters in history, such as Florence Nightingale and look at the local history of their area and the famous events and people associated with it. In Key Stage 2, pupils study such topics as the Tudors and their times, the Romans in Britain, the Ancient Egyptians and World War Two. One Key Stage 2 lesson was seen in which pupils were putting their computer skills to good use in looking at the history of the Trojan Horse, while others were making replicas of masks from Greek drama, all as part of their study of Ancient Greece. In these ways, pupils acquire a good sense of chronology, knowledge about past times and the understanding of other cultures and the part they have played in forming our own. Teachers work hard to reinforce historical skills, knowledge and understanding. All pupils, including those with special educational needs, make satisfactory progress overall.

124. Overall, teaching in history is good. The good features in teaching show that teachers ask questions skilfully. This was observed in the very good Year 1/2 lesson when pupils were discussing changes in the home since Victorian times. Learning in this lesson was good and the pupils worked collaboratively in groups as they researched their project. Pupils were questioned well about previous work which they had completed. Resources and artefacts were used very well as pupils developed a satisfactory awareness of how people used fenders around their open fires. The teacher helped them to extend their ideas throughout the rest of domestic life of the times. Pupils worked well together as a class and sustained their concentration. Teachers' knowledge of the subject is good and the concept of the passing of time and the chronology of events is developing satisfactorily for pupils throughout both key stages. Planning is thorough and activities are exciting. Assessment procedures are in the process of development.
125. History contributes soundly to the teaching of literacy. Pupils in Year 2 use their developing literacy skills as they write about famous people from the past and in developing labelled diagrams, for example, as they learn about the Vikings in Year 3. However, opportunities are missed for more sustained descriptive or empathetic writing, which would contribute to the breadth of styles acquired by pupils. Satisfactory use is made of time lines throughout the school, promoting links with numeracy. Information and communication technology skills are beginning to be used well to promote learning in the subject, within the school's limited accommodation. Teachers are sometimes faced in Key Stage 2 with a class containing four age groups and, in this case, too much time is spent on management and organisation of different groups, to the detriment of pupils' overall learning.
126. Informative displays in all classrooms demonstrate clearly the topics which the pupils are following and enhance pupils' learning. Very good examples were seen in Key Stage 2 on aspects of life in Ancient Greece.
127. There is satisfactory leadership and the co-ordinator has a clear overview of the subject. Monitoring of pupils' progress by class teachers has begun to take place, but this is still an area for further development. In both key stages, teachers do not yet assess pupils' progress as regularly or rigorously as they might. Resources are satisfactory and help to illustrate all topics covered. Educational visits and visitors invited into school greatly enrich this area of the curriculum. For example, the school has had popular and moving visits from the Normandy War Veterans' Society, performances from a theatrical company with dramas based on stories of the Egyptians and Ancient Greeks and pupils have visited the museum in Exeter.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards of attainment in information and communication technology across the school are in line with national expectations. By the age of seven, pupils can write and correct short passages using a word processor and use a computer to create pictures. By the age of 11, they can word process effectively, choosing the style of appearance of their text by selecting fonts, alignment, and other features. They can use desktop publishing to create work, using text and pictures. They can find information from the Internet and create a design for a web page.

129. Standards of attainment have been maintained in both key stages since the last inspection, but there are still areas of information and communication technology where opportunities are not fully in evidence, largely because of the limited space which can be given to the use of computers in the school's cramped accommodation. Because there are few opportunities to develop skills in specific subjects, the pupils' skills are in a limited range of applications, with the use of packages such as spreadsheets or databases not in evidence in their work in other subjects. For instance, there is no opportunity in science to measure events or to control electrical models, although some use of programming to control a simple robot was seen in Key Stage 1.
130. No lessons were seen where information and communications technology skills were taught on their own. Instead, the technology was used appropriately to develop other subjects. Teaching of information and communication technology was satisfactory or very good in all those lessons seen where it was in use. Teachers' planning is good, and the work fits with the needs of the pupils, including those with special educational needs. However, because of the siting of computers, over which the school has no choice, the noise of children working on the computers sometimes disturbs the work of the rest of the class. Teachers are generally confident in using a range of applications on the computers. When children are working on the computers, the teachers monitor and support them and classroom assistants are used effectively to support pupils with special needs.
131. Across the school, pupils' learning in using information and communication technology was satisfactory. The organisation of the computers into clusters has provided good opportunities for access and this was evident in the skills developed with a limited range of applications. The pupils had no anxieties about using the technology. They could log onto web sites and find information with ease. In Years 1 and 2, pupils were seen using a painting program to create their own pictures as a part of an art lesson. In Year 6, they learned how to present writing for a specific audience. Pupils with special needs learn at an appropriate rate for their abilities.
132. Pupils' attitude to the subject is good across the school, except in one lesson where they were not motivated by the activity given. Their behaviour was satisfactory or better in all the lessons seen; they sustained concentration, listened to their teachers and then got on with their work. They obviously enjoy opportunities to use the technology and benefit from it.
133. The recently appointed co-ordinator is a part-time teacher, who is ably supported by the headteacher, who is confident with the subject. Training has also been available for other teachers in the school. There is an appropriate scheme of work in place. However, the school is not yet effectively using all aspects of the subject. There was little evidence of its use for handling data and creating graphs in mathematics or science. Such work was done in the head when it could equally well have been done on the computer. Also, there were few opportunities for the children to use the technology to measure changes in experiments or to control models. The teacher is aware that the curriculum for the subject is not complete as yet and is continuing to develop pupils' skills in using computers in other subjects. This will be an easier task when accommodation has been improved.

MUSIC

134. Attainment in music is broadly in line with national expectations for seven year olds by the end of Key Stage 1. This is similar to the satisfactory standards seen at the time of

the previous inspection. Though Key Stage 2 attainment was also at the expected level at that time, there was insufficient evidence on this occasion to support a clear judgement of Key Stage 2 pupils by the time they are 11. Year 1 and 2 pupils listened with concentration and sensitivity to Handel's 'Music for the Royal Fireworks'. They responded to the music by recording their thoughts and feelings in drawings as the music was played. They learned something of Handel as a famous composer and finished the lesson by composing their own percussion improvisation of firework music. These compositions showed the ability to combine the sounds of untuned percussion instruments to produce atmospheric results. Overall, pupils' achievement across Key Stage 1 is satisfactory, with a minority of individual pupils making good progress. Pupils from Year 2 upwards are encouraged to take free recorder lessons. Other older pupils can opt for individual tuition in a variety of instruments with a peripatetic teacher. The school holds musical performances to promote the learning of instruments.

135. Singing is an important part of the musical experience of all pupils in the school. They sing tunefully and with confidence in morning assemblies, enhancing their skills as they move through the school. By the time they reach Year 6, pupils understand the importance of supplementary elements of singing, such as breathing and posture. Thorough teaching enables them to appreciate the value of analysing lyrics to guide expression in their singing. Both boys and girls persevere to improve their performance, paying special attention to pitch and rhythm.
136. Teachers have benefited from in-service training since the previous inspection and their lesson planning is now based on the specific targets set out in the revised National Curriculum. Appropriate attention is paid to the development of pupils' appreciation of the ways in which musical elements can be studied in a variety of cross-curricular subjects, such as design and technology, history, geography and science.
137. Pupils have regular opportunities to attend workshops in specialised areas of music, such as South American music, and making and performing on their own instruments. Music is also strongly linked to literacy, through visits such as that to a musical version of 'Macbeth' recently. The school performs a musical production each Christmas, providing an opportunity for children to practise their performance skills. Links have been established with other local schools to share knowledge and resources and implement future musical collaboration.
138. The subject is well led by an enthusiastic co-ordinator who monitors pupils' progress and the effectiveness of the curriculum. Appropriate targets for continued improvement have been drawn up. These include a review of the policy and an audit of musical instruments and other resources in order to ensure a good selection for children to use during their music lessons.

PHYSICAL EDUCATION

139. Standards in Physical Education across the school are good. However, it was possible to see only two lessons during the inspection, so it was not possible to judge the whole range of activities. Nonetheless, the improvement across the school since the last inspection is good.
140. Key Stage 1 pupils were undertaking dance during this period, where their attainment is good. They were observed improvising their own dance sequences, linked with the story of 'The Lighthouse Keeper's Lunch', with imagination, interest and very good physical skills. Their use of space was mature and thoughtful.
141. Pupils in Year 6 were seen undertaking a badminton coaching session at the local sports centre. Although participating with enthusiasm, a few pupils tired quickly during the warm up session. Some of them also found it difficult to bounce a shuttlecock on their racquet.
142. Teaching of children up to seven years old was very good. The teacher had planned the lesson well, had very good relationships with her pupils and was able to stimulate them well to a high level of physical effort. The teaching of badminton to the Year 6 pupils was good, with the activities planned well and introduced effectively to the pupils, who learned well from them. In the dance lesson, they were learning to move effectively and to fit their movements to a theme. In the badminton lesson, they were learning to hold a racquet, to hit a shuttlecock with both forehand and backhand strokes and to move around the court effectively. Pupils' attitudes were good or very good in both the lessons seen. They enjoyed the activities they were given, concentrated well and put in much effort, behaving in a disciplined and thoughtful manner.
143. The school provides very well for physical education, with a wide range of activities. Pupils up to the age of 11 learn swimming and athletics in the summer term. They enjoy a wide choice of games, including football, tag rugby and Kwik cricket. They have the opportunity to participate in competitions against other schools and they do this with some success, despite the small size of the school. Access to these games is inclusive, with both girls and boys participating with enthusiasm. The pupils also have opportunities to undertake outdoor pursuits. The school has an orienteering course in the orchard behind the school and there are opportunities for abseiling and dragon boat racing during a residential outdoor pursuits week.
144. The subject is well co-ordinated and there are many events during the school year arranged to encourage participation in sport. During the inspection, a football coach from the local professional football club visited the school to present footballs to children who had done particularly well in a fund raising penalty shoot-out. There are matches and competitions with other schools and children have the opportunity to visit professional matches. There is an appropriate scheme of work. The school currently uses the village hall for physical education lessons. This building is not adequate for the purpose, as there are concerns over health and safety, not the least being a walk down the dangerous village road to reach it, but there is no other facility available. The school is due to be re-modelled in the near future, which will help to overcome the accommodation difficulties which at present prevent the school achieving excellence in this area.

RELIGIOUS EDUCATION

145. It was only possible to observe one lesson in Religious Education during the inspection.

From analysis of pupils' work, however and discussions with pupils, it is clear that pupils at the end of both key stages are achieving at least in line with the requirements and demands of the agreed syllabus used by the school. This was also the finding of the previous inspection, when progress was judged to be often unsatisfactory. Pupils' work and discussions with teachers show that, through careful planning, pupils, including those with special educational needs, make satisfactory progress in the subject by the ages of both seven and 11.

146. Pupils in Years 1 and 2 display a good understanding of the importance of festivals in the community, with a specific focus on the family. They also become accustomed to exploring their feelings and those of others. They begin to acquire some understanding of and respect for Christianity and other faiths, in work on stories from the Old Testament and other faiths. By the end of Year 2, pupils have a sound knowledge of some basic religious stories and religious festivals.
147. The idea of community is explored in greater depth in Key Stage 2, where pupils study specific religious communities, particularly Hinduism, Judaism, and Buddhism, as well as Christianity. Pupils are provided with the opportunity to consider and discuss the ways in which these religious communities pray and celebrate their festivals. Pupils in this key stage also explore the importance of artefacts in religious practice, as well as learning about different places of worship, such as churches and temples.
148. Some links are made between religious education and assemblies, with the one reinforcing the other. Assemblies always contain time for prayer and reflection, accessible to all.
149. It is not possible to assess the quality of teaching on the basis of the one lesson seen. In that lesson, however, the teachers were secure in subject knowledge, working on aspects of Hindu life from Rangoli patterns to Puja and the forms of the different Hindu gods. The scheme of work supports planning well and teachers are able to convey concepts to pupils in a meaningful manner. Teachers do not use religious education lessons as fully as they might to promote literacy skills, by encouraging pupils to produce good quality written work. In the one Key Stage 2 lesson seen, the teacher was forced to spend too much time organising the grading of work appropriately for different groups within a class of four year groups, leaving too little time for whole class teaching.
150. Examination of teachers' plans and pupils' work indicates that, over time, pupils are provided with the opportunity to explore and extend their knowledge and understanding of Christianity and other world faiths, including Judaism and Hinduism. Pupils learn about the gods, religious writings, festivals and stories of each of these faiths, and come to an understanding of shared beliefs and how they come to impact upon and influence our daily lives. The co-ordinator provides effective management for the subject, and has reviewed the schemes of work. She is now incorporating new units of work. Although there are only limited opportunities for pupils to strengthen their understanding of other faiths, the school has taken pupils to a synagogue, has been visited by representatives of the Buddhist faith and the local vicar has been a regular visitor to the school. The school has few artefacts or reference books of its own, but borrows as many as possible from the local library service.
151. With its focus on different religions and cultures and the opportunity to discuss a range of spiritual and factual issues, the subject makes a good contribution to pupils' spiritual, moral and cultural development. The subject is monitored and assessed against the requirements of the locally agreed syllabus.