

INSPECTION REPORT

**WOODLANDS PARK COMMUNITY PRIMARY
SCHOOL**

IVYBRIDGE

LEA area: Devon

Unique reference number: 113336

Headteacher: Ms Gillian Quiggin

Reporting inspector: Mr Chris Warner

20935

Dates of inspection: 11-14 February 2002

Inspection number: 193810

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Abbot Road
Ivybridge
Devon

Postcode: PL21 9TF

Telephone number: 01752 690046

Fax number: 01752 698342

Appropriate authority: The governing body

Name of chair of governors: Mr Iain Grafton

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20935	Chris Warner	<i>Registered inspector</i>	The Foundation stage.	How high are standards? 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?
19338	Graham Ellis	<i>Lay inspector</i>		How high are standards? 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?
13307	Ian Hancock	<i>Team inspector</i>	Mathematics; Geography; History.	How good are the curricular and other opportunities offered to pupils?
8056	Howard Probert	<i>Team inspector</i>	Science; Art.	Special educational needs;
23039	David Penney	<i>Team inspector</i>	English; Design and technology; Physical education.	Equal opportunities.
20063	Gerry Slamon	<i>Team inspector</i>	Information and communication technology; Music. Religious education.	Pupils' spiritual, moral, social and cultural development.

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The lanterns
Bridge Lane
London
SW11 3AD*

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	9
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodlands Park is a large primary school, situated in Ivybridge, South Devon. Most of the children live in the immediate neighbourhood. Although few parents currently claim entitlement for a free school meal, there is evidence that the actual entitlement is about typical for primary schools nationally. The 18 per cent of pupils on the special needs register is below the national average. There are six pupils with English as an additional language. A significant number of pupils enter or leave the school other than at the usual times of admission or transfer, which has a negative impact on standards, particularly in Years 3-6. The overall attainment of children on entry to the school is broadly in line with that found nationally.

HOW GOOD THE SCHOOL IS

Woodlands Park is an effective school. It serves its community well. The school is led and managed well. As a result, the standards achieved by pupils are in line with those expected nationally, and occasionally higher, at the end of both Year 2 and Year 6. Pupils make at least satisfactory progress. The overall quality of teaching is good. Staff and governors work together well and are committed to improving further standards achieved by pupils. The school is well placed for continued improvement. When account is taken of these factors, the school gives good value for money.

WHAT THE SCHOOL DOES WELL

- Leadership and management by the head and senior staff are good.
- Standards achieved by the end of Year 6 in mathematics, art and physical education are above average.
- The quality of teaching and learning is good.
- Pupils are keen to learn, behave well, and enjoy good relationships with one another and with the staff.
- There is good provision for pupils with special educational needs.
- The school takes good care of its pupils.
- Pupils' moral development is very good, and their spiritual, social and cultural development is good.
- Throughout the school, the support given to teachers and pupils by non-teaching staff is very good.
- The school has effective links with parents.

WHAT COULD BE IMPROVED

- The opportunities for pupils to use and develop their literacy skills in all subjects.
- The opportunities for pupils to use and develop their thinking, reasoning and enquiry skills in all subjects.
- The use teachers make of assessments to help plan pupils' learning in subjects other than English and mathematics.
- The accommodation, better to promote learning.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a satisfactory improvement since the previous inspection in May 1997. Most of the important issues facing the school have been addressed, although more work needs to be done to further improve pupils' writing skills and the use of assessments to plan pupils' learning. The quality of teaching has significantly improved; during the inspection, no unsatisfactory lessons were seen, and a far higher percentage of teaching was good or better. The contribution made by the governing body has significantly improved, and it effectively monitors and evaluates what the school is doing to improve the standards achieved by pupils. Standards in music are satisfactory, although not as high as noted in the last inspection. However, standards in the Foundation Stage (Reception Classes), and in mathematics, information and communication technology, art and physical education, have improved since the last inspection.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			*similar schools
	1999	2000	2001	2001
English	B	B	C	E
Mathematics	D	A	B	C
Science	C	A	C	D

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

**The inspection team accepts that the percentage of pupils entitled to free school meals is likely to be higher than the actual figure for the school. Comparisons with 'similar schools' should, therefore, be viewed with caution.*

The school's results in the 2001 national tests for pupils at the end of Year 6 were above the national average in mathematics, and average in English and science. Taking the results over the three years 1999 to 2001 together, there is no significant difference between the performance of boys and girls. The reason why the 2001 results did not continue the school's trend of improvement was because the year group included a higher than usual percentage of pupils with special needs.

The 2001 national test results for pupils at the end of Year 2 were well above average in reading and writing, above average in mathematics, and average in science. Taken together, the results over the past four years have steadily improved.

The inspection showed that standards among pupils in the current Year 6 are similar to those achieved by pupils in the 2001 national tests. The current group of Year 6 pupils has made good progress in mathematics since Year 2 and satisfactory progress in English and science. In all other subjects, pupils are achieving standards broadly in line with those expected of Year 6 pupils nationally, although in art and physical education standards are above average. An effective system of assessing and tracking the progress of individual pupils is helping the school to set appropriate targets and to improve standards. The targets in English and mathematics for pupils in Year 6 in 2001 were sufficiently challenging and were met.

The inspection found that children in the Foundation Stage make good progress, and this is an improvement since the previous inspection.

Pupils with different prior attainment, including those with special educational needs and the few pupils with EAL, make good progress over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and want to learn. They work hard in lessons and in other activities.
Behaviour, in and out of classrooms	Good in all aspects. Pupils are polite and friendly. As they get older, pupils take more responsibility.
Personal development and relationships	Good. Pupils develop well in confidence and independence. They show respect for one another and the values of the school community. Relationships between adults and among pupils themselves are good.
Attendance	Good. Pupils are punctual to lessons and there is little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Good

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

The good standard of teaching and learning enables pupils to make at least sound progress in their learning. The quality of teaching has improved when compared with the last inspection. All lessons seen were at least satisfactory and a high percentage of them were good or better. There were examples of good teaching in every class. The quality of teaching in English and mathematics is good. Teachers use the National Literacy and Numeracy Strategies to develop teaching and learning in these sessions, but need to identify how they can further develop the teaching of speaking, listening and writing in other subjects. Teacher assistants work well with individuals and groups of children, including those with special needs and those with English as an additional language. Lessons are planned in a clear and purposeful way so that the teachers and teacher assistants know what to do and how best to support learning. In most lessons, pupils are engaged in their learning, work hard and want to do well. When the teaching is very good, the teacher knows how to adapt their explanations and questioning to involve all pupils, including the more reluctant ones. A feature in nearly all the lessons were very good relationships between the teachers, their assistants, and the pupils. In the very best lessons, pupils are encouraged to think and talk about their ideas and work, and this leads them to greater understanding and involvement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Very good extra-curricular activities. There is scope to increase opportunities for pupils to use their literacy skills in subjects other than English, and to extend their thinking skills in all subjects. The curriculum for children in the Foundation Stage is secure, although it does not include planning for a designated outside learning area.
Provision for pupils with special educational needs	Good. Individual education plans provide relevant targets and help pupils make good progress. Those children supported by special programmes in reading and mathematics make good progress.
Provision for pupils with English as an additional language	The few pupils with English as an additional language are provided for well, and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral development is very good and is a strength of the school. The provision for spiritual, social and cultural development is good.
How the school cares for its pupils	This is a very caring school. Teachers know their pupils well. Assessment procedures are more effective in helping plan for the next stage in pupils' learning in English and mathematics than in other subjects.

Parents are positive about the work of the school. The school has good links with parents. However, some parents are not as sure about the opportunities to find out how their children are getting on as other parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head and other key staff	The head and senior staff provide good leadership and management. The staff share a clear idea of what the school is doing to improve and how they can help to make things happen.
How well the governors fulfil their responsibilities	Governors make a good contribution, using their available time and their individual skills well. They fulfil their statutory duties and have a good understanding of the school's strengths and weaknesses. They are effectively involved in monitoring the work of the school and linking this to how well pupils achieve.
The school's evaluation of its performance	Good. The school has clear targets focusing on the need to raise standards. There are effective procedures for monitoring what goes on in classrooms throughout the school. The role of co-ordinators in monitoring and evaluating teaching and learning has developed well.
The strategic use of resources	Good use is made of the available resources, including the teacher assistants and funding for special needs and for ICT. The school effectively applies the principles of best value to evaluate all areas of its work.

The school has a sufficient number of well-qualified teachers and support staff, and it benefits from the very good opportunities staff have for professional development. The school needs to consider developing guidelines for granting teacher secondments to ensure that

these are right for the school as well as for the individual. The unsatisfactory accommodation restricts opportunities for children's learning and makes it difficult to meet individual medical needs. The school is aware of the problem, and is doing all it can to use the available space well, and to plan for improvements. Resources for pupils' learning are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>More than nine out of every ten parents who commented felt that:</p> <ul style="list-style-type: none"> • their children like coming to school. • the teaching is good; • pupils make good progress; • behaviour is good; • the school expects children to work hard; • Comfortable in approaching the school with questions or a problem; • the school is well led and managed; • the school welcomes questions and suggestions. 	<p>More than one parent in ten who commented felt that:</p> <ul style="list-style-type: none"> • the range of extra-curricular activities could be extended. <p>In addition, several parents at the meeting expressed the view that:</p> <ul style="list-style-type: none"> • the opportunities to find out how their children were getting could be better; • children did not make as much progress in the mixed Year 3 and 4 classes as in others.

The inspection team agrees with the positive comments made by parents. The school's provision for extra-curricular activities is very good when compared with that of other schools. There are enough opportunities, overall, for parents to find out how their children are getting on. However, the school should check to make sure that similar opportunities are available to parents of children in every class.

The inspection found no evidence that pupils do less well because they are in a mixed-age class rather than in a single-age class.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils in Year 2 achieve the standards expected for their age in English, mathematics and science. Those in Year 6 achieve average standards in English and science, and above average in mathematics. Overall, this is a similar picture to the one at the time of the previous inspection, although standards in mathematics have improved, particularly in Years 3-6.
2. The inspection found that standards in English and mathematics achieved by the current Year 2 pupils are not as high as those attained by their counterparts in the national tests in 2001. The difference in achievement between the two year groups can be explained by a difference in the prior attainment of the pupils. In science, standards currently achieved by Year 2 pupils reflect the school's results attained in the 2001 national assessments. Standards achieved by the current Year 6 pupils are very similar to the school's results in the 2001 national tests in English, mathematics and science. Neither the results in the 2001 tests nor the inspection evidence show any significant difference in the achievements of boys and girls at the end of Year 2 and Year 6.
3. In 2001, all the results were high in relation to both the national average and the average for schools with a similar entitlement to free school meals. Results in national tests for Year 2 pupils have improved in reading and writing over the last four years (1998-2001). The results in mathematics, although consistently high, have been more variable. Results in science have remained broadly average over the four years. Taken together, results in all three subjects have been above average over the four year period.
4. The average standards achieved by the current Year 2 group reflect a higher proportion with special needs and fewer higher attaining pupils than in previous years. Pupils with special needs and the few with English as an additional language (EAL) make good progress in Years 1-2. Other pupils make satisfactory progress. Overall, the findings of the current inspection represent a very similar picture to that at the time of the last inspection.
5. Results in national tests for Year 6 pupils over the past four years have varied considerably between years and subjects, but have remained consistently at or above the national average in English, mathematics and science. As in Year 2, the fluctuating results reflect the differences in the prior attainment of each year group, particularly in the percentages with special needs and with higher attainment. This explains why results in 2001 were lower than in 2000, for example. There are two other factors that need to be taken into account:
 - * A significant number of children join the school in Years 3-6, and of these, a higher proportion have special needs than is typically found in the school.
 - * There is compelling evidence that the numbers of pupils receiving free school meals is not as high as the actual entitlement.
6. Considerable caution is needed in comparing the school's results with those of other schools with a similar entitlement to free school meals. The same applies when comparing the school's results in national tests in Year 6 with those of other schools whose pupils achieved similar test results in Year 2. An analysis of the school's records of pupils' progress between Years 3 and 6 show that they make at least satisfactory progress, and that those with special needs and with EAL make good progress. Overall, standards in Year 6 in the current inspection are similar to those noted in the previous inspection report.

7. The school set and met its targets for Year 6 pupils in the 2001 national tests in English and mathematics. The targets for 2002 are sufficiently challenging and the inspection agrees with the forecast that results will be broadly in line with those in 2001.

8. Children's attainment on entry to the school has varied considerably over recent years. Those who have recently started in the Foundation Stage (Reception Classes) are average overall in their development. However, as was the case with pupils in the two previous years, more of the children starting school are below average in their language, literacy and communication skills than are above average. Given that the previous inspection noted attainment on entry as above average, there is evidence to suggest that the picture has changed. The evidence suggests that the school has to cater for more children of lower attainment on entry than in previous years. The inspection found that the much-improved quality of provision in the Foundation Stage is meeting this challenge well.

9. Children in the Foundation Stage make good progress because the quality of teaching is consistently at least good, and the curriculum has been improved to provide a secure base for learning. By the time they leave the Reception Class, most of the children are likely to reach the expectations of the Early Learning Goals in all six areas of learning. However, because as many as one in three of the children entered school at an early stage of development in their language, literacy and communication skills, then a similar proportion may not reach the goals in this area. Standards have improved in the Foundation Stage compared with those noted at the time of the previous inspection.

10. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. Planning is very good and the support staff work very effectively with these pupils. The good standards attained in the last report have been maintained. These pupils have full access to lessons as a result of the well-targeted support they receive and the fact that teaching support staff are fully involved in planning the lessons. Higher attaining pupils are identified and given work suited to their capabilities. The few pupils with EAL make good progress in lessons.

11. Although pupils make sound progress and achieve the expected standards in English, they do better in some aspects of the subject than in others. Pupils with special needs and with English as an additional language make good progress because, in lessons and in small groups, they are supported well by teachers and their assistants. Pupils know how to adapt their writing to suit the purpose and audience. Pupils in Year 6 often write with expression and flair, and with a good choice of vocabulary. The additional attention given to this aspect of English has been worthwhile. However, pupils' skills in spelling, handwriting and punctuation, although satisfactory, are not so well developed. Although there are examples, as in religious education, of pupils making good use of their literacy skills across the curriculum, there remains a lot of scope for improvement. In particular, greater emphasis needs to be given to getting pupils to talk about their ideas and work in order to turn satisfactory standards into good ones.

12. The school has done well to improve standards in mathematics, especially in Years 3-6, where the numeracy strategy is having a good effect. This is seen in pupils' quick and accurate mental calculations, and in the way they recall and use known numbers facts to tackle problems. In responding to a shortcoming noted in the last inspection, the school has increased the opportunities for pupils to use and apply number, and the move has paid off with higher standards.

13. Standards in science remain at a very similar level to those noted in the previous inspection. The school's efforts to give more attention to experimental and investigative aspects of the subject are beginning to make a difference. However, to lift standards further, the higher attaining pupils need to be challenged more in their lessons. This is to do with getting them to think and communicate their ideas in a scientific way in order to achieve the higher levels.

14. Standards in information and communication technology (ICT) are satisfactory in both Year 2 and Year 6. This is a significant improvement since the last inspection because the expectations nationally are higher than four years ago. The subject is used with increasingly good effect to support work in English, mathematics and science.

15. Pupils in Year 2 and Year 6 achieve the national expectations in design and technology, geography, history and religious education. All pupils, including those with special needs and those with EAL, make satisfactory progress throughout the school. Standards achieved by pupils in Year 2 and Year 6 in art and design and in physical education are above national expectations. This is a very significant improvement on the last inspection, and a commendable achievement on the part of the school. Although the standards achieved by pupils in Year 2 and Year 6 in music are broadly in line with those expected nationally, they are not as high as were reported in the last inspection. This is because less attention is placed on the subject than was the case four years ago.

16. Where subjects have flourished since the last inspection, as in mathematics, art and physical education, and where pupils make better than satisfactory progress, they are encouraged to talk and think about the subject, and to use their literacy skills to the full. This has the greatest effect when there is an emphasis on an enquiry approach to learning, promoted by skilful questioning and by getting pupils engaged in their work.

Pupils' attitudes, values and personal development

17. As at the time of the previous inspection, the attitudes, behaviour and personal development of pupils are strengths of the school. Taken together, they contribute to the positive learning environment, pupils' progress and the quality of life in the school. Pupils' attitudes are very good and their behaviour is good. They enjoy coming to school and are well motivated. Their personal development and relationships are both good. Comments from parents, both in the questionnaires and the meeting prior to the inspection, support this view. Attendance is good.

18. Pupils have very good attitudes to learning. Older pupils' enthusiasm for learning is reflected in the high number of them involved in school clubs. They want to join in, do their best and please others. Their attitudes are even more apparent when lessons provide them with interest and challenge and where the teacher has high expectations. In most lessons, even the reluctant pupils feel comfortable in joining in. This is also true of the younger pupils in classes with more than one age group. Pupils' capacity to work independently is either good or satisfactory depending on the opportunities within the lesson.

19. Pupils enter school with broadly typical social skills and levels of independence for their age. These are well developed during their school lives, and most of them continue to grow in confidence and self esteem. The majority of pupils can concentrate during lessons and are attentive when listening to their teachers. A small minority of pupils finds it difficult to sustain their concentration for longer periods. In the main, pupils are lively, readily talk about what they are doing, and join in activities and discussions. Most of them display good self-discipline and work well when unsupervised.

20. Nearly all pupils respond well to the fair and consistent expectations of staff. Overall, behaviour is good. During lessons, behaviour is usually very good, although a very few pupils do find it difficult to consistently behave well. This is more to do with their identified and special needs than with the way their difficulty is managed. Behaviour around the school, in the playground and at lunchtimes is usually very good. For example, on formal occasions, such as assemblies, pupils arrive and conduct themselves in an orderly and respectful manner. There was no evidence of any aggressive, sexist or racist behaviour during the inspection, and the views of parents and pupils alike confirm this positive picture. There have been three fixed period exclusions since the last inspection and all have resulted in a positive outcome.

21. Pupils are smart, friendly and courteous, showing consideration to each other and adults. They are proud of their school and are careful with equipment and resources, which they willingly and politely share. Even the youngest children offer to open doors ahead of you because they want to, not because they have to. They enjoy chatting to each other, to staff and to visitors. They are respectful of property and their classroom environments. They are trustworthy and thoughtful, respecting the feelings, values and beliefs of others.

22. The relationships between pupils, between pupils and staff and between staff themselves are a strength of the school. Older pupils get on with younger ones, and boys and girls work and play well together. Relationships between pupils and staff are characterised by mutual respect. Pupils work together harmoniously, helping others in their activities and often giving support to their classmates. They work and get on well in pairs and group work and learn effectively from each other.

23. Pupils with special educational needs show very good attitudes to school and to learning. In those few cases where pupils have behavioural difficulties, teachers and their assistants work diligently and patiently with them to help meet their needs.

24. Pupils respond well to opportunities to exercise responsibility and initiative. They willingly undertake a number of helpful duties in all classes and, with developing self-confidence; they demonstrate good capacity for personal responsibility. For example, pupils develop their own fundraising initiatives to support a child in Africa.

25. Attendance rates are above the national average and are therefore, good. Unauthorised absence is also below the national average. Registers are completed promptly and in accordance with regulations. Pupils arrive punctually and lessons are able to start on time.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching and learning throughout the school is good. This represents an improvement since the previous inspection. During the current inspection, all of the teaching seen was at least satisfactory, and about 80 per cent of lessons were good or better.

27. The good quality of teaching reflects well on the way the school monitors, evaluates and supports teachers, including those new to the school. An effective programme of professional development further supports staff. The strong team spirit and the commitment of staff to their jobs also contribute to the good practice. Overall, the good quality of teaching and learning is commendable, because there have been a number of recent changes in staff and the way in which they are deployed. At the time of the inspection, there were two newly qualified teachers, one of whom had started only a few weeks earlier.

28. Although teaching is good throughout the school, it is strongest in the Foundation Stage and in Year 6. Here, the teaching seen was always at least good, and almost one in every two lessons was very good. There was also a sprinkling of very good teaching in other year groups. Such high quality teaching is characterised by the enthusiasm of the teacher, making learning fun but challenging. In a Year 2 art lesson, the teacher made pupils part of the learning process by engaging them in conversations and getting them to explain their work and point of view. The pupils enjoyed contributing their ideas, and throughout the lesson there was a productive 'buzz' of activity and involvement. The staff are very willing to develop their teaching skills and to learn from each other's strengths.

29. The teaching of children in the Foundation Stage is good, with many examples of very good teaching. This represents a substantial improvement on the standard noted at the time of the previous inspection. This is impressive because one of the teachers is recently appointed, and is new not only to the class but also to the age group. Part of the reason why she has settled in so well is because her experienced colleague gives her a high level of support. The effective working relationship that has developed between them means that they share ideas about how the children are getting on and what can be done to help them. This practice, together with the quality of the support staff, benefits the children in both Reception Classes. As a result, the children are growing in confidence and making good progress. A particular strength lies in the ability of staff to get the children to think and talk about their work, by joining in activities such as dance and movement with them.

30. Pupils with special educational needs are taught effectively. Well-qualified and suitably experienced support staff provide the right level and kind of assistance to meet the needs of individuals or pupils in small groups. Work is planned on a careful assessment of pupils' achievements and is well matched to individual education plans (IEPs) and the demands of the curriculum.

31. Teachers' knowledge and understanding are good, although stronger in some subjects than in others. In ICT, teachers have been able to develop their skills through a planned programme of training. This is an important reason for the improving standards in ICT. At the start of a Year 6 lesson, for example, the teacher drew on his expertise to demonstrate and explain how to change data on a spreadsheet. Pupils understood what to do and got off to a flying start on their own. Other teachers showed a similar degree of confidence in other subjects, including art, physical education, English and mathematics. Often, where teachers have less expertise, it is because they have not had enough relevant training (as in one numeracy lesson), or where they do not have much experience in the age group they are currently teaching. However, this does not imply a shortcoming in the way staff are managed, rather the consequence of unforeseen circumstances, such as a teacher leaving the school and a colleague taking over. When this does happen, teaching is still at least satisfactory, and every effort is made to support the member of staff. Just as teachers' knowledge and understanding has grown in some subjects, it is less apparent in music, where the school has already identified the need for further training.

32. Teachers use the National Literacy and Numeracy Strategies well to promote teaching and learning in these sessions, but need to identify how they can further develop the teaching of speaking, listening and writing in subjects other than English. A feature in the most effective lessons is the way teachers get pupils to think and talk about their work. For example, in a very good lesson in personal, social, and moral education (PSME) in Year 5, pupils were encouraged to offer some imaginative ideas on how to persuade people by means of a poster. The teacher took time to encourage and help pupils develop their spoken responses and, in turn, increase their understanding. There are lessons where such

opportunities to use pupils' literacy skills are missed, and the more able pupils in particular are not always fully challenged. Staff use the numeracy session to focus on developing basic skills in number, including an emphasis on mental calculations. This helps pupils' skills in their counting, developing mental strategies, and recall of number facts.

33. Although the quality of teaching is good and pupils make good progress within lessons, their progress over time is less impressive. Teachers plan lessons carefully and think hard about getting the level of work to match pupils' needs. They are clear about what they want the pupils to gain from the lesson, and usually share the learning goals with the pupils at the start of a lesson. All this contributes to a well-structured lesson that proceeds with at least reasonable pace and purpose. However, there are two reasons why, in spite of the teachers' efforts, pupils do not make better progress in the longer term. Firstly, although satisfactory, the assessments made during lessons are not always incisive enough to really find out what pupils know, understand, and can do. Secondly, assessments made are not used enough to help teachers plan the next stage in learning for pupils of different abilities. In part, this is because teachers need a clearer idea of what learning they are assessing. The school is aware of the need to further develop assessment skills, and its work to date is already having a positive impact.

34. The management of pupils in lessons is very good and is reflected in the very good relationships between staff and their pupils. Teachers' fair use of praise and encouragement throughout lessons gives a boost to pupils' confidence and raises their self-esteem. As a result, pupils behave well and develop positive attitudes to learning. They concentrate on what they are doing and remain motivated throughout the lesson. However, there is scope to increase the opportunities for pupils to work co-operatively in pairs or groups, especially in subjects other than English, so that ideas can be discussed, shared and developed.

35. The school has invested a lot in support staff, and the decision to do so was a good one. In addition, the support staff have been encouraged to acquire additional qualifications to improve their contribution. Some have taken accredited university courses to help their work as teacher assistants, and some have undertaken training related to pupils with special educational needs. The efforts have been worthwhile, and the support staff make a very significant contribution to pupils' learning. Whilst their input is always valuable, it is especially so in instances of staff changes because they provide pupils with some continuity and help their new teacher to settle in.

36. Time is used well in almost all lessons. In a Years 3 and 4 history lesson, for example, the teacher allowed enough time for a crisp beginning and a well rounded plenary, to sum up and check pupils' understanding. One of the Year 1 teachers demonstrated a particularly good balance in a mathematics lesson, with an overall brisk pace as well as time for pupils to think through their answers. In the best teaching, there is a running dialogue between teacher and pupils in which everyone is kept on their toes. Questioning pupils and getting them to talk is a skill some teachers display more than others. Improving the quality of questioning is the one thing above all else that would turn competent teaching into very effective teaching.

37. Resources are carefully prepared and used well to enable lessons to run smoothly and to bring enthusiasm and interest to learning. In a Reception Class, the full and competent use of a programmable floor robot made all the difference to the success of a lesson.

38. Although the quality of marking is satisfactory overall, there is a significant difference between classes. In the best examples, comments inform pupils how well they have done and what they need to do to improve. In other lessons, however, marking goes little beyond congratulating the pupil and does not help him or her to improve or overcome a difficulty. Homework is set consistently and consolidates learning and encourages pupils to work

independently. There is an expectation that it should be completed, and pupils say they find homework worthwhile. They regularly take home reading books, and links with parents are maintained through the comments they make in the useful home/school record.

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

39. The school offers its pupils a satisfactory curriculum, which is sufficiently broad and meets the statutory requirements of all subjects of the National Curriculum (including religious education and collective worship). All pupils have equal access to the curriculum. The curriculum in the Foundation Stage has been significantly improved since the previous inspection. However, aspects of the curriculum for pupils in Years 1-6 need to be strengthened to ensure pupils' good rate of learning and progress over time.

40. The increasing numbers of pupils with special educational needs are fully included in all aspects of the work of the school and the provision is good. A strong feature of special educational needs throughout the school is the encouragement of social skills and behaviour that are appropriate for pupils as members of the school community. Pupils with statements of special educational needs are given the levels of support recommended in their statements.

41. Since the previous inspection, the curriculum for children in the Reception Classes (Foundation Stage) has significantly improved, and provides a secure framework for learning. All the areas of learning are covered well, and the good balance between adult-led and child-initiated activities helps the children to think about what they are doing and make sense of it. Although there is no outside area specifically for children in the Reception Classes, their curriculum does include some learning opportunities out of doors. Nevertheless, the school is rightly exploring possibilities for a designated outside area. This would mean that the children could regularly extend their learning beyond ways possible indoors.

42. A significant proportion of time has appropriately been allocated to the teaching of literacy and numeracy, and the new strategies are used well to support pupils' learning. However, not enough opportunities are planned for pupils to use and extend their literacy and language skills in subjects other than in English. Furthermore, greater opportunities to talk, read and write across the full curriculum would help pupils' learning within each subject.

43. The previous inspection report highlighted the need to give more attention to using and applying mathematics (Attainment Target 1), and exploring and investigating science (Attainment Target 1). The school's response has been very effective in mathematics, and contributes to the improved standards achieved by pupils. The effort needs to be continued in science, particularly in relation to more able pupils. The thought that the school is giving to developing pupils' enquiry skills in all subjects is beginning to make an impact on pupils' learning. This work needs to continue to further promote pupils' reasoning, enquiry and thinking skills through a greater emphasis on problem solving, investigations and discussion.

44. The timetable is not always planned to give enough time to subjects other than English and mathematics. For example, some literacy and numeracy lessons are unduly long. When some lessons end, there remains up to fifteen minutes before a break time, and this is time that could be better used. A review of the timetable is needed to make sure that available time is used more effectively for all subjects.

45. Good provision is made for pupils' personal, social and health education. Lessons in PSME are well established. Pupils say they enjoy these lessons and that they help their

behaviour and development of personal and social skills. Sex education and issues of drug misuse are taught as part of the science programme and occasionally with the help of outside visitors, such as the school nurse. The school curriculum is enriched by visits to local places of interest related to topics studied, such as to Ivybridge and the nearby River Erme, and further afield to a residential centre in Bude. The school provides an extensive range of extra-curricular activities, which support the curriculum particularly well in physical education, art and music. Homework is set across the school and ranges from the younger children taking home reading books to work extending the core subjects for older pupils.

46. Good links have been established with the local community to support curricular activities, especially in games and aspects of music. The constructive relationships with local pre-schools help new children settle into the school, and close links with the local community college help older pupils to get ready for the next stage in their education. Curricular links are well established through the local academic council. Subject co-ordinators are supported particularly well through their work with colleagues from the other schools that make up the local council.

47. Very good provision is made for pupils' moral development. Good provision is made for their spiritual, social and cultural development. A calm, peaceful atmosphere exists in the school. Pupils' spiritual development is well supported by assemblies, religious education lessons, circle times, well-planned acts of collective worship, and some opportunities for reflection within the curriculum, as well as the 'prayer trees' in classrooms.

48. There is thoughtful work in the pupils' poetry and art on display. Although music does not have a high profile in the school, the quality of singing in assemblies adds a further valuable dimension to pupils' spiritual development.

49. Pupils are taught the difference between right and wrong. They are expected to show a high degree of respect for the differences between people and for their values and beliefs. The head sets an example in the way that everyone is valued whatever his or her background, talents, strengths or weaknesses. The good relationships, and the very good example set by all the staff who work in the school, strongly support pupils' moral development, which is underpinned by the school's aims, mission statement and values. The importance of truth and justice are communicated by the school's evident concern for these qualities. The strong behaviour policy is consistently applied throughout the school. All members of staff have received training in conflict management to support pupils' moral development. Good behaviour is rewarded in assemblies, and all pupils are aware of sanctions for inappropriate behaviour. A sense of citizenship is developed through opportunities to care for the school and the local environment.

50. There is good support for pupils' social development, partly as the result of the school's very good provision for their moral development. From the start, adults work tirelessly to help pupils develop a strong sense of self worth and awareness of the rights and needs of others. The way in which adults model respect and courtesy, including that shown to pupils, is reflected in the typically high standards of pupils' responses and social behaviour.

51. Although pupils are able to take responsibility for classroom organisation, and within the school council, opportunities for older pupils to assume greater responsibility within the school have yet to be fully explored. Pupils are given many opportunities to appreciate and to contribute to the local community through singing to the elderly, by taking part in events such as the annual 'duck' race, the local carnival and the Gate Dressing ceremony, and through local visits and sporting and musical events with other schools. They are also encouraged to contribute to the wider community by collecting for charities, such as the Plymouth

Homeless, and sponsoring the education of a child in Uganda. The social development of Year 6 pupils is further enhanced through annual residential trips.

52. Cultural opportunities are appropriately represented in the school's planning. Well-planned visits, such as those to local churches, to Morwellham Victorian village, and to the local village, as well as visits from artists and musicians, enrich the curriculum and pupils' understanding of Britain's culture. The school explained that it has had to curtail visits to museums and theatres further afield, as many parents found these to be too expensive. The school effectively promotes pupils' awareness of other cultures. It does well to increase pupils' understanding and appreciation of different faiths and traditions through its religious education programme, and through regular visits from African, Indian, Pakistani and Eastern European people attending the local universities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. As was the case at the time of the previous inspection, the school continues to provide a caring and safe environment, and one that contributes to pupils' well being and attitudes to learning. The staff have good knowledge of pupils and give them good support, advice and guidance.

54. Although primarily informal, the good monitoring of pupils' personal development by teaching and support staff is very thorough. Procedures for monitoring and improving attendance and behaviour are both good.

55. Current arrangements for child protection are good. The school has developed its own effective policy, which is consistent with the local authority's procedures. There is a designated staff co-ordinator who has received training. All staff are aware of the policy and procedures and receive regular briefings.

56. Responsibility for health and safety are clearly defined and there is frequent monitoring of requirements by both staff and governors. There are good arrangements for the care of pupils who are taken ill at school, first aid and for appropriately maintained accident records. There are good arrangements for the supervision of pupils at break times and lunch periods. The school provides a safe and healthy environment.

57. Procedures for promoting good behaviour and for eliminating oppressive behaviour are good, and are fairly and consistently applied by staff. The comprehensive and positive approach, and the good role models and positive examples provided by the staff, ensures a good standard throughout the school. Instances of inappropriate behaviour by a minority of pupils are handled in a positive way. Instances of bullying are rare and the school has good arrangements for dealing with and resolving incidents that arise. The pupils feel confident about approaching staff with their concerns. Although the school does not currently have a problem with bullying, all staff are well aware of what to look out for and how to respond.

58. The school works well to maintain good attendance and there are good promotional and monitoring procedures. There is effective liaison with the education welfare service.

59. There is good monitoring of pupils' personal development by teaching and non-teaching staff throughout the year. There are very good induction arrangements for new pupils, and older pupils are well prepared for transfer to their next stage of education. For pupils experiencing particular personal problems, there is a professional counselling service at the school with referrals arranged in consultation with parents. Pupils' personal progress is

well reported to parents through the annual report. The progress of pupils with special needs is also recorded in IEPs.

60. Pupils are given opportunities to exercise responsibility. In each class they undertake a number of routine duties while older pupils work with the younger pupils on a regular basis. The School Council includes pupils from every class and helps them to become more involved in the running of the school. However, the council would be all the more effective if meetings were to be held more often. At the same time, pupils would benefit from wider opportunities to develop their independence and sense of responsibility, especially in their final years at the school.

61. Assessment procedures have significantly improved since the last inspection, when they were reported to be 'unmanageable'. The communication between staff is strong, and they have worked hard to agree structures for record keeping which are understood by all. The previous inspection noted the weak assessment procedures in the Reception Classes. This shortcoming has been fully rectified. A baseline assessment is in place that provides the basis for regular formal and informal follow-up assessments. Increasingly, such assessments are used to helpfully plan the next stages in children's learning.

62. There are good procedures for assessing the attainment and progress of pupils in English and mathematics as part of the school's commitment to raising standards. These include careful analysis of National Curriculum assessments and optional tests. This information is used well to set targets for individuals and groups, such as tabletop targets in English and numeracy lessons. Assessment is not so well developed in other subjects and does not contribute as much as it could to the planning of pupils' work. Assessments of what pupils know, understand and can do in subjects other than English and mathematics is largely informal. This can lead to the setting of tasks that are not always well matched to pupils needs.

63. The monitoring of academic progress is very good for pupils with special educational needs. Individual education plans (IEPs) to meet their needs ensure that the work builds in small steps and contributes to good progress. The review process for pupils at higher stages of the special needs register, including those for pupils with statements, is thorough and keeps all interested parties informed about progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. Parents have very positive views about what the school provides and achieves. The school's links with parents are very good. In various ways, many parents support the school, giving freely of their time and skills. The quality of information provided to parents is very good. The level of parental involvement in the work of the school is very good. Parents' contribution to their children's learning varies, but overall it is good. The school has successfully built on the good partnership with parents noted at the time of the last inspection.

65. The school communicates frequently with parents, and overall the quality of information is very good. There are regular, useful and clearly written newsletters. The prospectus and governors' annual report to parents are well-produced, informative and meet statutory requirements.

66. The annual reports to parents on their child's progress are very good. They provide full and detailed comments in all subjects, and give specific information, especially in the core

subjects of English, mathematics and science, on children's attainment in terms of what they know, understand and can do. The general comments on pupils are full and detailed.

67. Parents are also kept fully informed of their children's progress through formal and informal meetings with staff. Contact is frequently on a daily basis as part of the school's 'open door' policy. Targets in areas for individual improvement are discussed and agreed at the beginning of each year with parents and their children. Parents of children in Years 2 and 6, and those whose children have special needs, are formally invited to a consultation meeting with the teacher in the summer term. While there is no 'formal' arrangement for consultation in the summer term for other parents, they are nonetheless reminded that should they wish to meet with their child's teacher they are welcome to make an appointment. A few parents do not feel they get a good picture of how well their children are getting on. The inspection team believes that, overall, there are enough opportunities for consultation in the year, but that the school should check to ensure that the opportunities are the same in each class.

68. There are systematic homework arrangements, providing parents with valuable involvement in their children's education. One of the main strengths of the school's communications with parents is the home/school folder, which gives regular and useful information and adds to the quality of communication. Following on from comments from some parents, the governors organised a questionnaire to seek views on the subject of homework. The results were carefully analysed and led to a much improved arrangement for homework. At the same time, the exercise demonstrated the growing willingness of governors to consult with parents on aspects of their children's education.

69. Parents' views of the school are predominatnly positive, with the overwhelming majority appreciating the school's educational direction and the support given to children. Most parents feel that they are welcomed and that members of staff are approachable.

70. A minority of parents had concerns about the range of extra-curricular activities. The school is considering extending activities for the younger pupils. The inspection team considers that the school's current range of activities is very good in comparison with similar schools.

71. Some parents had concerns about the effects of mixed age classes in Years 3 and 4. The inspection team's view is that, though relatively large numbers of children are located in small classrooms, there is no compelling evidence that the way these classes are organised in itself disadvantages pupils.

72. Many parents are regularly involved in the work of the school. They help in and around the classrooms, often supporting activities with the children, such as helping them to choose a book from the library. Working closely with staff, many parents give good quality support, assisting pupils during lessons. Most parents appreciate and make good use of the home/school log as an effective way of communicating between home and school and of supporting their child's learning. Parents give good support to activities and there is an active parent teacher association, which provides valuable financial support to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

73. The school is led effectively and managed well. Staff are supportive of the head and share the aims and values of the school. They are clear about what needs to be done and how they can help to achieve it. The head is not afraid of taking a lead and being decisive, but does so in a way that takes account of other peoples' views. She is actively involved in the day-to-day management of the school, and staff and pupils are aware of her high expectations. She is very aware of the need to strive for higher standards, and many of the measures put in place are proving effective. The staff and governors are working together well to extend to other subjects the improved standards in the Foundation Stage, mathematics, ICT, art and physical education.

74. The equal emphasis given to pastoral and academic achievement is reflected in the work in the classrooms and in pupils' good behaviour and positive attitudes to learning. All the staff work well as a team and are keen to develop their skills and to share their ideas. They take full advantage of the good opportunities for professional development and make good use of their new skills to support pupils.

75. In delegating responsibilities to senior staff, the head has made sure that they have enough time and resources to do the job properly. The decision to release the deputy from much of his teaching load is a good one. It has meant that senior staff have been able to fulfil their duties in monitoring and evaluating the curriculum and the standards achieved by pupils. Often, this approach leads to specific action to improve what staff are doing, as, for example, in the development of a new policy for teaching and learning. Quite rightly, the school is seeking to ensure that monitoring and evaluation actually makes a difference to pupils. The staff are therefore setting themselves challenging and measurable targets that relate to what pupils' achieve.

76. The governing body makes an effective contribution to the management of the school. The governors have done very well to overcome the shortcoming noted in the previous inspection. In particular, the chair of governors works tirelessly to support the staff and to promote the work of the school. Governors fulfil all their statutory obligations and have become increasingly involved in working with staff to improve standards achieved by pupils. The relationship between the head, chair of governors, staff and governing body is very good, and is built around a shared desire to raise expectations and to improve.

77. Through visits to the school, discussions with staff, and reports from co-ordinators, governors are very aware of the work of the school and of its strengths and weaknesses. Some of them have taken up training opportunities that have helped them to play a more significant role, including support for special educational needs. Through their very effective involvement in the performance management process, governors have become more aware of standards achieved by pupils. By means of a regular flow of information on how well the school is doing, they are in a good position to ask questions and make suggestions. They can relate what they know about pupils' performance to the quality of education and to financial decisions. This is an effective way of ensuring that aiming for high standards remains at the forefront of the school's endeavours.

78. The school development plan gives priority to the most important issues facing the school, with an emphasis on meeting the needs of pupils. Staff and governors are suitably involved in the planning process and know where the school is going and how they can help to work towards this. By becoming more systematic in their approach to monitoring and evaluating the things that really matter, governors have added to the school's capacity for future improvements. The school is well placed to continue to improve and for its efforts to contribute to higher standards.

79. Educational priorities are soundly supported through financial planning. The school budgets systematically so that all spending relates closely to its priorities for improvement. Governors are actively involved in spending decisions, such as whether funding for ICT should go to training staff or to new equipment. The school maintains efficient records and ensures a satisfactory flow of relevant information between the head, finance committee, and full governing body. Administrative procedures are effective and the governors exercise an appropriate level of financial checks and controls. Recommendations for improvements arising from a recent auditor's report have either been put in place or are being dealt with.

80. The strategic use of resources, including specific grants and other funding, is good. As a result, initiatives have been successful. The school actively seeks best value through audits of resources and their usefulness. The governors have started to monitor the effectiveness of spending, including grants allocated for the support of groups and individual pupils, and for special educational needs. The school has recently consulted parents on homework, and used the findings to develop a revised policy. Given the success of this venture, the governing body is well placed to consider further ways of informing and consulting parents about their work, particularly in relation to school development.

81. There is a sufficient number of suitably qualified teachers and support staff to meet the needs of the curriculum and pupils. All the staff are very much members of a team. Support staff work hard and contribute a lot to the efforts to raise standards. Recently qualified and newly appointed teachers are supported well.

82. Staff enjoy very good opportunities for their professional development, which leads to a high level of expertise. Their positive attitude to learning is a feature of the school and rubs off on the children. A strong feature in the school is the opportunities for secondment, including experience in leadership roles in other schools, and in work for the local education authority (LEA). However, recent unforeseen changes in staffing (including a teacher leaving the school) have put new demands on several staff. For example, one teacher had to change class, the deputy had to take on a teaching role, and a co-ordinator had to 'cover' for an additional subject. In the event, the school managed the situation well, but not without considerable strain. In the light of this experience, the school should make sure that its policy for professional development includes a policy for considering secondments, so that any decision takes reasonable account of the needs of the school and its pupils.

83. The school makes satisfactory use of new technologies, in particular to support pupils with special needs. Increasingly, ICT is used to present data, including analysis of pupils' performance and the management of assessment, in a format which staff and governors find useful.

84. The school buildings provide an unsatisfactory level of accommodation. They are, however, very clean, tidy and properly maintained. The learning environment is enhanced by some very pleasing displays of pupils' work. Pupils are very proud of the nature walk, which is being built with the help of children, staff, parents and governors. In spite of the good use of the limited space and of the plans to improve the accommodation, there remain a number of important shortcomings:

- * The children in the Foundation Stage do not have regular access to their own outdoor area to support and extend their learning.
- * The classrooms are cramped and it is difficult to undertake many practical activities.
- * The library, staff room and ICT suite are limited in size (although plans are in hand for improvements).
- * There is no room for visiting specialists, small group work, or more discreet requirements, including everyday medical needs and the particular medical special needs of individual pupils.

85. The unsatisfactory accommodation limits the effectiveness of some aspects of the school's efforts to be fully inclusive.

86. The resources for learning are adequate, and those for science, art, ICT and music are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

87. In order to build on the school's existing strengths and to improve the quality of pupils' learning and the standards they achieve, the governors, head and staff should:

- Make the curriculum more effective in contributing to pupils' learning and progress by:
(Paragraphs: 42, 43)
 - * increasing the opportunities for pupils to use and develop their speaking and listening skills, and to write at length, in subjects other than English.
 - * extending the opportunities for pupils to use and develop their reasoning, thinking and enquiry skills in all subjects.**

- Make better use of assessments to help plan the next stage in pupils' learning by:
(Paragraph: 62)
 - * building on the success in English and mathematics, and putting in place manageable assessment procedures in other subjects, to ensure that skills and understanding are planned and developed in a more progressive way.

- Improve the school's accommodation, particularly in relation to:
(Paragraphs: 41, 84)
 - * providing children in the Foundation Stage with regular access to an outdoor area for learning;
 - * library and ICT facilities;**
 - * opportunities for pupils to undertake practical activities;
 - * meeting the special needs of pupils, including those requiring medical attention.

88. In addition to the above issues, the school should consider the following points for inclusion in the action plan:

- Ensuring a greater consistency in the quality of marking.
(Paragraph: 38)
- Making clear to parents the availability and willingness of staff to discuss their children's progress.
(Paragraph: 67)
- Ensuring effective coverage of all subjects, including the foundation subjects, by reviewing the way time is used.**
(Paragraph: 47)
- Reviewing the school's policy for staff development to consider including guidance on opportunities for teacher secondments.
(Paragraph: 82)
- Ensuring that the targets for improving the provision in design and technology are included in the school development plan.
(Paragraph: 164)

*** Indicates items that already feature in the school's development plan*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	20	33	13	0	0	0
Percentage	0	30	50	20	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	345
Number of full-time pupils known to be eligible for free school meals	25

FTE means full-time equivalent.

Special educational needs	YR–Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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
	2000/1	16	23	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	14	14	15
	Girls	23	23	23
	Total	37	37	38
Percentage of pupils at NC Level 2 or above	School	95 (87)	95 (98)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	13	14
	Girls	23	23	23
	Total	36	36	37
Percentage of pupils at NC Level 2 or above	School	92 (89)	92 (94)	95 (96)
	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	23	29	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	19	21
	Girls	24	26	26
	Total	42	45	47
Percentage of pupils at NC Level 4 or above	School	81 (87)	87 (89)	90 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	17	17	21
	Girls	23	19	23
	Total	40	36	44
Percentage of pupils at NC Level 4 or above	School	77 (81)	69 (92)	85 (94)
	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	345
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes:

YR–Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	24.5
Average class size	26.5

Education support staff:

YR–Y6

Total number of education support staff	12
Total aggregate hours worked per week	209

Financial information

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

	£
Total income	608,703.00
Total expenditure	620,306.00
Expenditure per pupil	1,718.00
Balance brought forward from previous year	16,904.00
Balance carried forward to next year	5,301.00

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

345
95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	45	3	0	0
My child is making good progress in school.	49	46	4	1	0
Behaviour in the school is good.	53	41	6	0	0
My child gets the right amount of work to do at home.	30	57	13	0	0
The teaching is good.	57	39	3	0	0
I am kept well informed about how my child is getting on.	33	46	17	4	0
I would feel comfortable about approaching the school with questions or a problem.	59	39	2	0	0
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	32	54	12	0	2
The school is well led and managed.	41	52	5	0	2
The school is helping my child become mature and responsible.	51	47	0	0	2
The school provides an interesting range of activities outside lessons.	27	45	15	2	12

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

89. Provision for the Foundation Stage is good overall, with particular strengths in some of the teaching. This represents a significant improvement on the findings of the previous inspection, when the curriculum for the Foundation Stage was judged unsatisfactory, and the overall provision described as 'barely satisfactory'.

90. Children whose fifth birthday is in the autumn term start in one of the Reception Classes in September. Children who are five some time after the start of the year and before the end of August enter into another Reception Class in January. At the time of the inspection, there were 25 children in the class established in September, and 21 younger children who had only been in school a few weeks.

91. Results of baseline assessments show that children's attainment on entry to the school is broadly average, but that there are more children below than above average in their communication, language and literacy skills. This reflects a lower attainment on entry than was noted at the time of the previous inspection. Although nearly all the children have had pre-school education of some sort, several have only attended part-time. The children in the Foundation Stage make good progress, and all but a few are likely to achieve, or nearly achieve, the Early Learning Goals. A higher proportion of children are unlikely to achieve the goals in communication, language and literacy, because of their low starting point. Children with special educational needs make good progress and are supported well in both classes.

92. The contribution of an experienced and well-qualified co-ordinator/teacher significantly adds to the quality of the curriculum and to the day-to-day provision for all children in this age group. A newly qualified teacher has recently started to work in the class for children not yet five. Her more experienced colleague supports her very well.

93. The quality of teaching is good overall, with examples of very good teaching. In both classes. Very good relationships are established with children, which helps them to feel secure in the classroom and around the school. However, the teaching is not always as effective as it would be if learning opportunities were extended to include planned outdoor experiences. The school is aware of this shortcoming and plans are in hand to improve the provision.

Personal, social and emotional development

94. Nearly all the children are likely to reach the Early Learning Goals by the end of the Reception Year. All of the children are making good progress because of the good quality of teaching. Even those who entered school at an early stage in their personal, social and emotional development are likely to nearly reach the goals. The staff are particularly good at giving less sure children the time and support they need to develop at their own pace. They feel settled and secure, and are steadily growing in confidence and independence. The adults know the children well and are aware of, and sensitive to their individual needs. As a result, the children get on well together in the classroom and the playground. This is quite an achievement, given that the children come from several different pre-school providers, and that many of them are rather shy and even hesitant when they start school. Even the younger children are becoming more aware of others and, with a little adult help, are

learning to take turns in different activities. They are getting used to routines, such as lining up and changing for games, and are beginning to take on simple responsibilities, such as using a dustpan and brush to clean up after making models. They are very well behaved and respond well to the fair and consistent expectations of all the staff.

Communication, language and literacy

95. By the end of the Reception Year, about two out of every three children are likely to reach the Early Learning Goals for reading, writing, and speaking and listening. Those who are unlikely to reach the goals enter school with language and literacy skills at an early stage of development and needing more support. In spite of their low starting point, they too make good progress because the quality of teaching is good and often better.

96. The staff work well at developing the children's speaking and listening skills. Few of the children are confident talkers and they need encouragement to get them to speak in a group. Although they nearly all listen attentively to adults telling stories and giving explanations and instructions, many find it harder to take on board what others have to say and to engage in conversation. The adults know how and when to intervene in activities to stimulate talk. There are good opportunities for imaginative play where the children make up their own stories, and some of them take on the role of different characters.

97. The children's literacy skills are promoted well through an adapted version of the literacy strategy. They enjoy looking at books and talking about the pictures. Children regularly take books home to share with their families, and the staff do a good job to encourage and support this happening. The children learn the sounds that letters make and most of the older children can think of words that start with the same sound.

98. Older children recognise different letter shapes and younger ones are beginning to know how to form letters correctly, using play dough to trace the shape. Most of the five year olds attempt to write their own name and are beginning to form letters independently. The younger ones are just becoming aware of the purpose of writing and most need an adult's help in using writing materials. There are good opportunities for children to attempt their own writing, as when sending messages in their role-play.

Mathematical development

99. Most of the children are likely to reach the national expectations by the end of the Reception Year. All of them make good progress in their mathematical development because the quality of teaching is good. There are good opportunities for children to develop a mathematical understanding from both planned and more spontaneous situations.

100. A daily session, built around the format of the numeracy strategy, provides a good opportunity for children to gain an awareness of number through structured activities. Resources, including number lines, board games and bright displays, are used well to capture the children's interest and aid their awareness of number. Higher attaining five year olds are set particular challenges, such as 'who can write the highest number with 2 digits?' and 'can you write 100?'

101. Staff are very aware of the need to help the children to develop their mathematical language and understanding beyond the timetabled session. Various activities, such as a skittle game and taking on the role of a seller and buyer in the shop, help the children to use

their skills in an everyday and often practical way. Children were asked to 'bring me five cones' in a physical development lesson in the hall. Such activities are helping them to count, add and take away, make comparisons, and tackle simple problems.

102. Younger children are learning to count and recognise numbers up to ten, and some of them can count out the correct number of objects to match a given number. Older ones are keen to join in simple counting games and number rhymes. They are encouraged to read and write numbers in the same way as letters. More able children are starting to use and understand simple terms, such as 'add', 'counting on' and 'altogether'.

Knowledge and understanding of the world

103. Nearly all the children are likely to reach the Early Learning Goals in all aspects of their knowledge and understanding of the world. Teaching in this area of learning is good. However, their progress in scientific understanding is restricted because they do not have regular access to an outdoor area for learning. In other respects, the children have good opportunities to develop their historical and geographical knowledge and understanding.

104. Children talk in simple terms about their home, school and neighbourhood. They are aware of features such as the local shop and park. Children who are already five attempt to describe the journey from home to school. The more able ones use terms such as 'down the hill' and a long, long way' to describe the way home. Through well planned activities, including local walks and talking about their families, the children are gaining a sound historical knowledge and understanding. They learn a lot about themselves, their families and where they live. They are encouraged to ask questions about why things happen and how things work, which helps their understanding as well as their ability to express and share their ideas.

105. The improved resources are giving the children good opportunities to develop their knowledge and understanding in ICT. They are aware of terms such as 'mouse' and 'keyboard', and nearly all of the older children know how to move the cursor in a desired direction with the arrow keys or mouse. A group of older children gave instructions to a programmable floor robot, sequencing movements, direction and distance. The more able of them attempted to make a simple record of the instructions.

106. In spite of a well-planned programme of scientific activities, opportunities are limited by the absence of a planned outdoor curriculum. Even so, the children do get good opportunities to explore the natural world by looking at plants and small creatures. Children in the younger class talk are encouraged to plant seeds and see how they grow. They talk about the changes that happen to the seeds as they grow into plants, and show a similar understanding of change and time when talking about themselves as babies, toddlers and school children. They need help to express their ideas in terms of predictions, questions and explanations. An outside area would open up the opportunities for a wider range of activities for children to take part in and to talk and think about.

107. A group of older children enjoyed planning and making models, including ships and submarines. With a little encouragement, they chatted about what they were doing and related it to what they knew about the sea and different vessels. When asked, 'what 's that for?' by a partner, one child replied 'it's not for the smoke. It's for looking over the waves'.

Physical development

108. With the help of good teaching, most children are on course to achieve the Early Learning Goals by the end of the Reception Year. Although the children do not have their own outdoor area for more adventurous physical activity, they do have regular access to the school hall for physical skills, such as dance, jumping, balancing, and climbing in space and on apparatus. Good use is also made of the playground, adventure play area and local park in fine weather.

109. Children using the hall are becoming aware of their own space and some are beginning to take account of others. They move with growing confidence and control because they are given plenty of time and encouragement to explore their movements. They try hard to contrast skills of motion with stillness, and high movements with low ones. Older children are starting to think about and try ways to improve their efforts. When the teacher asked 'what did they do well?' one child replied 'standing on one leg...because I can't do that yet.' They run, jump, balance and climb, and use the good range of equipment safely and with enthusiasm. Teachers use language well to encourage a physical response, using words such as 'sliding' and 'slithering' to good effect.

110. The children work with scissors, brushes and other tools safely and with a reasonable degree of control. They are encouraged to try things out and are given just the right level of support, often through example. They drew careful plans of their sea models, and showed growing confidence in cutting, sticking and shaping different materials when making them.

Creative development

111. Nearly all the children are on course to reach the Early Learning Goals. The quality of teaching is good and there are many good opportunities for the children to express themselves creatively.

112. Younger children are encouraged to use their imagination through role-play and stories. They benefit from a good level of adult involvement in the imaginative play 'shop'. The enthusiasm of the adults in role-play helps the children to express and communicate their ideas, and several of the older ones are taking on the role of the shopkeeper or customer.

113. The children experiment with colours and a range of materials to make a collage. They use crayons and pencils to sketch their observations and ideas for their models. The children enjoy listening to and making music, showing their understanding of loud and quiet sounds with percussion instruments in their performance. The younger children have a growing sense of rhythm in chanting, clapping, tapping and stamping. The older ones sing together with gusto, and compose their own music for a range of purposes.

ENGLISH

114. In the national tests in 2001, pupils in Year 2 attained standards that were well above the national average in reading and writing. When compared with those of similar schools, these results were above average in writing and average in reading. Over time, there is no significant difference between the performance of boys and girls, although boys did less well in 2001 than their peers nationally or the girls in the school. In recent years, the school trend of improved results in both reading and writing has been faster than the national picture.

115. In the 2001 national tests, pupils in Year 6 attained standards that were close to the national average. When compared with those of schools with the same proportion of pupils entitled to free school meals, results were well below average. However, they need to be viewed with caution, as noted in the section on information about the school. The significant dip in the 2001 results was because a larger than average proportion of pupils in that year group had special educational needs. There is no significant difference between the performance of boys and girls over time. The school met its targets, though overall the school trend of improvement in recent years has been slightly below that seen nationally.

116. Current inspection findings are that pupils achieve satisfactory standards in relation to their prior attainment and that standards in Years 2 and 6 are average, overall. However, in both Year 2 and 6, pupils do better in some aspects of the subject than in others. Pupils with special educational needs and those with EAL make good progress because they are supported well by skilled assistants in literacy lessons and group work.

117. The school has made successful efforts to improve pupils' ability to write for a range of purposes, audiences and different forms, such as myths and instructional writing. However, there is now a need to improve the standards of pupils' handwriting, spelling and punctuation. In addition, there are too few planned opportunities for pupils to write at length or to develop their skills of literacy, speaking and listening in many of the other subjects.

118. Pupils' speaking and listening skills are average throughout the school. In Year 2, they listen politely and attentively and respond fully. They generally speak clearly and with reasonable confidence. When challenged, they talk in some detail, for example about the tone and line in a Van Gogh painting, and explain clearly, often using a suitable vocabulary. By Year 6, pupils listen carefully and most show a secure understanding of the main points of discussions. They often answer in full sentences, giving logical explanations, and attempting to justify their answers. They speak clearly in a range of situations and answer teachers' probing questions confidently. Year 6 pupils have good opportunities to discuss their work and ideas in groups of different sizes. For example, pupils in one group talked about the quality of information they had gathered in their geography topic about mountain ranges. The teacher assistants know when and how to intervene to support pupils with special needs. They ask the right kind of questions, and help these pupils to take part fully in what is going on and to develop their skills.

119. In a few lessons in other subjects, good opportunities are taken to promote pupils' speaking and listening. In a religious education lesson pupils put Jesus 'in the hot seat' to answer their questions. However, across the school and in subjects other than English, not enough opportunities are planned or taken to develop pupils' speaking and listening skills.

120. Pupils in Years 2 and 6 have average reading skills. In Year 2, they usually read accurately and with reasonable confidence, although only higher attaining pupils read fluently and with expression. Some average-attaining pupils make mistakes reading common words, such as 'was' and 'Will' because they do not make full use of their phonic knowledge to work them out, preferring to rely on context clues or the pictures in the book. They enjoy reading, retelling stories accurately and talking with interest about which they like most and, in simple terms, why. Their research skills are less well developed than they should be, partly because of shortcomings in accommodation explained later. They are unsure how to find the books they need and of how to find information within the book by using the contents or index pages. Standards in Year 3 and, particularly, in Year 4 are very similar to those observed in Year 2 and, therefore, are below those expected nationally. Differences in standards in reading between year groups is largely related to differences in the proportion of pupils with special needs from one year group to the next.

121. By Year 6, standards in reading are in line with the national average. Pupils read accurately, fluently and with good expression, often bringing the story to life as they tell it. Higher-attaining pupils show good levels of understanding of different texts and make their own conclusions from the evidence provided. Many discuss their favourite books and authors, with reference to the good number of books of different genres they have read. Although they routinely use indexes and glossaries to find information, pupils in Year 6 and in other year groups do not have regular opportunities to use their research skills in the library. This is because the present library is small and resources are somewhat cramped in spite of having been improved since the last inspection. A building programme includes plans to improve the library facilities and resources in the near future. Pupils' standards of reading are enhanced by the expectation that they will take their books home every night and will be heard to read at home. A good reading record is maintained in each child's home/school log.

122. Overall, pupils' standards of writing throughout the school are close to those expected nationally. However, there are many differences between standards achieved in particular aspects of writing between different year groups. Throughout the school, there is room for improvement in the standards of handwriting and spelling.

123. In Year 2, most work is legibly written, although few pupils join their letters in a cursive script. There are inconsistencies, such as the letter 'p', which is sometimes written wholly above the line. Few pupils in Years 3-6 develop the fluent and joined up style of writing expected of them. Although most pupils in Year 2 spell most common, monosyllabic words correctly, few use their knowledge of phonics when writing more complex words. As a result, 'shining' is spelled 'shing', for example, and 'howling' as 'hal'. Average attaining pupils in Year 6 do not always have a secure grasp of basic spelling rules; for example 'appeared' may be spelt 'appeard'. They can usually spell most common, regular and monosyllabic words correctly, but do not make enough use of their phonic awareness in tackling more unusual words.

124. In Years 2 and 6, standards of punctuation are in line with those expected nationally. Year 2 pupils punctuate sentences correctly, and many use an apostrophe accurately to show that letters are missing. Higher attainers use question marks correctly and often punctuate speech properly. In Year 6, nearly all pupils demarcate sentences and punctuate speech correctly.

125. Higher attaining pupils use commas in lists, and in their writing they make effective use of more advanced techniques, including exclamation marks or dots, to add suspense ("Jamie burst in through the door, ran into the lounge and.....nothing!").

126. Good use is made of information from the careful analysis of tests and assessments in English. The school has correctly identified the need to improve pupils' writing through developing their appreciation and understanding of the conventions of a wide range of different genres of writing, such as myths and instructional texts. The structures put in place, informed by the good use of the National Literacy Strategy, have been successful in raising standards in this aspect of pupils' work. Throughout the school, pupils have an impressive grasp of how to make their writing more effective. For example, in Year 2, pupils appreciate how best to form their descriptions of characters, such as the archetypal prince from a fairy story. They choose particularly effective words and phrases at times, such as "startling blue eyes". In other contexts, such as poems, there are more examples of well-chosen language, such as:

*The river races.
And runs.*

*It winds like a slithering snake.
It splashes like a water fountain.
Showering water.*

127. In Year 6, pupils show an increasingly good choice of words and phrases and vary the structure of their sentences to make their writing more effective. They take good account of the sounds of words in phrases, sometimes using alliteration to good effect (“..singing a song softly to herself.”) and using adverbs successfully (“..said Nick, casually.”).

128. There are good examples throughout the school of pupils drafting their work to improve it and, in Years 5 and 6, of pupils writing at length. However, few pupils in other year groups write at a suitable length for their age and, with the exception of work in art and religious education, there are not enough opportunities for them to do so in other subjects, such as history and geography.

129. The quality of teaching and learning has improved since the last inspection and progress in most lessons is good. Progress over time is satisfactory, but not good, because skills in handwriting, spelling and punctuation are not developing as well as other aspects of English.

130. Throughout the school, teachers’ planning is good and identifies clearly what pupils are expected to learn and what activities they will do, which gives the lesson a clear focus and helps it to run smoothly. Pupils are managed well, which means that they try hard to complete the work set to as high a standard as is possible. As already noted, teachers’ questioning does always not probe pupils’ understanding well enough. Among commonly observed areas for development are: the need to look beyond the first correct answer given, so that more pupils have the chance to give their opinions; encouraging answers from pupils other than those who readily volunteer; and encouraging debate by asking pupils whether they agree with what has been said. Teachers’ marking of pupils’ work is regular and often encouraging, but does not always tell pupils what they need to do to improve their work. The best practice is to be seen in Year 6, although there are examples of other effective lessons in other year groups.

131. Where teaching is most effective and pupils achieve good standards, it is because:

- the teacher’s knowledge of the subject is high and they address pupils’ problems and clarify points easily, which ensures that pupils are working for a large proportion of time;
- the quality of relationships is very good, which results in confident learners who are willing to have a go;
- the teacher’s expectations are high and are clearly communicated to the pupils, who respond by producing high quality work at a good rate.
- the teachers’ questioning involves all pupils and makes them think critically about the quality of their answers. Examples were seen in Year 6 lessons about poetic structure and language, and in one lesson in Years 3 and 4, where pupils held a good discussion about how to resolve a dilemma in their story.

132. Teaching and learning are less effective when teachers do not ensure that all pupils are listening attentively or working diligently, and when the lesson lacks real pace.

133. The leadership and management of the subject are good, and satisfactory improvements have been made since the last inspection. A thorough analysis of the results of annual testing has been conducted and has led to the improvements in writing, explained earlier. The co-ordinator is well aware of the strengths and weaknesses in the subject and has a clear understanding of what is needed to improve further.

MATHEMATICS

134. In the 2001 national tests, pupils in Year 6 attained standards that were above the national average. Standards have been consistently above average during the last four years. On the evidence of the inspection standards of attainment for 11 year olds are above average again this year.

135. In the 2001 tests for pupils in Year 2, standards were also above the national average.

136. Inspection findings indicate that standards achieved by pupils in the current Year 2, are average, because there are a higher proportion of pupils with special educational needs than in previous year groups. Inspection findings indicate that standards are high enough for pupils in Year 2 and Year 6. Standards have improved since the last inspection, particularly at the upper end of the school, where they were previously reported to be in line with national expectations.

137. The National Numeracy Strategy has been successfully implemented, and the high priority given to mental mathematics is a key reason for the improved standards. Regular homework has a positive effect on raising pupils' number skills, especially in Years 3-6. Pupils are put into ability groups for their lessons and clear targets are displayed on each tabletop. This has a major impact on raising standards, especially as the work is usually matched well to the needs of individual pupils, including those with special educational needs. The additional mathematics 'booster' groups and the 'springboard' programme help pupils make good progress in their learning.

138. All aspects of the subject are well covered well, including many opportunities for pupils to use and apply their mathematical skills, which was identified as a shortcoming in the last inspection. The school has made good use of its assessment information to identify shape, space, and measures as an aspect that needs to be improved in order to further raise attainment in mathematics.

139. Pupils in Year 2 can add and subtract to 20. Higher attainers can competently order numbers to 100 and partition two-digit numbers. Many pupils have good mental recall and are confident in using numbers, but less able pupils need support in understanding the value of numbers. Pupils' ability to tackle mental calculations is improving in accuracy and speed because a lot of attention is given to developing these skills at the beginning of lessons. Most pupils recognise the quarter and half hour on a clock and can draw simple shapes with a quarter and half turn. Higher attainers can draw and rotate more irregular shapes.

140. Pupils in Year 6 have made good progress in mathematics and have particularly extended their knowledge of number, measurement and shape. They have developed a sound understanding of data-handling skills by using computers for such tasks as producing spreadsheets. Many pupils can use a range of methods to add, subtract, multiply and divide accurately and have a good understanding of the relationships between these operations. They have a good understanding of the equivalent of fractions, decimals and percentages. Higher attainers use correct mathematical vocabulary when describing their work. Most pupils can use a protractor to measure acute and obtuse angles accurately and can translate

co-ordinates into shapes. They can use a frequency table and understand the meaning of mode, median and mean.

141. The quality of teaching has improved since the last inspection and is good overall. No unsatisfactory lessons were seen and there were many good and occasionally very good lessons. In the best lessons learning is very effective because pupils are well motivated and challenged by the tasks teachers set and by the brisk pace of lessons. Where teaching and learning is satisfactory, but could be more effective, expectations could be higher and better use made of time. Teaching assistants give valued support, especially to pupils with special educational needs and those with EAL and help them make good progress. Effective assessment procedures have been introduced and the school has begun to analyse assessment information to plan group activities. However, the marking of pupils work is inconsistent, and often not enough attention is given to how pupils can improve their work.

142. The new co-ordinator is enthusiastic and is tackling the identified need to make full use of assessment information to plan pupils' work. He has good opportunities to monitor teaching, and supports his colleagues well. The school plan rightly identifies the need to develop the use of numeracy skills in subjects other than mathematics, including ICT, to support pupils' learning.

SCIENCE

143. The findings of the inspection are that standards of attainment and progress in science are close to the national average in Years 2 and 6. Standards achieved by most pupils are satisfactory, but standards achieved by more able pupils could be better.

144. Overall, the results of national tests and assessments in 2001 indicate that the standards achieved at the time of the last inspection have been maintained, although there is less evidence of improvement in science than in English and mathematics. This is a consequence of the emphasis placed upon English and mathematics with the introduction of the National Literacy and Numeracy strategies. The school is now placing greater emphasis upon science, but the improved teaching, planning and greater time allocation to science have not yet had time to impact upon standards. There was also evidence in the national tests to indicate that boys achieve better than girls do. However, this was not evident in the lessons observed during the inspection.

145. By the time pupils are in Year 2 they are beginning to successfully investigate aspects of the world around them. They make studies of heat, noise, movement and light. They know about electricity and how it is used in their daily lives. They talk about the important aspects of electricity and safety and know the dangers of broken and loose wires, and they relate this to the need to avoid playing near pylons. They know that batteries provide power and have a sound understanding of how a simple circuit works. More able pupils describe how to make a bulb light up and how they investigated what happens if more bulbs are added to the circuit. They are aware of different categories of food, for example meat, vegetables and fruit, and begin to relate what they know to the requirements of a healthy diet. Pupils in Year 2 can describe how they carried out a survey of their 'packed' lunch boxes and explained a simple graph to illustrate healthy food and food less good for you. In one lesson observed in Year 1 during the inspection, pupils could talk about the different parts and could identify the roots, stems, leaves of plants and explain their functions. They know that roots absorb moisture and nutrients from the soil. With help, they were able to talk about their findings. The teacher provided a good range of plants for them to handle and investigate, and used questions and answers to ensure the pupils were developing their knowledge and understanding. Some of the pupils found difficulty with the content of the lesson, but gained

most when they were able to handle the plants and carry out practical investigations. In another lesson, pupils in Year 2 were able to distinguish between different types of roots. They used carrots as an example of an edible root. The teaching was good because the learning objectives were clear and provided the lesson with purpose. Pupils were encouraged to talk about their observations, and they spoke confidently and clearly when presenting their findings at the end of the lesson.

146. Pupils in Year 6 develop further their capability to predict outcomes and to methodically record their experiments and results. They understand the importance of ensuring that scientific tests are fair and are not affected by other factors. By the time they reach Year 6 they complete a wide range of topics, including studies of liquids, solids and gases. They are aware of definitions of these categories and are able to understand the meaning of particles and states of motion through the study of the 'state of matter' in an egg. They know how a liquid can turn into a gas, and most of them have a sound understanding of evaporation. They know about reversible and irreversible change, for example in sand and water and in water and salt. They make satisfactory progress in these studies.

147. During the inspection, one Year 3 and Year 4 class of pupils investigated materials and found out about insulators or conductors. Placing a range of kitchen utensils in hot water, they gained a sound understanding that plastic stay warm because it is a thermal insulator and metals go hot because they are thermal conductors. All the pupils in the class, including those with special educational needs, were fully involved. The teaching assistant played a significant role in the preparation of the lesson and providing support to the teacher.

148. During the inspection, the two Year 6 classes enjoyed investigating a hypothesis, using independent and dependent variables related to air and surface resistance. Working in small groups of three or four pupils, they made simple parachutes and showed a good understanding of a fair test, recording their results accurately in their science books. In this lesson, there were good opportunities to develop their observation, recording and speaking and listening skills. The higher attaining pupils understood the complexity of measuring and comparing the rate of a parachute's fall against variables like surface area, weight, length of string. They knew how to carefully use stopwatches to measure the time taken to fall. However, because there was no teaching assistant available to support the work in this lesson it was difficult for the teacher to maintain close contact with all the groups and to provide enough challenge for the higher attaining pupils.

149. The quality of the teaching is good and occasionally very good. This is a similar picture to the findings of the last inspection. Teachers have a sound knowledge of the subject, evident in the quality of their explanations and questioning. Opportunities for pupils to learn through investigations and experiments have been deliberately extended since the previous inspection, but are not consistently developed in all classes. All pupils, including those with special educational needs, are encouraged to contribute to class activities and their views and ideas are valued and respected. Teaching assistants play a significant and effective role but they are not always available in science lessons. In part, this accounts for the fact higher attaining pupils are not consistently challenged in all lessons.

150. The subject co-ordinator has a good grasp of the needs and issues in the subject and appropriate priorities have been identified and included in the school development plan for 2002. There has been an improvement in the resources for science, for example the availability of more software including sensors, eco-log and light gates for work on forces. The monitoring and assessment procedures are in place and proving increasingly effective. Nevertheless, there is still a need to improve the use of assessment to better inform lesson planning and the setting of targets for individual and groups of pupils, especially the more able.

ART AND DESIGN

151. Standards achieved by pupils in Year 2 and Year 6 are above the national average. Pupils make good progress throughout the school. This is a significant improvement since the last inspection. This judgement is based not only on the work in the three lessons observed during the inspection, but also on the scrutiny of work and displays in classrooms and around the school.

152. Pupils experience a wide range of two dimensional and three dimensional work throughout the school. The subject curriculum is broad and balanced and it is based upon national guidance with additions which reflect the particular priorities and interests of the school. For example, work in art has been linked with that in other subjects. In Years 3 and 4, art is linked with studies of Ancient Greece in history.

153. Pupils in Year 2 achieve standards in art above the national average. They gain a good idea of the use of colour and tone, develop a feel for texture, and use lines and patterns in a more informed way. They can work on a small or large scale with a range of materials. For example, in one Year 2 lesson pupils learned to use tone, line and colour to represent still life. They recognised the importance of background when examining the paintings of Van Gogh and Picasso. During the lesson, they experimented with colour and asked questions, such as 'how do you make a lighter green?' and learned that this could be achieved by adding yellow. A good feature of this and other lessons was the use of the correct vocabulary in art. Some of the higher attaining pupils understand terms such as 'composition' when looking at the work of artists. During the lesson, they made good progress and worked well in small groups, sharing both tools and materials sensibly. The quality of the relationships between pupils was very good. The lesson was particularly successful in giving pupils plenty of opportunities to develop their speaking and listening skills. As a result, all pupils, including those with special educational needs, were fully involved. The quality of the teaching was very good. Effective links were made with previous work and the organisation of groups and resources managed well, so that small groups could get on efficiently from the start of the lesson.

154. Other work in Years 1 and 2 includes fabrics and textures, developing weaving designs, and observing patterns found in the environment. For example, pupils carefully replicated in their sketchbooks the patterns of a brick wall and slates on a roof. There are examples of some three-dimensional modelling with mod-roc.

155. Pupils in Year 6 have a wide range of opportunities to develop further their knowledge of materials, skills and processes. For example, they made their own pencil drawings inspired by designs of William Morris, and developed stylised drawings from photographs and plants. Pupils make studies of movement in people and animals, starting with the drawing of 'stick-men' before developing shapes of real life drawings. Pupils sketched the story of Noah and the ark in pictures before selecting textures appropriate for their final designs. It is not possible to report on the quality of the teaching in Years 5 and 6 because no lessons were observed during the inspection. However, from the wide range and quality of completed work it is clear that pupils make good progress and are very enthusiastic about the subject.

156. The task in both of the lessons seen in Years 3 and 4 was to match the palette and painting techniques to those used in Ancient Greece. Pupils carefully observed Greek artefacts and paintings, including terracotta pots with figures painted in black and the characteristically patterned border. They developed their sense of line and pattern and talked about pattern and design in different cultures. They became increasingly aware of the

expressive qualities of lines. All pupils, including those with special educational needs, were fully involved as they used fine paintbrushes to paint the outside edge of their figures and completed their silhouettes and borders. The teaching was good, with a lively introduction to the lessons and worthwhile links between the art and history. Resources were carefully prepared and managed. The teaching support staff played an effective part in the management of pupils with special educational needs and ensured their full involvement in the lessons.

157. Pupils' interest in the subject is reflected in the number of pupils wishing to join the after-school weekly Art Club. Their levels of concentration and commitment are good, and their answers to questions reveal clearly that their knowledge and understanding is above the average.

158. There are several reasons for the improvements in the subject since the last inspection.

- The high standard of curricular planning which supports the teaching and the development of pupils' knowledge and understanding of art as well as their artistic skills.
- The high profile of the subject within the school. Displays include pupils' work, prints of the work of famous artists, and examples of work developed with the help of visiting artists, for example, silk/batik painting, wire modelling and willow structures. This work provides pupils with inspiration and interest.
- The quality of the teaching is consistently good and sometimes very good throughout the school. This is reflected not only in the lessons observed during the inspection, but in the pupils' knowledge and understanding, and in the quality of their completed work.
- A particularly strong feature is the development of the sketchbooks (art books) as tools for learning. This work is carefully marked and annotated, and illustrates clearly the progress made, and the development of skills and knowledge.
- The subject is effectively led and managed. The co-ordinator has an enthusiasm for the subject and a personal commitment to it. The planning of work is regularly monitored for evidence of two and three dimensional work, and for the development of a specific subject vocabulary.
- The resources for art have been improved, although there is an acknowledged need for more artefacts and works of art to support work planned in lessons.

DESIGN AND TECHNOLOGY

159. Standards in the subject, overall, are close to those expected nationally in both Year 2 and Year 6. All pupils, including those with special educational needs and those for whom EAL, achieve satisfactory results throughout the school in relation to their prior attainment. The quality of teaching is satisfactory, overall. There is a growing understanding of how to teach the design process, more evident in Years 1 to 4. This results in more creativity from pupils and more effective teaching in those years. The subject is being led and managed soundly in the temporary absence of the co-ordinator. The size of the classrooms places limitations on how well teachers are able to deliver the subject. Since the last inspection, improvements have taken place at a satisfactory rate.

160. In Year 2, pupils collaborate well to design a healthy salad. They make a list of the ingredients they want to use, choosing freely within a reasonable range of 'juicy' or 'crunchy' fruit and vegetables. Higher attaining pupils give prior thought to the balance of colours and how the salad will eventually look. Pupils give good attention to issues of health and safety and evaluate their salad in suitable terms, recording individual preferences on a scale of one to ten after eating their work! In Years 3 and 4, pupils build soundly on these design skills in making a 'moving monster'. They explain clearly and correctly the pneumatic process and evaluate their work in simple terms. However, few explain their work in enough detail or focus sufficiently on how they might improve their models in the future; there is scope to develop the use of pupils' skills of oracy and literacy further. All are given the opportunity to generate individual elements, such as whether to make the tongue or the eyes of their monsters move, using pneumatic forces. They join a small range of materials, such as cardboard, paper and plastic, using glue or tape, and successfully overcome the problems they meet along the way by adapting their original designs. While all pupils give some thought to decorating their monster models, only a small minority do so satisfactorily and many models give the impression that they still need to be finished off properly. In the display of tiles 'to make the school better' there are very effective large models, made with chicken wire and fabric, which have been finished to a high standard.

161. Pupils in Years 5 and 6 display satisfactory skills in 'making' but have weaknesses in the way they design their work. An impressive display of their slippers in the entrance hall indicates that all pupils have a secure grasp of both the function and the look of their work. They closely examine existing commercial products, such as toys using cams for their effect, to find out how they work and to influence their own initial plans for similar toys. However, their designs lack sufficient creativity and divergence, tending merely to replicate what has been suggested or taught by the teacher. Pupils join a greater range of materials in a generally satisfactory manner and give sound attention to the aesthetic appearance of their toys as well as to whether they actually work properly. Their skills of evaluation are sound, leading occasionally to changes in their products as they are making them. There are good displays of textile work in Year 5 to do with the story of Jonah and the whale, and these show good attention to how the finished piece should look; pupils are justifiably proud of their contribution to this collage and are keen to discuss their efforts with visitors.

162. The quality of teaching is satisfactory overall. It is good in Years 1 to 4 and sound in Years 5 and 6, where teachers are rather too prescriptive as to how pupils should make their artefacts. Throughout the school, teachers' planning is always satisfactory and gives a clear framework for the lesson. They manage pupils well and relationships are good, which means that the pupils behave well and work well with good attention to relevant safety issues, such as moving and carrying objects carefully. A good example of this was in a Year 2 food technology lesson where glass bowls were carried sensibly to and from the table. All teachers make good use of the space available to them, but classrooms are too small to enable the subject to be taught, and pupils to learn, in a fully independent and investigative manner.

163. Effective teaching includes the following characteristics:

- teachers' good understanding of the subject resulting in pupils being able to generate their own designs. This makes a good contribution to pupils' understanding of the design process;
- pupils encouraged to think for themselves and apply their skills in a range of contexts. For example, pupils in Years 3 and 4 making 'moving monsters'

using pneumatic devices, resulted in high levels of effort, interest and delight in their successes;

- imaginative and relevant tasks, such as designing their own healthy salad in Year 2, which capture their attention and result in very high levels of interest and involvement.

164. The subject is being led soundly while the permanent co-ordinator is on maternity leave. Overall, the subject development plan identifies broadly suitable issues to be addressed, especially the need to improve the quality of teaching. At present, however, it is not specific enough about how this should be achieved and who is to be responsible for evaluating its success. A further disadvantage is that the plan does not transfer through to the school's main improvement plan, which deals with the years 2001 – 2004. To delay the improvements needed in the subject until after then would be unacceptable. In addition, there is a need to introduce planning and assessment systems, which would ensure that pupils develop the full range of relevant skills and understanding in a logical sequence.

GEOGRAPHY AND HISTORY

165. Standards of attainment in geography and history are in line with national expectations at the age of seven and eleven and have been maintained since the last inspection. During the inspection, it was possible to see only a few geography and history lessons because of the timetabling arrangements. Additional information was gained by examining planning documents, discussions with staff, and a scrutiny of past and present work, including displays.

166. Pupils in Year 2 are developing an awareness of the ways of life now and in the past, by comparing the life of Beatrix Potter in Victorian times with that of Mens Fox, a modern day author. Good links are made with literacy. Year 6 pupils' knowledge of daily life and customs of various periods in the past is extended by studies, such as of the Ancient Greeks, where good links are made with art. In general, however, although there are some exceptions, not enough use is made of pupils' literacy skills to write about periods, events and people in history, perhaps by writing from a different viewpoint, by taking on a character, or by producing a descriptive account. Similarly, there is scope for pupils to extend their speaking and listening skills as they attempt to communicate their knowledge of history.

167. In geography, Year 2 pupils can produce a simple map to show their route from home to school, including features such as hills, shops and valleys. Year 6 pupils make good use of the local area to consider environmental issues, and talk knowledgeably about noise pollution, for example. They visit the local river Erme in Ivybridge as part of their river study and are familiar with geographical terms, including 'location', 'erosion' and 'flood plain'. As in history, there are times when good use is made of pupils' literacy skills. This was the case in Year 6, where pupils created and evaluated their own fact file on different mountain ranges found throughout the world. They successfully downloaded pictures and information from the Internet to help them research different themes, and discussed their work with each other. Overall, however, still better use could be made of literacy skills to communicate in ways appropriate to the task and audience, for example in writing an account of a local issue, or in putting a point of view on the proposed location for a new settlement.

168. The quality of teaching seen during inspection was good overall. This represents an improvement since the last inspection, when there was a small amount of unsatisfactory teaching. Teachers have good subject knowledge, manage their pupils well, and make effective use resources to support pupils' learning. However, assessment procedures are

underdeveloped, and assessment is not used well to help to plan future work. As a result, work is not always well matched to the ability of all pupils.

169. The new co-ordinator has identified the need to revise the present curriculum to make it more appropriate to pupils, and to ensure that there is a consistency in the development of pupils' skills and understanding of the subjects. She hopes to improve resources, including new reference books, and to develop the use of ICT. Despite the accommodation being cramped, there are good quality displays throughout the school to celebrate work in geography and history. There are a few examples in the upper school of promoting pupils' literacy and orally skills, but overall there is scope to extend pupils' speaking and listening, and to develop writing skills in both subjects. The marking of pupils' work is inconsistent, and more attention needs to be given to how they could improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

170. There have been very significant improvements in the provision for ICT since the last inspection. The previous inspection report found that attainment was in line with national expectations at the end of Year 2 and Year 6, and current inspection findings are that this is still the case. Whilst this appears to be a similar judgement, in fact pupils are now achieving far more. The requirements of the National Curriculum have changed a good deal and more is required of pupils. The school has been successful in keeping pace with these changes and in implementing national guidance for the subject.

171. Appropriate skills are now being taught in all year groups, and pupils are gaining good experience across all elements of the ICT curriculum. This is a significant improvement since the time of the last inspection, when teachers were not so secure in their knowledge and, as a result, pupils were deemed to be making only satisfactory progress. The improvements have been promoted by the co-ordinator's very good leadership and management, and by the training teachers and teachers' assistants have received. The school is well placed to continue to raise standards and to make increasing use of ICT to support other subjects.

172. All pupils are now taught in the newly developed computer suite. Teachers and support staff have good knowledge of the subject and this helps to ensure that the time is used effectively, and that pupils are challenged as they work. Pupils with special educational needs are fully included in lessons and are supported well by classroom assistants and teachers. They learn at a similar rate to the rest of the class. The very good relationships in all classes ensure that pupils readily take turns and help others. Pupils enjoy lessons, behave well, respect the resources and work at a good pace. They show great pride in their completed tasks.

173. The quality of teaching was judged to be good overall in both Years 2 and 6. Of the five lessons observed, teaching was very good in one and good in four. Teachers plan effectively, using national guidance. This helps to ensure the progressive development of skills as pupils move through the school. Teachers' explanations before pupils move to the suite are always clear and pupils consequently understand what they are to do.

174. Lesson observations, and the analysis of teachers' plans and of completed work, show that by the end of Year 2 pupils confidently gather information from a variety of sources, enter and store information in a variety of forms, and retrieve information that has been stored. Pupils in a Year 1 lesson, which was linked to their work in literacy, were being well taught to use the shift key, space bar and back space bar when devising a simple sentence. As a result of patient teaching and effective intervention by the class teacher and her assistant, most pupils produced a sentence demarcated by a capital letter and a full stop. Pupils in Year

2 were being taught to change font and size of their letters when writing sentences, which they then saved, retrieved and printed out. Pupils in both of these lessons made good progress in their learning because the previous lessons and the good introductory sessions prepared them well for the work. Plans indicate that pupils also have opportunities to control devices, such as programmable robots, by entering simple instructions.

175. Pupils in Years 3 and 4 produce, organise, amend, and present ideas using ICT. In the lesson observed, pupils learned that text and graphics could be combined to communicate information when they designed posters to advertise the school's Nature Trail. The lesson had been carefully planned, with clear learning objectives which were shared with the pupils. This allowed the teacher to focus on what he wanted pupils to learn, and gave pupils a good understanding of their own learning. As a result, by the end of the lesson, pupils produced attractive posters combining text and images, and could highlight text to change it and use clipart to find and include images. Data-handling skills are suitably developed across the school. By Year 6, pupils can create and use a spreadsheet to produce costings within a budget. They confidently use the formula bar to enter data. This is having a positive impact on pupils' knowledge and understanding of data handling in mathematics. Pupils know how to exchange information in a range of forms, including e-mail, and show sensitivity to the needs of an audience, carefully considering content and quality whilst conveying information.

176. Information and communication technology (ICT) is increasingly being used to support work in other areas of the curriculum such as English, science, history and geography. Good examples of this are in Year 6, where pupils have produced a PowerPoint presentation linked to their work in history, and where pupils work with the local tourist board to present a brochure advertising the attractions of the local area. Another strength of the teaching is the way teachers ensure that the correct vocabulary is taught, so that pupils understand what they are being asked to do and that they can discuss their work using correct technical terms

177. The subject co-ordinator closely monitors teaching and learning to ensure consistency of practice. He has a clear plan for future development, including greater use of the ICT curriculum in other subjects, continued training for teachers, and more rigorous assessment procedures to help ensure a greater rate of progress for all pupils.

MUSIC

178. Standards achieved by pupils in Year 2 and Year 6 are similar to those expected nationally. Standards in music were reported to be good at the time of the last inspection, and the subject was described as a strength of the curriculum. The school explains that the recent emphasis on literacy and numeracy has left less time for teaching music, and that this, together with the loss of their specialist music room, has affected standards. However, inspection evidence shows that the way music is timetabled means that it is not taught regularly enough to ensure the progressive development of skills, particularly in composing and evaluation.

179. Although the quality of teaching seen in singing and recorder groups was good, further evidence, including analysis of planning and discussions with teachers and pupils, indicates that the quality of teaching and learning is satisfactory overall. Pupils in Year 1 and Year 2 sing tunefully, clap rhythms from notation and experiment with instruments to create sounds. Teachers make effective use of taped programmes in music and movement lessons so that pupils understand how different moods and effects can be created by the elements of music.

180. In Years 3-6, there are differences in the standards seen within aspects of music. The quality of singing in practices and assemblies is good. Pupils sing with enthusiasm, enjoyment, and sustained effort to maintain a good level of control. The tone quality is good,

diction is clear and pupils respond well to signals to vary the dynamics of the singing. However, opportunities for composing have been irregular through the key stage, and, because the required skills have not been progressively developed, standards in this aspect are below expectations for pupils at the end of Year 6. As a result, standards in composing are below average for pupils currently in Year 6. During the inspection, pupils listened to and appraised works of Tchaikovsky during assemblies. Although such occasions make a very useful contribution to pupils' learning and to their spiritual development, there is a need for more regular, planned opportunities to describe, compare and judge a range of music, using suitable musical vocabulary.

181. There is sound provision for extra-curricular music, which includes recorder tuition and choir at various times of the year. Recorder groups enhance the quality of pupils' singing in assemblies and add a further valuable spiritual dimension to it. The school provides pupils with opportunities to take part in school performances, to sing at community and church carol services, and to entertain the elderly to concerts. These occasions, together with visits by professional singers and percussionists, enhance pupils' learning and social development, enrich their experiences and extend their enthusiasm for the subject. However, pupils have indicated that they would like to have more frequent opportunities for music during school time.

182. The recently appointed co-ordinator, who is also a newly qualified teacher, is enthusiastic to raise the profile of music in the school and is aware of the strengths and weaknesses in the subject. She is determined to maintain the quality of singing and to improve provision in other aspects of the subject. The need for training to increase all teachers' confidence in teaching has been identified and will be represented in next year's school improvement plan. This, together with manageable assessment procedures to ensure the systematic development of skills, will help to ensure a greater rate of progress for all pupils.

PHYSICAL EDUCATION

183. Pupils, including those with special educational needs and those with EAL, achieve good standards in relation to their prior attainment throughout the school.

184. As a result, standards at Year 2 and Year 6 are above those expected of pupils of their respective ages nationally. This is an improvement since the last inspection, as is the quality of teaching, which is now very good, and the time allocated to the subject within the school's wider curriculum provision.

185. Pupils in Year 2 produce complex sequences of four or more movements and balances. They show poise and control of a high order, with almost all of them able to control their movements and extend their limbs well, and remain very steady in their balances. They improve their sequences through concentrated effort and practice, giving good attention to their own safety and space as well as to that of others. Year 6 pupils pass and receive a ball successfully during hockey lessons. They control the ball well when it is moving and have a good sense of tactics in small games contexts. They give sensible attention to matters of safety and respond swiftly to the teacher's instructions.

186. In swimming lessons, Year 4 pupils show a good understanding of water safety. Lower attaining pupils are becoming more confident, and put their faces underwater and swim on their fronts, using buoyancy aids. Average attaining pupils swim on their backs, again with the help of floats. Higher attainers confidently practise the front crawl, using the floats as an aid to develop their leg kicks. Records show that in past years nearly all pupils have become

confident swimmers by the time they finish the sequence of lessons, with many nine year olds achieving the standards expected nationally of 11 years old.

187. The quality of teaching is very good. Work is planned soundly to suit the broad needs and aptitudes of all pupils. Teachers have a very good understanding of the subject and teach basic skills very well. This means that pupils develop the specific skills swiftly and teachers intervene effectively to give specific individualised coaching points that help pupils to improve their performance still further. Lessons are conducted at a very brisk pace and teachers' expectations of pupils' behaviour and standards are high. As a result, pupils sustain interest for long periods of time and are thoroughly absorbed by what they are doing. Because relationships and management of learning are very good, pupils are confident learners who are keen to work hard and to produce high quality performances.

188. The subject is led and managed very well by a skilled and experienced co-ordinator. Over time, the full requirements of the National Curriculum are met well because of careful long-term planning and the very good range and number of extra clubs that considerably enhance the provision within lessons. Pupils are given every chance to take part, and over half of those eligible do so. For example, there are separate clubs for boys' and girls' soccer and cricket, which gives a larger number of pupils a chance to succeed, as well as a number of rugby, hockey, netball and other clubs. While these clubs are for pupils in Years 3-6, as is usually the case in schools of this type, the co-ordinator intends to widen provision in the near future to include a club for younger pupils. Assessment procedures are developing satisfactorily, but the co-ordinator is aware that they now need to be used more effectively to plan work that meets the developing needs of individual pupils more closely.

RELIGIOUS EDUCATION

189. Standards of attainment in religious education match the levels expected by the locally Agreed Syllabus for pupils in both Years 2 and 6. Teachers make effective use of the syllabus and meet its requirements. The sound standards identified during the last inspection have been well maintained and there are now more opportunities for pupils to write, which contributes well to their literacy skills.

190. Christianity is well taught and there is a correct emphasis on teaching other faiths. Assemblies and circle times are well used to enhance the religious education programme, and to support pupils' spiritual, moral and social development. Throughout the school, pupils are developing their understanding and knowledge of the nature of religious belief and prayer. This is seen in their response to daily acts of collective worship. However, discussions with pupils show that they do not remember many of the facts they have been taught in lessons. There is a need for more books and research materials to give them more opportunities for independent learning. This will help older pupils in particular to retain more easily knowledge of aspects they themselves have found out, rather than depend on teachers to provide them with facts about different faiths, traditions and religious practices.

191. The quality of teaching is good overall. Of the three lessons seen, two were good and one was satisfactory. This is an improvement since the last inspection, when teaching was judged to be satisfactory. Lessons are well planned and teachers ensure that all pupils, including those with special educational needs, are fully included in lessons. Other strengths of the teaching are teachers' secure knowledge and the good relationships they establish in their classrooms. As a result of these positive relationships, pupils behave well, work at a good pace and are confident in role-play activities. Teachers are sensitive in their approach to Christianity, other faiths and issues raised in lessons. In consequence, pupils respect the values and beliefs of others and listen to each other's opinions.

192. As a result of the good teaching, pupils in Year 2 have a sound understanding of the main features of Christianity and relate these to their own lives, as for example, when they consider questions such as: 'who inspires me?' and 'how does Jesus inspire people?' By the end of Year 2, pupils have gained a good understanding of human relationships and the importance of each individual within a community. They know that an important element in any faith is that of caring for others. In a lesson based on the parable of the Good Samaritan, the class teacher used questions well to probe pupils' understanding of the moral behind the story. As a result, pupils could describe why Jesus told that story, and went on to gain a deeper understanding of what constitutes true friendship.

193. By the end of Year 6, pupils have deepened their understanding of Christianity and have been introduced to other major faiths such as Islam, Judaism and Hinduism. They develop a good understanding that religions shared many common features. For example, the role of festivals and the importance of giving as well as receiving are well understood. Teachers make effective use of an interesting range of teaching strategies, including role-play, to consolidate pupils' learning and to deepen their understanding. In lessons seen during the inspection, pupils were inspired to devise questions for Jesus and his followers, to consolidate the work they had covered on the New Testament. Their questions, and answers to the questions, showed a good depth of knowledge and understanding. Examples were 'What does God want us to do?' - 'What do you mean when you say you are the Bread of Life?' and 'Why do you love your enemies?' Teachers plan visits to local churches to support their teaching. Pupils carry out a study of the functions of different parts of churches and describe similarities and differences between churches of different denominations. Although they have not visited other places of worship, they do have opportunities to use their ICT skills to pay a virtual visit to a Mosque on the Internet. Effective use is made of the mother of one of the pupils to speak about her Muslim faith and to describe the importance of the Qu'ran in her religion. Although pupils do not remember facts about the range of faiths studied, they do know that each has a key leader, a place of worship and pilgrimage, and a Holy Text, which give rules and examples for living.

194. The subject co-ordinator provides good leadership. She has provided training for teachers and has overseen the successful implementation of the recently revised local Agreed Syllabus, which she has adapted to suit the school's needs. Resources are well managed, and these are supplemented with loans from the Devon Library Service. Assessment procedures are in place, but greater use needs to be made of assessment information to ensure a greater rate of progress for all, but particularly higher attaining pupils, through independent study.