

# INSPECTION REPORT

## **LYNTON CE PRIMARY SCHOOL**

Market Street, Lynton, North Devon

LEA area: Devon

Unique reference number: 113451

Headteacher: Miss Jayne House

Reporting inspector: Mrs Margaret Hulme  
Registered Inspector's OFSTED inspection number: 3609

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> January 2002

Inspection number: 193843

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Market Street LYNTON North Devon
Postcode:	EX35 6AF
Telephone number:	01598 753309
Fax number:	01598 753309
Appropriate authority:	The governing body
Name of chair of governors:	Revd. Philip Ringer
Date of previous inspection:	14 April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3609	Mrs M. Hulme	Registered inspector	English; history; areas of learning for children in the Foundation Stage English as an additional language	What sort of school is it? 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?
9306	Mrs B. Moore	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4109	Mr J Barley	Team inspector	mathematics; information and communication technology; music; physical education equal opportunities	How good are the curricular and other opportunities offered to pupils?
29995	Mrs M. Walker	Team inspector	science; art and design design and technology; geography; special educational needs	

The inspection contractor was:

Lincolnshire Education Associates  
The Innovation Centre  
Europarc  
Grimsby  
North East Lincolnshire  
DN37 9TT

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

### **INFORMATION ABOUT THE SCHOOL**

Lynton CE primary school is a small Church of England Aided school serving a wide coastal area of North Devon. It dates from 1844 and has a range of buildings that have been added as updating has taken place. It has 88 pupils on roll including 13 in the Foundation Stage. Pupils are taught by five teachers of whom one is the headteacher and one is part-time. The school serves the parishes of Lynton with Barbrook, Countisbury with Lynmouth and Brendon. Some pupils travel by bus from outlying farms and hamlets. Almost all pupils are white. There are 12 per cent of pupils known to be eligible for free school meals, which is below average. The percentage of children who speak English as an additional language is low. There are 25.8 per cent of pupils on the special educational needs register, which is above average and most are in the junior classes. Of these, one has a statement of need. Attainment on entry is broadly average but varies from year to year due to small year groups. A new headteacher has been in post since April 2001 and is already having a very positive effect on school development.

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

This is now an improving school that is making good headway in becoming more effective. It has had an unsettled period and there were serious problems, which affected teaching and learning and standards. However, despite the difficulties the school has faced since the last inspection, the appointment of the new headteacher has been instrumental in returning the school to a secure, caring place for children to learn. It is now going through considerable change as it undertakes the work that is enabling it to move forward. The headteacher is providing strong and purposeful leadership to improve standards. An ethos has been established where most children are becoming mature and responsible and most have good attitudes to their work and school life. Children achieve high standards by the time they are seven but do not always remain in the school until they are eleven. Although Year 6 pupils are generally attaining satisfactory standards in lessons, some do continue to have problems with tests because they have special educational needs. Overall, the teaching is good and staff are effective in making the school an attractive place for children to learn. The value for money provided by the school is satisfactory.

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

- By Year 2 children achieve high standards in National Curriculum tests.
- Overall, teaching is good and has a positive effect on children's learning
- The headteacher provides strong and purposeful leadership resulting in good direction for the work of the school. In this she is well supported by staff and governors.
- Most children have good attitudes to their work and behaviour is good.
- It provides a good curriculum with an effective range of learning opportunities, particularly the provision for special educational needs
- Parents have very good views of the school and are satisfied with the quality of education it provides

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

- Some aspects of leadership and management.
- Provision for the Foundation Stage.
- The range of learning resources in some subjects because it is detracting from the teaching

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in 1997. Improvement was slow until the arrival the new headteacher but, since then the school has made good progress in improving the development indicated as necessary in that inspection report. The leadership and management has improved considerably but more work needs to be done. The role of curriculum co-ordinators is developing satisfactorily but their management roles are limited in that they do not monitor the teaching and learning of the subjects for which they are responsible. The management of the Foundation Stage is unsatisfactory at present but plans are being made to take this in hand. Considerable improvement has been made to the curricular planning which is now good. Some equipment and resources have been extended and updated but the school still relies on borrowing from other sources. The range of learning resources in some subjects is still unsatisfactory.

## STANDARDS

The table 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	E	D	C	C
mathematics	D	E	D	D
science	B	C	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

When children enter the school, their literacy and numeracy skills are broadly at a level expected for their age. Although most children are likely to attain the early learning goals in most areas of learning by the end of the Foundation Stage, the standards in personal, social and emotional development are unsatisfactory. Children work hard in the next class and their good efforts are reflected in their performance in 2001 National Curriculum tests. At Year 2 they were well above average for reading, writing and mathematics. In particular, the results for reading and mathematics were in the top five per cent of schools in the country. Compared with similar schools, the results are the same. The teachers' assessments for science show very high results in comparison with the national average and these high standards have been maintained over the last three years.

Unfortunately, the children attaining these high standards at Year 2 are not necessarily the same pupils undertaking the Year 6 tests because the school regularly has several children who move before that time. Consequently, the school works with the challenge of trying to teach new entrants many aspects of English, mathematics and science, which have not been taught in the last school, in a short space of time before the tests in May. The table above shows that at Year 6 standards in National Curriculum tests are satisfactory in English but below average in mathematics and science and these results are the same when compared with schools with similar levels of eligibility for free school meals. The trend of improvement is below the national trend in the average points score. The proportion of children with special educational needs in the 2001 test group was above average and this contributed to the low standards. Variation in results is not unusual when the group taking the tests is small and this was the case in 2001. The school has exceeded its statutory targets for English and mathematics and has set higher ones for next year. Standards in lessons and in the scrutiny of written work for English, mathematics and science are better than average at Year 2 and generally average at Year 6. In all other subjects standards are typical for children of this age.

Pupils with special educational needs make good progress because they are well supported and have appropriate work. The few who speak English as an additional language have made good progress since entering school and now understand and speak English well enough to take part in all class work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and most make good efforts to do their best work and take a full part in school life.
Behaviour, in and out of classrooms	Good. Pupils work and play together well and are at ease with one another. No evidence of bullying.
Personal development and relationships	Good. Most co-operate well, help one another and willingly carry out responsibilities they are given. The School Council represents all and draws attention to children's concerns.
Attendance	Unsatisfactory because the attendance rate is below the national average

Pupils' attitudes to their work have improved. Teachers are good role models and the very good relationships established with children form the foundation for good learning. A significant number of pupils are absent during term time because their parents work in the tourist industry and are unable to take holidays at the same time as others.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The quality of teaching and learning is good. This is an improvement since the last inspection and has a significant impact on children's learning. Just one lesson was unsatisfactory. The quality of teaching in English and mathematics is good and sometimes very good. This ensures that the basic skills of literacy and numeracy are taught effectively. Teachers plan lessons in other subjects in ways that emphasise the use of literacy and numeracy skills. This is effective in reinforcing what has been learned. Teachers work hard to meet the needs of all pupils and this particularly good in their work with those who have special educational needs.

Particular strengths in teaching are the good relationships that form a good foundation for learning and make children eager to do their best work. Teachers plan lessons in ways that meet the needs of all pupils and group activities are appropriate for each child's stage of learning. Support staff are well briefed and use their knowledge and expertise well to support children's learning. Teachers' assessments of pupils' progress during lessons are used effectively in their planning and homework, that relates to work undertaken in class, is used to consolidate what has been learned. There were few weaknesses seen in teaching but at the Foundation Stage the pace was sometimes too slow and children lacked concentration as a result. At other times, the noise levels were not well controlled and disturbed lessons in the class next door. Pupils' learning is good because they constantly make gains in knowledge, skills and understanding and are prepared to make good efforts. The work set by teachers maintains interest and children get on with the activities they are given to do. Children explain what they have learned and older pupils have a very good idea of how well they have achieved and whether or not they could have done better.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Effective range of learning opportunities. Children prepared well for next stage of education.
Provision for pupils with special educational needs	Very good. Children have well trained support and teachers' planning is effective for each child's stage of learning.
Provision for pupils with English as an additional language	Good. Although there are very few pupils, teachers make them feel secure from the start and they soon acquire an understanding of English and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. An improvement since the last inspection. Religious education promotes spiritual development well. Children know the difference between right and wrong, have extended their cultural awareness and have a growing understanding of the need for social responsibility.
How well the school cares for its pupils	The care and welfare of children is very good. A strength of the school.

The school has worked very well in partnership with parents in the past and it continues to do so. There is very good involvement of parents in their children's work at home and in their contribution to their children's learning. They receive a very good range of information about how well their children are doing and are effective in raising funds for school resources. Many parents are very interested in their children's work and want to be partners in the education process.



Good use is made of visitors to the school to enhance pupils' learning. Additional support is provided for those children who need it. The school has identified those children who are gifted in a subject and is making arrangements to extend the scope for them to develop their specific talents but sometimes this can only be at an extra-curricular level. There is a very good range of activities outside lessons. All areas of the curriculum meet statutory requirements.

Particular strengths of the way that the school cares for its pupils are seen in the ways that teachers get to know their children and relate to families, provision for those with special educational needs, the ways that teachers use assessment to ensure that pupils make the best possible progress, procedures for promoting and monitoring good behaviour and the ways that children are introduced to school when they start and are prepared for secondary education later.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a caring, sensitive and thoughtful leader and she provides very effective leadership for the direction of the school. In this she is well supported by the staff and governing body
How well the governors fulfil their responsibilities	Governors are clear about their roles and responsibilities and use a number of ways to keep themselves informed. They are well organised
The school's evaluation of its performance	The school now has a better understanding of its performance and the use of analyses is helping staff understand what works well and why.
The strategic use of resources	The school makes good use of the resources it has and educational priorities are supported effectively through the financial planning.

The number and experience of teachers and support staff is satisfactory but the adequacy of accommodation and learning resources is unsatisfactory.

Particular strengths in leadership and management are that its aims are reflected well in the work of the school, the headteacher has made some changes to improve the curriculum, staff now have a better understanding of the school's performance, good use is made of specific grants and there is better use of new technology. There are weaknesses. The management of the Foundation stage needs to be improved, the responsibilities and management role of the deputy need review and re-negotiation and curriculum co-ordinators need to be involved in monitoring the teaching and learning of their subjects. Governors are well aware of the principles of best value and make good attempts to apply them, particularly in consultation with parents and children.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and are expected to work hard and do their best</li> <li>• The school is approachable and listens to parents' concerns</li> <li>• The school is well led and managed</li> <li>• Children make good progress</li> <li>• The teaching is good</li> <li>• Behaviour is good and children are becoming mature and responsible.</li> <li>• Children get the right amount of work to do at home</li> <li>• The school works closely with parents</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> </ul>

Inspectors agree with parents' positive views. However, the range of learning opportunities for children outside lessons is extensive for a school of this size and inspectors disagree with parents' views of what they want to see improved.



## **PART B: COMMENTARY**

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

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

1. In the last few years, teachers' assessments of children's ability when they enter school show that their knowledge, understanding and skills in literacy and numeracy are broadly typical of that expected for four year olds. This is a change to the previous inspection when attainment on entry to school was judged to be better than would be expected for pupils of this age. However, several are more able and their skills in speaking are better developed than others.
2. The previous inspection found that children often made rapid progress and that standards in all areas of learning were better than expected for their age but this is not the case now. The findings of this inspection are that the majority of children are likely to attain the early learning goals in most areas of learning. However, standards in the area of learning known as personal, social and emotional development are unsatisfactory. At present there are some difficulties with some children and more needs to be done to improve standards. There was insufficient evidence to judge standards in knowledge and understanding of the world area of learning because there were few opportunities to see children engaged in these activities.
3. Children work hard in the infant class and these good efforts were reflected in last years National Curriculum tests. The performance of Year 2 pupils was well above average for reading writing and mathematics. Results for reading and mathematics were very high putting the school in the top five per cent of schools in the country. Results for writing were also well above average but less reached the higher level than in the other subjects. Although there are no tests for science at this stage, the teachers' assessments show very high results in comparison with other schools nationally and these high standards have been maintained over three years.
4. Pupils' performance at Year 6, for the same year, show that English results were satisfactory and overall came out a little higher than the national average. All except three pupils reached the expected level for this age group and three did better reaching the higher level. . Pupils' performance in mathematics was close to the national average but six children were unable to reach the expected level and there were few who reached the higher level. Consequently the results in mathematics are judged as below average overall. The school exceeded its statutory targets for both English and mathematics and has set higher ones for next year. In science almost all children reached the expected level in their National Curriculum tests and overall came out a little higher than the national average. However, as in mathematics, there were few who reached the higher level and overall, the results in science are judged as below average. These results remain unchanged when compared with the standards for schools with similar levels of eligibility for free school meals.
5. An analysis of how well Year 6 pupils did in English tests shows that, there was little noticeable difference between the results for boys and the results for girls. In reading, pupils found it difficult to pace their work and so answer all the questions. Pupils need more practice in tackling questions requiring knowledge and skills relating to inference and opinion. Writing standards were adversely affected by the quantity of writing and the fact that children do not systematically check their work. Although dialogue and punctuation were used fairly well the correct use of paragraphs and the use of more complex sentences still needs further

development. Work on spelling is improving. The daily learning of spellings plus the introduction of such strategies as 'does it look right' are contributing to this improvement.

6. An analysis of how well Year 6 pupils did in mathematics tests shows that boys generally did better than girls, particularly on work relating to measures, shape and space. Work relating to data handling was the most successful but numbers and the number system caused children the most problems. They found reading from scales, word problems and ordering fractions and decimals particularly problematic. The school has already started to spend more time on teaching pupils how to work out problems and how to gain a better understanding of fractions and decimals.
7. The analysis of how well Year 6 pupils did in science has shown that children enjoyed questions relating to life processes and living things and consequently achieved most success. The test questions relating to reversible and non-reversible changes, magnets and thermal insulators caused the most problems because children hold a number of misconceptions. Generally, children have a good knowledge base but have difficulties interpreting information in graphs and charts and more time is being planned to help them improve these skills.
8. Teachers have felt somewhat demoralised by the judgements made as a result of the average points score because they make the school's results appear less good. The lack of pupils reaching the higher level and the number of children not reaching the expected level does have an impact on the total points score. This has affected results shown in the table in the summary. These results, particularly for mathematics and science do contrast with standards seen in lessons. Teachers' concerns have resulted in the tests of Year 6 children being scrutinised to see if the results in the past have been owing to some underperformance but this is not the case. Although children reach high standards by Year 2 there are few of them remaining in school until Year 6 and in a school with small year groups, pupil mobility can make an impact on test results. In the last few years the school has constantly worked with the challenge of trying to teach new entrants many aspects of English, mathematics and science, which have not been taught in the last school, in a short space of time before the tests in May. This has often not been achievable. In addition, some results are accounted for by the high percentage of children with special educational needs. This year, the special educational needs register shows that there are three quarters of that list in the two junior classes.
9. The findings of this inspection show that standards in lessons and in the scrutiny of written work for English, mathematics and science are better than average at Year 2 and generally average at Year 6.
10. Reading is a strength throughout the school. Much attention has been given to the teaching of letter sounds, which helps children read words that are unfamiliar to them. They enjoy reading stories and many have books at home and enjoy showing their parents how well they can succeed. Those who progress through the school read with improving fluency and accuracy and older pupils are adept at finding information they need from several sources and the majority are competent readers of fiction and poetry. However, the lack of reading skills of some slower readers can create difficulties for them in any subject learning that depends on reading. Writing is not as strong as reading. Younger children develop their ideas in short sentences using spoken language. Children are clearly taught how to write for different purposes and there are good examples of stories, poems, instructions and factual accounts. The better writers communicate well and stories have interesting words and show that children are extending the use of descriptive words. The work of older writers shows appropriately chosen vocabulary and writing usually begins with a relevant opening, followed by a series of points to develop the

theme. Although spelling is generally accurate the work is not always checked for misspelling and other errors of presentation. The best writing is often lively, coherent and well paced. It is interesting to the reader by the way that the characters or events are developed.

11. In mathematics, the younger children have well-developed numeracy skills and have little difficulty multiplying by 2 or 10 and readily count forwards and backwards in 10s and 100s. Most children are good at ordering numbers up to 100 and use standard metric measures in their measuring activities. They are now familiar in the use of simple fractions and understand breaking a whole into several parts. The slower learners attempt some similar work but only manage with a lot of support. By the time they leave school most pupils are developing their own strategies for solving mathematical problems. They are proficient at multiplying and dividing whole numbers and decimals by 10,100 and 1000, convert fractions to decimals and use coordinates involving negative numbers. Faster learners understand how to work out the areas of regular shapes using a formula.
12. In science, the work of Year 2 pupils shows that their good knowledge of the sources and types of sounds helps them understand how sounds are heard. Their very secure understanding arising from work on the forces of pushing and pulling has created a firm foundation for them to build their next stage of learning. When investigating shadows, most Year 4 pupils predict where shadows will form, and observe, measure and record changing shadows over time. The written work of faster learners shows they have a good understanding of how light is blocked by opaque objects when shadows form. Their knowledge of circuits, switches and buzzers, is used well in other subjects, such as design and technology to design a light for a specific purpose such as one unique *'to light up a collar for a dog'*. First hand practical activities, such as the investigations into different pulse rates in Year5 and 6, encourage pupils to develop a secure understanding of their work.
13. Pupils with special educational needs achieve well because they are well supported and have appropriate work. The few who speak English as an additional language have made good progress since entering school and now understand and speak English well enough to take part in all class work.
14. Although few lessons were observed in each of the other subjects, the samples of work provided and the discussions with children indicate that standards are typical for children of this age. Some work of a higher standard was seen in displays of work relating to art and design. Sculpture is developing well and older children have a good knowledge of the techniques used by artists in the past. Children take pride in the models they make for design and technology and talk about the changes they made to improve their work. Pupils use a wide geographical vocabulary, make sensible suggestions about how to improve their local environment and older pupils have a good understanding of the importance of rivers, not just within the water cycle, but in their effect on the landscape, environment and people. The early stages of historical enquiry are developing well with younger children and older pupils are good at observing artefacts in detail and making inferences and deductions about them as they make records. Despite the lack of facilities for information and communication technology, which will not be fully resolved until the building work is completed, children are acquiring the skills and knowledge to use word-processing, e-mail and web sites for communication and are confident in its use. Not all the elements of control technology and physical data sensing are yet in place. There are competent instrumentalists and children benefit from the specialist teaching they receive in music. Particular strengths are the choir and music performances. Without a hall for gymnastics, and very limited indoor space, the school relies on what it can do outdoors to promote skills in

physical education. Children do well in swimming, athletics and games and co-operate with another local school to provide outdoor experiences on Dartmoor.

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

15. Overall, children's attitudes to school and their work are good. This is an improvement on the last inspection when older children were judged to be over controlled and unable to take responsibility for their own learning. Pupils are enthusiastic about their school and are keen to participate in school activities and the day-to-day life of the school. They show great interest in the plans for the new school buildings because they have been consulted and they have discussed how the changes will affect them.
16. Behaviour in and around school is generally good in the infant and junior classes but sometimes the noise levels of the Foundation Stage class are too high and this disturbs other children. There are occasions when the challenging behaviour shown by a few children is very demanding but it is handled well by staff in lessons and children are learning to tolerate any incident of disruption and draw that pupil into the good examples of the majority. However, behaviour in assemblies on two occasions was unsatisfactory because some children did not understand what was acceptable and this needs to be improved. The majority of pupils are courteous and polite and very welcoming to visitors. Pupils form good relationships with one another and with adults. These good relationships give the pupils confidence to present their ideas and join in the ensuing discussion as was seen in a design and technology lesson.
17. Staff set a good example in their relationships with one another and with the children. This is reflected in the way that pupils relate to one another, and although play is boisterous, it is without any apparent aggression. The weather was very wet during the inspection and children had to spend much of their break times indoors. There was an absence of oppressive behaviour and during wet lunchtimes there was a high degree of harmony between pupils such as that seen with older children working together on science models. There have been no exclusions. Discussion with pupils showed they have a good understanding of the impact of their actions on the lives of others.
18. The personal development of pupils is good. Children take responsibility for some of the daily routines and undertake their tasks with quiet efficiency. The newly formed School Council takes responsibility for ensuring the care of school property. One system that ensures their co-operation in taking responsibility is when they are allocated £100 to purchase equipment of their choice for Golden Play sessions and this has to be spent wisely. However, there is a deduction for loss or damage to school property resulting in the children themselves taking some responsibility for how others behave. Older pupils are encouraged to show initiative and this was well demonstrated by pupils' willingness to talk to visitors and show them round the school.
19. Although pupils are happy to come to school, the attendance rate is unsatisfactory because it is below the national average. The school works closely with the Education Welfare Officer who understands that the problem is partly due to the seasonal occupation of many parents who are involved in the tourist industry. They must work while others take holidays and consequently some children are away with parents during school sessions. Through the daily life of the school, pupils' understanding and respect for others reflects the strong ethos of the school.

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

20. The quality of teaching and learning is good. One in three lessons were very good and just one lesson was unsatisfactory. The good teaching results in good learning because children constantly make gains in knowledge, skills and understanding.

21. In Years 1 and 2, teaching was very good in half the lessons and good in the rest, which is an improvement on the last inspection. The teacher is very experienced with this age group and uses her knowledge, skills and understanding well in directing, teaching, intervening and involving herself in supporting the learning of this class.
22. In Years 3 to 6 the teaching ranged from satisfactory to very good and a particular strength was seen in the care and understanding used with children with special educational needs ensuring that they achieved as well as possible. These children were often very demanding and teachers used their knowledge and skills exceedingly effectively to prevent disruption, keep a calm atmosphere and enable everyone else to concentrate on the task in hand. Over half the lessons seen in these classes were of very good quality and this is an improvement on the last inspection.
23. At the last inspection the teaching of the Foundation Stage was good but it is now satisfactory and there are some shortcomings that need attention. Lessons are planned well and the teacher knows what she wants the children to learn. She is friendly and approachable and provides a secure place for children to learn. However, weaknesses occur when the pace is slow because children grow restless and lose concentration. Some sessions were too long for the children's stage of learning but this is now being remedied. Although the teacher tries hard to manage more demanding children and is sometimes successful there are other times when noise levels are too high and this distracts other children nearby. The teacher is working to improve these weaknesses by reviewing the organisation, making changes to the planning and finding ways to move the lessons on more quickly. The youngest children do not have the benefit of their own secure area for physical development outdoors with appropriate equipment. Although there are plans to remedy this, it does hamper the teaching for this area of learning, particularly since the indoor area for physical development is limited and is cold. However, the teacher does the best she can given the facilities available.
24. Particular strengths in teaching in all classes are the good relationships that form a foundation for good learning and make children eager to do their best work. Many children are prepared to make good and sometimes very good intellectual and creative efforts. For example, a science lesson enabled Year 4 children to respond quickly to the calm approach of the teacher despite the excitement and anticipation of the investigations. Pupils supported a difficult pupil very well and the teacher was able to continue using correct scientific vocabulary, such as *particles*, *liquids*, *solids* in ways that provided understanding and resulted in children using them too. The activity work excited the children and they were eager to take part with the teacher, supporting, intervening and monitoring as necessary. The teacher knew her children well and adapted the tasks to meet their needs so ensuring they could achieve success and that their esteem was raised.
25. Pupils' behaviour is very well managed in most classes and this is particularly important in those classes where children have behavioural problems and challenge the authority of the teacher. Teachers improve the behaviour of children with recognised difficulties by involving the whole class in learning to tolerate any incident of disruption and draw that pupil into the good examples of the majority.
26. The teaching of children with special educational needs is very good. Their individual education plans have clear targets and the support needed is identified. In weekly planning the roles and responsibilities of teaching assistants are highlighted and planning is shared. Teachers assess progress and make notes to inform the next stage of learning. Activities are modified according



to targets enabling children to achieve success. There is good teamwork between teachers, classroom assistants and the co-ordinator for special educational needs.

27. Teachers are now more aware of the needs of gifted and talented pupils and a policy has been introduced by the headteacher to guide them. Children have been identified but work is in its infancy and it is too soon yet to judge its effectiveness. However, teachers are well aware of the need to provide effectively for the more able children and tasks are extended in most subjects. Teachers' lesson planning shows a clear intention to challenge pupils and not just provide more of the same task.
28. The pace of working is mainly good so lessons move on quickly, concentration is maintained and work is completed. Teachers plan lessons in ways that meet the needs of all pupils and group activities are appropriate for children's stage of learning. In this way the work set by teachers maintains interest and children get on with the activities they are given to do. In a numeracy lesson with Year 2 children, the mental session got off to a good pace, children counted forwards and backwards in tens from any starting point. The feedback encouraged them to greater efforts and the good relationships between the teacher and pupils assisted her successful in managing a lively class. Children showed enthusiasm and energy as they made responses to questions and soon moved on to the main activity centred on place value work. Effective questioning drew out children's previous knowledge and this was built on carefully to ensure that new learning was secure. Teachers assessments of pupils' progress during lessons is used effectively in their planning and homework, that relates to work undertaken in class, is used to consolidate what has been learned.
29. The quality of teaching in English and mathematics is good overall and sometimes very good. All teachers use the National Literacy and Numeracy Strategies effectively. Teachers plan lessons in other subjects in ways that emphasise the use of literacy and numeracy skills. This is effective in reinforcing what has been learned. Teachers have a good knowledge of how to teach basic skills but sometimes follow up this direct teaching with commercial scheme material that is unsuitable. For example, young children who still needed lots of practical activity were trying to record activities using workbooks and slower learners were clearly struggling with such tasks. However, in the same class the use of commercial scheme material to help children learn letter sounds was found to be effective.
30. Most staff make significant contributions to children's speaking and listening skills by the probing questions they ask. They expect pupils to use the correct technical vocabulary for a subject and this has an impact on improving standards in such subjects as science, geography, history and music. It helps children to become more confident when discussing their ideas and this consolidates learning and helps them think logically.
31. A good range of methods is used in teaching. For example, the plenary or closing sessions of a lesson are used well to reflect on what has been learned and sometimes to introduce the area of work for the next lesson. When asked, children can explain what they have learned and older pupils have a very good idea of how well they have achieved and whether or not they could have done better. The quality of marking is generally good and makes a significant contribution to children's learning. The best examples set clear guidance and generally encourage high standards.
32. The co-ordinator for information and communication technology has a very good subject knowledge, which enables him to give appropriate guidance and help to other colleagues. He is a qualified trainer in the subject and is training other members of staff whilst continuing to

develop his own expertise. At present the effectiveness of most teachers' use of information and communication technology is satisfactory but staff are enthusiastic and consider that the establishment of a computer suite within the school when the new buildings are finished will enable them to extend their skills faster and use it more in other subjects.

33. Support staff are usually well briefed and use their knowledge and expertise well to support children's learning. In some classes the teachers ensure that their support assistant has a file with written instructions for each lesson and know what they are to observe and finally record as assessments after the lesson. However, this does not work so well in the Foundation Stage class. Although there is a part-time classroom assistant who is very experienced, she has a temporary appointment for one term and this is unsatisfactory because at this stage the teacher needs to establish regular teamwork in planning, organising and supporting children as they move towards attaining the early learning goals.
34. The work of support staff with children with special educational needs is particularly good. They make assessments of children that measure their progress against agreed criteria. In literacy and numeracy lessons they are deployed effectively to support individuals and groups. They do not spoon feed them but use good questioning skills to encourage children to arrive at their own conclusions.
35. Overall, the quality of teaching makes an important contribution to children's learning and their attitudes to school.

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

36. The school provides a broad, balanced and relevant curriculum for all its pupils. The curriculum meets all the statutory requirements despite the limitations that the building puts on physical education. Appropriate time is provided for all subjects and procedures are in place to ensure that teaching covers all the programmes of study required in the National Curriculum and religious education. The areas of learning recommended for the Foundation Stage are used with the youngest children.
37. The curriculum map, termly and weekly planning is very detailed and this is a big improvement since the last inspection when curricular planning was judged to be unsatisfactory. Teachers plan appropriate learning objectives, sharing them with the children so that they understand what they are going to do. Written policies exist for most subjects but there is no policy or guidance for the Foundation Stage, which is now an urgent requirement
38. No children are disappled from the curriculum but one child is withdrawn from collective worship and the parent is satisfied with the arrangements suggested by the school. The school uses its positive reward system to encourage good behaviour and ensures that every child is fully included in the range of learning activities.
39. Provision for children with special educational needs is very good. The policy sets out clearly the ways that children are assessed and this is in line with national guidance. There is regular time each week for the special educational needs co-ordinator to meet with groups of children on the special needs register. Teachers modify tasks according to the targets identified in children's individual education plans and support in class is allocated where it is needed. At present there is only one child who has a statement of need and the school ensures that it meets all aspects of the provision required. A designated governor works closely with the co-ordinator

to ensure that all governors are kept fully informed of the progress that pupils make as a result of following their special educational needs policy. There is one child for whom English is an additional language and although English is understood and spoken there is support provided in class. This is mainly to assist with the writing of English.

40. Provision for the Foundation Stage contrasts with the previous inspection in that it is unsatisfactory. There is no designated co-ordinator and the teacher has had limited training since the new curriculum was introduced. There is not a policy that provides guidance for the teacher who is currently seeking help with planning and organisation. This has been difficult because, until recently, there were two stages in the same class and the inexperienced teacher found it difficult to be sure that the needs of the Foundation Stage and Year 1 were being met. This has partly been resolved in that the class just has one stage within it now.
41. The school has effective strategies for teaching the basic skills of literacy and numeracy. Like most schools they reflect the National Literacy Strategy and the National Numeracy Strategy. The good teaching of the basic skills of literacy and numeracy ensures that pupils are given a very secure grounding to build on future learning. Their effectiveness is best reflected in the National Curriculum test results, particularly at Year 2 and in the written work and other recorded assessments.
42. Good provision is made for pupil's personal, social and health development. The staff know the pupils extremely well and use this knowledge effectively to monitor their general welfare. Health education and sex education is taught through the science curriculum although the school is reviewing the sex education programme and considering a more focused scheme. The personal and social education policy recognises and emphasises the importance of this development, which underpins all other aspects.
43. Despite the fact that some parents consider that the range of activities outside lessons could be improved there is an extensive list of well over 30 learning opportunities that have taken place over the last year, far in excess of what is typical for a primary school. The curriculum is enriched by a very good range of activities outside lessons including sporting and musical activities as well as many visits to places of educational interest. The school also enjoys visits from members of the community such as the police, lifeboat man, and the air sea rescue personnel. The school has very good links with the local church and the local vicar, who as Chair of Governors, is a regular visitor to the school.
44. There are good links with other schools in the area. The school joins with other local primary schools for environmental projects and residential visits. The headteacher and staff are fully involved in the area academic council, which meet to discuss common issues. The co-ordinator for information and communication technology trains teachers at other local schools. The school is fortunate to be able to use the computer suite at the nearby Centre for Lifelong Learning while it waits for that provision in the new building. The local secondary school arranges for Year 6 pupils to visit prior to them transferring there and secondary teachers visit Lynton to build up a relationship with children and get to know them better.
45. Overall, the provision for pupils' spiritual, moral, social and cultural development is good with the provision for social and moral development being very good. The school puts great emphasis on the Christian faith and its responsibility to consider the spiritual and moral development of children from this viewpoint.

46. Provision for spiritual development is good. There is now a spirituality policy relating to that aspect of life through which pupils acquire insights into their personal existence. This policy seeks to highlight the opportunities that occur for developing spirituality in curricular subjects but has not yet had time to be fully implemented and training for teachers is being provided by the headteacher. However, the aims of this policy are beginning to be realised because children talk about beliefs that are personal and influence the way they live. Their behaviour and attitudes are being influenced by such knowledge and understanding and personal conviction. Their religious education studies provide some knowledge of the beliefs, ideas and practices of the main world faiths.
47. Religious education makes a significant contribution to children's spiritual development. Younger children have discussed what it means to belong to a family and their school and how people identify with the group to which they belong such as wearing a school badge. In religious education they are becoming more aware that there are a number of world faiths apart from Christianity and members of those religions do things and wear things to show that they belong. In this way they begin to explore the values of others. In most classes children gain knowledge and insights into values and beliefs because teachers, their parents and other children value their own ideas.
48. The acts of worship contribute satisfactorily to the spiritual development of the children. All worship seen during the inspection was of a Christian character. Opportunities for prayers, meditation, and reflection on stories that bring out religious themes were used effectively in developing children's spiritual development. The space used for whole school worship is cold and uninviting, only just large enough for the children and situated away from the main building. Music is played as children enter the room and a candle is lit as a focus. Unfortunately the excitement caused by leaving the main building to go to the assembly room or the weather conditions sometimes negates the attempt to create a spiritual atmosphere. Occasionally, the shouting of prayers, quiet chatting during stories and noisy beginnings indicate that some children lack an understanding of appropriate behaviour and make it difficult for others to have a spiritually uplifting experience.
49. The provision for pupils' moral and social development is very good. These elements underpin the work of the school and are given great emphasis in the schools aims and are very much in keeping with the Christian ethos that the school enjoys. Pupils are taught what is right from wrong behaviour from a very early age and every class has a code of conduct on display. Pupils understand the rules and respect them and accept the consequences of transgressing them. The emphasis on reward rather than sanction is having a positive influence on the behaviour of most children and the introduction of the "Golden Play" sessions has produced a sharp improvement in general behaviour. The system of fining the School Council for any wilful damage to equipment or property and thus reducing their own budget for spending is also having a positive influence and extending responsible attitudes.
50. Pupils are given increasing responsibility as they move through the school beginning with minor tasks such as taking the register to the office. By the time they leave the school, many children will have held responsibilities as monitors with school wide influence. The School Council represents every age group in the school and is consulted on a range of subjects. Pupils work willingly together in lessons. They are prepared to share equipment and to take turns using the computers for instance. They work well together, for example, in the choir and show good co-operation with pupils from other schools when involved in joint projects.

51. Cultural development is good. The school is involved in music, art and drama and has had artists and story-tellers visit the school. They make many visits to the local area and to places of educational interest further a field. They have listened to stories about local legends in literacy and have also listened to poetry read in the local dialect. The school will very shortly be involved in a project to celebrate the history of the locality and will be creating a large wall hanging using the technique of batik for the new hall. Awareness of other cultures is extended through such subjects as history when they learn of other civilisations from the past, for example, the ancient Egyptians. In religious education they learn about other festivals and celebrations of religious groups. They have created Islamic patterns in mathematics. In art and music they appreciate the work of artists and musicians from other cultures. However, the school lacks resources to provide displays around the school that reflect the diversity of cultures that are represented in our society and there is a need to build up resources and artefacts so that this can be remedied.

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

52. Since the last inspection this aspect has improved and is now very good, a strength of the school. As a small school, teachers know and understand their pupils very well. They know the procedures to be followed to ensure that pupils are well protected and that the level of welfare for all pupils is very good. Parents appreciate the way staff care for their children.
53. The governing body ensures that effective procedures are in place to promote all related matters of health, safety and security. Consideration is already being given to the safety of all on the school site during the new building extensions, which will commence very shortly. Formal procedures for child protection are in place and the day-to-day monitoring is valuable. The quality of learning is directly affected by every child's state of physical, emotional and mental health and the school takes a holistic view in developing children's potential. Procedures intended to build a picture of the whole child are seen as the best plan from which the school can provide appropriate support and guidance. The school sees rigorous monitoring and a constant dialogue as the only ways that it can judge the effectiveness of its procedures. The monitoring of pupils' academic performance and personal development is very good. Academic and personal achievement is celebrated through a reward system with a celebration assembly each week.
54. Personal support and guidance for all pupils is very good. An induction procedure is followed to make each child's transition from home to school a happy one. Later the transition to secondary school is smooth and there is involvement with both teachers and parents. The staff work hard to ensure that everyone in the school community is valued.
55. Assessment methods have recently undergone many changes in response to the priority given to this aspect of the school's work since the appointment of the new headteacher. A very comprehensive range of assessment procedures is now in place to provide a consistent and detailed picture of each child's achievements and progress in English and mathematics and all other subjects.
56. Class teachers make a continuous assessment of each child's work in line with the assessment policy. Already the information is being used to set realistic group targets for the improvement of literacy skills. The national and other test results are analysed very well and areas of learning needing further support are identified, for example, the interpretation of scientific data is now being considered more specifically in the teaching of investigation work in science.

57. The new assessment procedures support the early identification of children with special educational needs. The assessment of these pupils is in line with the current Code of Practice. Clear and precise targets are set appropriately. These are reviewed regularly and are amended after discussion with all those concerned in each child's learning. The school is very aware of the need to address the changes within the revised Code of Practice.
58. A new policy to ensure the consistent approach to marking throughout the school is now in place. Pupils' work is regularly marked. Where teachers' written comments encourage the children to extend their knowledge or challenge their understanding of their work, the marking is particularly constructive and supports pupils' progress very well.
59. There is now a policy and procedures for identifying gifted or talented children and teachers have guidance on identification, provision and monitoring. Although there is only one child for whom English is an additional language, time is made to check progress and any support required is provided.
60. Pastoral care is seen as important and the school seeks to develop in pupils a sense of self-discipline and a sense of responsibility for their own actions. If problems arise, parents are consulted at an early stage to try to prevent it getting out of hand. The school's strategies to improve behaviour are having a positive effect with the rewards of "Golden Play" sessions. In the best lessons staff maintain a consistent approach to ensure good behaviour and the elimination of disruptive or oppressive behaviour. This effective support makes a positive contribution to pupils' well being, and enables them to take full advantage of the educational opportunities offered.

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

61. Communication between the school and parents was good at the last inspection and this standard has been maintained. The school's very good relationship with parents is a real strength. Parents have very positive views about the school and are pleased with the quality of education it provides. Of the returned inspection questionnaires, the vast majority of parents consider that their children like school and are expected to work hard and do their best, the school is approachable and listens to parents' concerns, the school is well led and managed, children make good progress, the teaching is good, behaviour is good and children are becoming mature and responsible and children get the right amount of work to do at home. In expressing their personal views about the school, parents considered that there was an open policy of information and they expressed great satisfaction with the information that they now received. They were of the opinion that the new leadership was a major factor in school improvements and management had improved but they were concerned about the state of the building.
62. The information provided for parents is of very good quality. The Governors Annual Report to Parents makes clear that parents were consulted about the qualities they would like to see in their new headteacher. It provides all statutory requirements and indicates a number of interesting events such as a service of welcome for the new headteacher, a mathematics workshop for parents, a picture gallery providing a glimpse at the academic year, business and community news and Parents Association information. The school prospectus is comprehensive. It contains all the main points required by law and much more besides. In particular it tells parents how they can be involved in life of the school and keep up to date with their children's progress. A Home and School Agreement is in place. Reports on pupils'

progress give a clear indication of what pupils should do next to improve, and give clear information about pupil's attitudes to school and their personal development. Newsletters are clear and helpful. They provide parents with an opportunity to share in the life of the school.

63. Parental contribution to pupils' learning at home and at school is very good. Several parents make time to help in school. Currently some parents are involved in a basic skills programme called 'Learning Together' which is to be used for parents of the Foundation Stage and Year 1 to focus on literacy and mathematics.
64. The school works very closely with the parents and carers of children with special educational needs, encouraging them to become fully involved with their children's programme of learning. At each review day, they are invited to meet with all the adults in school working with their children to discuss their progress and ways forward. Each week a "Surgery" time is set aside by the special educational needs co-ordinator, offering any parents and carers the opportunity to discuss their concerns about their children's learning with her.
65. The funds raised by the very supportive Parents Association provide many extras to support children's learning. They have raised money for books, television, video, netball, outdoor play and social events for children. Their work places the school firmly as a hub of village life.

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

66. The headteacher has been in post for two terms. As a new headteacher within a school identified by the local education authority as one causing concern, it was important to prioritise the key areas in need of development and decide which could wait a little longer. Only limited work had been undertaken on the last inspection action plan and providing a school improvement plan was seen as most important. It is the key tool used by the headteacher to formally monitor her effectiveness as a head, and the effectiveness of the deputy head, special educational needs co-ordinator and subject leaders.
67. More effective teaching and learning is seen as bringing about a rise in standards. Staff are now clear about their roles and responsibilities and their collegiate part in raising standards. The headteacher is keen to see staff empowered to take responsibility and experience personal success. The school had lacked a real sense of direction and inertia had been very evident but this is slowly reversing.
68. The headteacher provides strong yet sensitive, caring and thoughtful leadership. She has a clear view of what the school is about and has the ability and determination to achieve these goals supported by a hardworking staff and governing body. She is clearly focussed on her prime task of raising standards in the school and of developing pupils who will be good citizens of the future. Both she, the staff and the governing body want children to be capable of relating well to others, whatever their background, showing tolerance and understanding, together with concern for those less fortunate than themselves.
69. Since her appointment, monitoring and evaluation has become an integral part of the school improvement plan. There is a recently devised assessment, recording and reporting policy and a monitoring policy. Currently the school is trialling this method of managing self-evaluation and will review its effectiveness prior to devising the next school improvement plan. Staff and governors are confident that using a simple, achievable yet rigorous system will enable the school to monitor actions and evaluate outcomes successfully.

70. There is now regular analysis of test results and these are used effectively to set targets for both individual and groups of pupils. These are shared with all staff and governors in order that everyone has a clear view of the school's performance and an understanding of what works well and why. Governors take an interest in how the school performs against other schools and are kept up to date about test results and the action taken to improve them. There is a shared commitment to raising standards by all concerned with the school.
71. The school has clear aims, which have been generated following consultation between staff and governors. The headteacher and governors are keen to ensure that everyone in the school has the same hopes and aspirations. Governors make regular and recorded visits to the school and are aware of the main strengths and weaknesses and thus are in a better position to make informed decisions. Governors act as the headteacher's critical friend and expect to question decisions and receive explanations as to why one course of action is preferable to another. They trust the headteacher but expect accountability in return.
72. Improvements have been made to the school development plan, which is now well focussed and identifies the priorities for the school. It is now a school improvement plan, which the headteacher put into place after ascertaining priorities. These have been dictated from the headteacher's own observations and from the Local Education Authority Schools Causing Concern Monitoring Programme. Discussions with teachers and some governors have contributed to these priorities. Next year the process will be more collegiate and active participation will be invited from staff, governors, parents and the School Council. Priorities are monitored on a termly basis against previously agreed success criteria. There is a monitoring report relating to progress against the previous years priorities.
73. The headteacher has a 60 per cent teaching commitment and works with the help of a deputy but his tasks are not clearly defined because the school is using an out of date job description based on a local authority format. He is now working with the third headteacher at this school and demands on him in this role have been very different. He has strengths and now needs a well-defined job description that clearly sets out specific roles and responsibilities so that he understands the headteacher and governors' expectations of him in his management role. This can only be achieved when all parties have discussed and negotiated suitable tasks.
74. The previous inspection report highlighted the lack of monitoring of teaching as a weakness. This has improved, particularly in literacy and numeracy, but not all subject co-ordinators are yet involved in monitoring the work of other teachers as they work. The previous report was also critical of the monitoring of the curriculum coverage. This is now much better and subject leaders carefully monitor their particular subjects with the headteacher having an overview of the curriculum as a whole. Governors play a part in this and make regular visits to the school. Their findings are recorded and shared with other governors at their meetings. In this way everyone knows what is happening and success can be celebrated and concerns discussed.
75. An equal opportunity policy is in place but updating is needed. Governors, in response to social inclusion and a recent racism document, are undertaking a whole school review of equality. An increased use of analysis has been used to identify those who require extra challenge to support or monitor progress. Analysis of test data shows no significant trends in performance related to gender. However, governors are aware of a trend in older boys to show disinterest in learning and who are reluctant to take responsibility for their own learning. This has resulted in the school monitoring reading material and curriculum content to ensure that boys' interests are catered for. Material for less able readers is aimed at boys and governors are particularly



interested in the strategies being used to make it 'cool' to try your best and not accept second best.

76. The governors take their responsibilities seriously and try hard to ensure that they carry out all their statutory responsibilities. This is done well and the Governors Annual Report for Parents is excellent, well presented, containing considerable information in user-friendly language. Governors have to consider much information and make informed and often difficult decisions but care is taken to see that these are made in the best interests of the children.
77. The governing body has played a key role in development but in the past, and from necessity, it had to adopt a day-to-day role rather than a strategic one, which was criticised at the last inspection. This is no longer the case. Now its role is more in line with that recommended by DfES and gives very good support to headteacher whilst ensuring that she has the freedom to get on with the job as the professional leader of the team. The governing body monitors the effectiveness of the school through the school improvement plan although the headteacher wishes to see them more actively involved in subsequent ones.
78. The school is making reasonable use of new technology although at present there are not enough computers in school because there is no information technology suite. Pupils use the Internet for research and the school administration staff use it to communicate directly with the Local Education Office. New opportunities funds have been used effectively in this area; for example, the deputy head has achieved the platinum training award and can now train other staff.
79. Although the numbers, qualifications and experience of teachers and support staff are generally satisfactory, the headteacher has a major commitment to class teaching. Although this has a very positive impact upon the standards achieved in English and mathematics in the Year 3 and 4 class it reduces the time she has for administration and monitoring which in a small school is more extensive as the administration staff have fewer hours than in larger schools. Staff training in literacy and numeracy has been beneficial but there is an urgent need for training in the new Foundation Stage curriculum because provision for these children is unsatisfactory.
80. The accommodation is unsatisfactory. The school environment has been neglected over the years. Currently the school is operating without a school hall as this houses class 3. This classroom is poor with little ventilation or natural light. No hall makes physical education difficult to teach and school uses an old cold temporary classroom for physical education, assembly and music. Practical areas, particularly for Years 3 to 6 are limited and layout often brings a sense of isolation. Existing offices are upstairs providing difficult access for parents. Building work is scheduled to begin very soon and will improve a whole host of facilities for children and teachers.
81. Overall, the learning resources are just adequate for the school's curriculum but the teaching of some subjects is restricted by a lack of some essential resources.
82. The setting of this year's budget was driven by needs of the school. The finance committee view proposals for the draft budget in line with national and local priorities and cross-reference it to the school improvement plan. The committee decides whether the budget plan be adopted and their recommendations are discussed at full governing body meeting. Regular audits take place resulting in subsequent action.

83. The school works well to the principles of best value. Comparisons are made with other schools to judge their own performance. The system of monitoring and evaluation allows the school to challenge what they are doing and its effectiveness. Consultation is regular with parents, children, governors and staff and competitive tendering is based on the finance policy. The finance committee is rigorous about getting best value for money on contracts but not just the cheapest option. Staff development necessitates the best nature of training.
84. There are many good elements to the leadership and management of the school but the provision for one stage has deteriorated since the last inspection. Although the majority of children are likely to reach the early learning goals in most areas of learning the provision for the Foundation Stage of the school is unsatisfactory and the management of this stage has several shortcomings.
85. There is no designated co-ordinator for this stage or a policy and scheme of work to guide an inexperienced teacher. Regular and permanent classroom support is lacking as the school has only been able to find temporary staff. Although some opportunities for training have been provided and encouragement given to attend, the teacher clearly needs further support and links to other schools with good practice. Steps have been taken to remedy the lack of resources and the new building programme will ease some of the problems.

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

86. In order to improve the children's quality of education further, the governors, headteacher and staff need to:

##### **Improve the leadership and management of the school by:**

- producing a new and well-defined job description for the deputy head that sets out specific roles and responsibilities so that there is a clear understanding of the expectations for this management role;
- extending the management role of the subject co-ordinators to incorporate the monitoring of teaching and learning;
- appointing a co-ordinator to manage the Foundation Stage.

##### **Improve the provision for children in the Foundation Stage by:**

- ensuring the teacher has opportunities to attend training;
- producing a policy and guidance for that teacher;
- ensuring there is a classroom assistant who has a clear understanding of the role;
- planning and organising lessons in ways that directly involve staff in all children's learning and enable them to become independent learners;
- improving the management of children in class;
- providing an outdoor area for the physical development area of learning.

**Improve, extend and update the range of learning resources in physical education, music, history, geography, literacy and the Foundation Stage where deficiencies are detracting from the quality of teaching**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	28

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	10	9	1	0	0
Percentage	0	35	32	29	3	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 three percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	88
Number of full-time pupils known to be eligible for free school meals	11
<b>Special educational needs</b>	YR- Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	22
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

### *Attendance*

#### **Authorised absence**

	%
School data	6.6
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	13	18
Percentage of pupils at NC level 4 or above	School	84 (87)	68 (67)	95 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	14	18
Percentage of pupils at NC level 4 or above	School	79 (80)	74 (73)	95 (93)
	National	72 (70)	74 (72)	82 (79)

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

*Figures for boys and girls have been omitted where numbers are 10 or fewer*

### ***Ethnic background of pupils***

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

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	18.9
Average class size	21

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

Total number of education support staff	2
Total aggregate hours worked per week	40

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/01
	£
Total income	212,454
Total expenditure	195,913
Expenditure per pupil	2,305
Balance brought forward from previous year	8,091

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	87
Number of questionnaires returned	34

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	0	3	0
My child is making good progress in school.	41	53	3	3	0
Behaviour in the school is good.	38	50	6	0	6
My child gets the right amount of work to do at home.	26	62	6	0	6
The teaching is good.	45	48	3	0	3
I am kept well informed about how my child is getting on.	47	38	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	3	3	0
The school expects my child to work hard and achieve his or her best.	44	53	3	0	0
The school works closely with parents.	35	47	12	0	6
The school is well led and managed.	61	33	0	0	6
The school is helping my child become mature and responsible.	41	47	6	3	3
The school provides an interesting range of activities outside lessons.	21	32	38	6	3



## **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**

87. At the time of the inspection, the older children in the Foundation Stage had been in school for one term but the youngest children were in their second week and were still adjusting to the school routines. The findings of the previous inspection were better than those found this time. When children enter the reception class the assessments undertaken, soon after they start, show that overall attainment is typical for pupils of this age. This is a change to the previous inspection when attainment on entry to school was judged to be better than would be expected for pupils of this age. However, several are more able and their skills in speaking are better developed than others. The previous inspection found that children often made rapid progress and that standards in all areas of learning were better than expected for their age. The findings of this inspection are that although the majority of children are likely to attain the early learning goals in most areas of learning, standards in the personal, social and emotional development area of learning are unsatisfactory and there was insufficient evidence to judge standards in mathematical development.
88. The provision for the Foundation Stage contrasts strongly with that of the previous inspection in that it is unsatisfactory. The provision is unsatisfactory in policy, planning, organisation and management of pupils. The school is aware that the new curriculum for the Foundation Stage is not meeting all requirements and that training for the teacher is an urgent need. Some training provided by the local authority has been attended but the teacher did not find this particularly useful and the school is seeking additional sources to support her.

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

89. Children learn to mix amicably with others, to share and follow instructions. However, they find it difficult to show good self-discipline as seen in a numeracy session when children chatted to those nearest so that the teacher constantly had to draw their attention to the learning planned. Although activities enable children to work together co-operatively such as imaginative play, they are sometimes left to their own devices and scatter equipment about rather than using it in the way planned. The lack of adult involvement and intervention is the main reason that this happens. Activities such as imaginative play in the *bear cave corner*, has had some adult intervention and involvement to ensure that equipment is used in the best way. Most children settle well at the beginning of the day and appear secure and confident. However, the teacher and classroom assistant often have to work hard to settle children who are reluctant to do as they are asked but this is improving. They behave appropriately for their age as they learn to take turns and respond to questions from the teacher. Some children show satisfactory attitudes to their work, generally relating well to one another but overall; standards in this area of learning are unsatisfactory. Progress too is unsatisfactory and this shows a considerable change since the last inspection when personal, social and emotional development was judged to be particularly good.
90. The teacher has established good relationships with pupils, she is friendly and approachable and provides a secure place for them to learn. However, the teaching of this area of learning is unsatisfactory because there is insufficient emphasis on what has been planned and consequently pupils are unsure of what is expected of them. The teacher does not plan sufficient time for this area of learning and some children do not learn the consequences of their actions for themselves and others, particularly during those times when there is no supporting

adult. When the teacher is able to intervene then learning improves and the management of pupils is better. Some pupils are beginning to understand what is expected of them but not all are willing to follow instructions or do what is required and their challenging behaviour is often found to be difficult to manage. The teacher shows concern for the needs of all children and sometimes makes time to talk to them about their behaviour. However, the noise levels from this class are at times unacceptable and penetrate those classes nearby and this urgently needs attention.

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

91. Standards in this area of learning are satisfactory and progress is good. Children begin the early stages of reading and writing when stories are read to them. Most enjoy stories and listen appropriately at such times. A high priority is given to teaching the sounds of alphabet letters and older children are beginning to understand how this knowledge can be used to read unfamiliar words. The older children understand that written words have meaning and recognise some familiar words. Children are encouraged to respond to questions and most make attempts but some lack the confidence. Some children are very articulate, their speech is clear and their responses show that they have a good understanding of what they have been asked. Some children attempt to write their name unaided and others are making efforts to do so. Most children can hold a pencil correctly but not all use it effectively and have to be shown. Children are well on the way to achieving the early learning goals and most are likely to achieve them by the end of the Foundation Stage. A few more able children who are already trying to write a simple sentence will be tackling the work of the National Curriculum before the end of the Foundation Stage. Achievement has been good since they entered school.
92. Overall, the teaching of this area of learning is sound. The organisation and methods used to promote this area of learning is satisfactory but there are some shortcomings that hamper learning. For example, around the classroom there is some print but it is not always of a good standard and some captions indicate that a list of words should be provided but they aren't there. The class lacks well-planned areas to promote literacy skills; for example, a listening area is lacking and the provision of a book area is unattractive and lacks the organisation needed to make it welcoming and a place where children would like to be. Book areas require quiet for children to concentrate and to listen to stories. The shop imaginative play area lacks organisation and is uninviting and the *bear cave*, though better planned, needs adult involvement to extend language and social skills. The computer was not seen in use during the inspection and the use of information and communication technology is a good use of support to children acquiring literacy skills. The teacher has correctly introduced children to literacy sessions and is aware that this should be built up gradually until they are familiar with all aspects ready for their National Curriculum work at Year 1. At present the reduction in time allows it to work well and children who have limited concentration spans can complete one task during the activity time while others may do more. Teacher expectation has improved and the pace of the lesson is improving too. The classroom assistant is very experienced and deployed appropriately with literacy activities. She talks to the children about their task, providing encouragement and comment that results in good progress. However, unlike other classroom assistants she has no written guidance from the teacher about her activities or about the assessments by observation, which needs to be recorded to inform future planning.

### **Mathematical development**

93. The inspection findings for this area of learning show that standards for the majority are unsatisfactory and at present, only the more able children are likely to attain the early learning

goals by the end of the Foundation Stage. A few children may go beyond this stage but most will still be working towards these mathematical goals.

94. Children experience counting games and practical activities such as sorting and matching objects to develop their numeracy skills. The teacher has correctly introduced sessions with a numeracy focus and the planning was changed during the inspection to reduce the length of time of the session to meet the needs of the children. The samples of work provided were workbooks of a commercial scheme. In addition there were three worksheets devised by the class teacher. These children had been in school for a term at most or a week at least and they still require lots of practical number activities before being expected to record anything. The work seen indicates that more able children are acquiring knowledge and understanding of the difference between shorter and longer and shorter and taller. They are learning to recognise two-dimensional shapes and name them. However, when required to write numerals, even the most able write reversals for some figures. Although this is not unusual at this age there was no evidence that this information had changed the planning for subsequent days. Children put numbers one to five in order, count objects in pictures and draw a quantity of objects to match the numerals on the page.
95. Average and slower learners show a lack of understanding of these tasks and are clearly not at the stage for recording. These children struggle to do the same work as others and attempts to write numerals show frequent reversals.
96. The teaching of this area of learning is unsatisfactory because the pace is too slow, the organisation is unsatisfactory and sometimes the independent activities planned have no adult involvement. There is a calm introduction to sessions but children have difficulty settling and in one lesson it took eight minutes before the teacher was ready to start. The lesson lacked a short mental mathematics session, which is usually included by other classes because it gets children thinking and interested. In one lesson observed, the teacher had planned to extend children's knowledge and understanding of language associated with position and this linked well to the story used in the literacy session. However, the pace was much too slow and children lost interest. For example, everyone joined in counting 15 squares but then had to wait while each child chooses a felt pen and creates a splodge in one of the squares. Children successfully use such terms as *under*, *over*, *above*, *beside* and even add their own phrases such as *to the left*. Some pupils have a tendency to shout out responses and one child shouted, "You haven't chosen me yet," which was ignored. The classroom assistant, who noticed the problems at the sand and remedied them, rescued one activity. When tidying away there was some co-operation but children needed more direction and appeared uncertain what to do. The children met the teacher's objectives reasonably soon into the lesson described above and could have done much more. On this occasion the teacher's expectations were too low.

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

97. There was insufficient evidence to make a judgement about standards. Although there was extensive planning for this area of learning there were limited opportunities to see children engaged in these activities. However, children are beginning to develop knowledge; skills and understanding that help them make sense of the world. They select materials from a range provided by the teacher and are developing skills to build, construct and join materials together. Children are familiar with their surroundings. They have made a simple plan of the school playground and use construction equipment to make models. Photographs have been used to help them remember past friends and how they played with them. They have sorted and compared leaves, observing shape and colour. Children have opportunities for exploring and

investigating as they take part in scientific activities. For example, in an activity using different food substances they extended their knowledge and understanding of how to use their senses to find out about them.

98. Too few lessons were seen to make an overall judgement about the teaching of this area of learning. However, the teacher makes sensible use of her knowledge in the way she presents the activities, explains tasks and comment to enable children to make gains in knowledge and understanding.

### **Physical development**

99. Standards in this area of learning are only partially satisfactory because of the constraints on the area caused by problems relating to the premises. In the classroom, standards are satisfactory. There are opportunities for children to develop their finer physical skills as they use a range of small equipment such as scissors and pencils safely and are gaining greater dexterity in the use of small construction apparatus. There is no designated outdoor area for physical development but this should be remedied when work begins on the plans for extending and enhancing the accommodation. Generally, children move about the class confidently and are learning to do so safely. There is no suitable equipment for them to extend their skills in climbing, balancing or jumping and the only indoor space is in a temporary classroom. It is here that children attempt to move to music and try to extend their skills in spatial awareness but the space available is cold, very small and has equipment for physical education around the walls thus reducing the space even more. Only when the weather permits and children take part in physical development on the playground does this situation improve. The provision of hall space, an outdoor area and suitable equipment will not become available to the Foundation Stage before next September when building work is finished. Therefore the provision for this area of learning is unsatisfactory and is making it difficult for children to achieve all the early learning goals for this area of learning by the end of the Foundation Stage.
100. The teaching of this area of learning is satisfactory in the classroom and to some extent in the temporary classroom because the teacher makes the best use she can of what is available. In a dance lesson her knowledge was used sensibly to emphasise the need to listen to instructions, use the space carefully and be safe. One child constantly challenged the teacher's authority and dealing with this was made more difficult without the help of a classroom assistant. Teaching is unsatisfactory outdoors because it lacks suitable equipment for children to develop their physical skills as recommended in the national guidance for the Foundation Stage. In particular, there is a lack of climbing apparatus and therefore no opportunity to use it for regular and frequent physical activity outdoors.

### **Creative development**

101. There were few opportunities to see children involved in creative activities such as art and music but there is sufficient evidence to show that children paint, draw, print and make collage pictures. They take part in imaginative play, enjoy musical activities and explore the different sounds of percussion instruments. In most aspects standards are satisfactory and children are likely to attain the early learning goals by the end of the Foundation stage. Although opportunities are made for children to take part in imaginative play it is sometimes unsatisfactory because this activity is situated away from the main class area and is not used as well as it might be.

102. No overall judgement can be made about the quality of teaching for this area of learning but in the music session and printing session seen it was satisfactory. Children love to use paint but the organisation of the activity failed to allow children to reach the materials easily although the classroom assistant noticed the difficulties and moved the chairs. However, the table remained against the wall preventing some children reaching the paint and making creative efforts. The management of this group improved when noise levels were reduced and adults talked to children about what they were doing. In both sessions the behaviour of a child with special educational needs made great demands on the teacher but she handled it well.
103. Overall, the management of the Foundation Stage is unsatisfactory. It has not yet been allocated to any teacher but the new headteacher intends to remedy this urgently. At present there is no policy or guidance for the Foundation Stage based on the recommended curriculum and this urgently needs attention. There is a part-time classroom assistant who is very experienced but she has joined the class for just this term as a temporary arrangement. The school has failed to recognise that at this stage the teacher needs to establish teamwork with a classroom assistant who will be involved in planning the activities, providing appropriate adult intervention and involvement and support children in using a wide range of skills. During the inspection the teacher and classroom assistant generally used their skills and knowledge satisfactorily to teach, direct and support children's learning but it could have been better.

## **ENGLISH**

104. In last years National Curriculum tests the performance of Year 2 pupils was well above average for reading and writing. Results for reading were very high putting the school in the top five per cent of schools in the country. Pupils' performance at Year 6, for the same year, show that English results were satisfactory and overall came out higher than the national average. These results remained unchanged when compared to similar schools. The school exceeded its statutory targets for this subject and has set higher ones for next year.
105. As the test results for the two groups of children differed so much the school has investigated the results of Year 6 children and looked at them carefully to see if the results in the past have been owing to some underperformance but this is not the case. Although children reach high standards by Year 2 there are few of them remaining in school until Year 6 and pupil mobility has become a factor that influences national test results. In addition, some results are accounted for by the high percentage of children with special educational needs in some classes. This year the special educational needs register shows that there are three quarters of that list in the junior classes and amongst them are some with demanding behavioural problems.
106. Evidence from lessons and from a scrutiny of written work and listening to children read shows that standards in English are good in the infant class where Year 2 children often attain at a level better than expected for their age. Standards are satisfactory at Year 6 as the majority are working at a level commensurate with their age. A factor contributing to the good standards at Year 2 is the excellent marking comments that clearly show pupils what is working well and where further improvement is needed. The teacher gives them small steps to move on and children read the comments, which is evident as the next piece of work shows that they have tried to follow the teacher's instructions.
107. Children with special educational needs achieve well in class and by Year 2 this is reflected in their National Curriculum test results. They continue to do well but find it more difficult to reach the expected level at Year 6 and despite their good progress not all manage to do so. There are

few pupils for whom English is an additional language but they understand English and now need more practice in writing it.

108. When children enter school most communicate satisfactorily although some children lack confidence in speaking and their listening skills are poor. However, in the infant class, children communicate effectively. Speech is clear and they make their needs and wants understood. Most are articulate and respond well to the teacher's questions using a range of vocabulary. Children are keen to answer, listen well to others and respond very well to direct questions. The effective teaching particularly encourages children to take part in discussion and this enables pupils to achieve well. By Year 6, standards are at least typical for their age and a few do better. At this age, responses to teacher questioning are well considered and interesting vocabulary is used. For example, they know how to explain their opinions and ideas as when Year 5 and 6 pupils were explaining the difference between myths and fables. Pupils, particularly identifying the link between fables and morality because they are about the way that people behave.
109. Reading is a strength throughout the school and this has been maintained. Overall, children enter school familiar with books and know how to use them although most are not able to read. Much attention has been given to the teaching of letter sounds. By Year 2, the average readers have a reasonably good grasp of letter sounds and this helps them to read words that are unfamiliar to them. They do not always use expression and sometimes lack accuracy but know how to correct their reading. They enjoy reading stories and many have books at home. Although they do not use the local library, they understand how to make use of the one in school. Above average readers enjoy books and are eager to read. They read at home and are familiar with the local library, making good use of it. These children read with expression and make good use of their knowledge of punctuation in their reading. They read at home and enjoy showing their parents how well they can succeed. They talk with interest about such authors as Dick King Smith and know why he chose to write stories about animals. They understand such terms as *illustrator*, *contents page* and *index* and find their way easily around a book. Those who progress through the school read with improving fluency and accuracy and some older pupils enjoy discussing the merits of one author over another. Older pupils are adept at finding information they need from several sources, including the Internet, and the majority are competent readers of fiction and poetry. Above average readers cope with most texts but the reading skills of some slower readers can create difficulties for them in any subject learning that depends on reading.
110. Writing is not as strong as reading especially at Years 3 to 6. The school's analysis shows that this is mainly because of the difficulties that children incur when having to independently plan and write within a given space of time. This improves when that time pressure is removed and now opportunities for such activities are planned within the literacy programme for each class, each term.
111. By Year 2, average writers communicate meaning clearly. A scrutiny of samples of writing shows that work is usually in books and does not rely on commercial scheme worksheets. Children use appropriate words and there is some evidence of the use of punctuation such as capital letters and full stops. Writing clearly communicates meaning and printing is legible with well-formed letters. Children develop their ideas in short sentences using spoken language. Common words are often spelt correctly or show that they are phonetically plausible. Children are clearly taught how to write for different purposes and examples of stories, poems, instructions and factual accounts were seen. Above average writers communicate well and

stories have a beginning, middle and an end. They use interesting words in their story writing and are extending the use of descriptive words. Good writing is often inspired by fiction.

112. By Years 5 and 6 pupils have made good progress. A scrutiny of samples of writing shows that above average writers generally present their work well and their writing is in many forms and for a range of purposes including story writing, poems, notes, instructions, play scripts, conversational accounts and report writing. The writing is often lively, coherent and well paced. It is interesting to the reader by the way that the characters or events are developed. For example, writing a story from the perspective of the page of King Wencleslas. Punctuation within sentences is usually accurate with use of capital letters and full stops or question marks and although commas are used there is less use of apostrophes. Spelling is generally accurate but work is not always checked for misspelling and other errors of presentation. The work of average pupils covers similar areas but it is not always neat and, if pupils rush at a task, they make silly mistakes. There is appropriately chosen vocabulary and writing usually begins with a relevant opening, followed by a series of points to develop the theme. Spelling is sometimes accurate but, where it is incorrect, it is easy to see what the writer intended. Below average writers make use of spoken language and punctuation is not always evident. There are simple connections between ideas to build into a story but the vocabulary is unadventurous.
113. Spelling has been taught in a variety of ways with fluctuating success. It is still an area of weakness for many children resulting in the headteacher changing the approach to introduce a clear, word level session as a warm up to the beginning of literacy sessions and ensure that spelling is taught systematically to all children. This was seen to be working well in the Year 3 and 4 class with a short, snappy session that reinforced pupils' knowledge about adding the suffix 'y' to words ending in a silent 'e'.
114. Handwriting at Year 2 is legible and children are learning to join their letters. Above average writers have this skill already well established and are beginning to write in paragraphs. By Year 6, above average handwriting shows a legible, fluid cursive style. The writing of below average pupils is readable, with consistent letter formations but although they can do joined writing they prefer to print. Handwriting has been an on-going issue for improvement. A new scheme has been introduced to complement the teaching of spelling and to ensure that a cursive script is introduced as early as possible.
115. Literacy skills are used well in other subjects. For example, in history Year 2 pupils write factual accounts about the work of Florence Nightingale and list how modern hospitals are different from those in her day. At Years 3 and 4, pupils write instructions for making tea as part of their food technology work and in design and technology, pupils write about making a controllable vehicle by describing how the task was undertaken, listing in order and giving an evaluation by describing what part of this task was difficult to do.
116. English is taught well. Half the lessons seen were good. The others were very good, particularly in the class of Year 3 and 4 pupils and one lesson was satisfactory. There were no unsatisfactory lessons. All teachers know how to teach reading and writing and do it well because they have the technical skills – for example, teaching children how knowledge of alphabet letter sounds helps them to read unfamiliar words. The good relationships established with children form the foundation for good learning. The rapport that some teachers have with pupils makes them eager to try hard and do their best. This was particularly good in the Year 3 and 4 class and resulted in improved writing of a fantasy story when children realised that, although important, it wasn't punctuation that made a good story. As one child said, it is about "books that you don't want to put down". In the infant class, the teacher's good knowledge and

relationship with children ensured that even the Year 1 pupils understood how clues such as size of text, bold text, use of capitals and punctuation help the reader to make a story more interesting to the listener.

117. Teachers make sure that pupils know what they are expected to learn and how this links to what they have covered previously. They help pupils to make connections across subjects. Teachers effectively promote pupils' interest in new words and insist that proper terms for language are used. For example, teachers used correct terminology in all lessons seen and both infant and junior children did so too.
118. Good teacher knowledge is evident in the way the subject is introduced and explained. Lessons are planned to challenge and inspire pupils. For example, in the Year 6 class, the use of an African myth was used to challenge pupils to pick out factors in the story that would enable them to decide whether it was fable or myth. Almost all thought they knew which category it belonged to but when asked to justify their choice they found it difficult. Since just under half are on the special educational needs register it could have resulted in them giving up. However, the teacher's very good knowledge of the children and their particular needs, together with the very good relationship he has developed with them enabled him to draw on their best efforts. Their confidence in him and improved self esteem resulted in good efforts, which at times were tentative but encouraged by him, led to success.
119. Even the very best teaching of literacy can sometimes run into problems not of their making. Although the Year 1 and 2 pupils had the full attention of the teacher and she was supported by the teaching assistant her work was sometimes made very demanding because the noise levels from the class next door were unacceptable and penetrating. Both teacher and pupils made very good efforts not to be distracted and it is a measure of the very good teaching that disruption did not occur but it was frustrating for both to deal with.

## **MATHEMATICS**

120. By the age of seven, standards in mathematics are above average. This is not as good as suggested by last year's end of Key Stage 1 test results but this is a different year group and there is still time for the standards to improve further before the tests are taken. Standards by the age of eleven are in line with expectations. This is similar to last year's results, which were close to the national average despite the grades based on the average points score. Pupils are achieving satisfactorily. Those with special educational needs and for whom English is an additional language progress well because tasks are modified and good support provided.
121. In the infant class, most pupils are able to multiply by 2 and 10 and are able to count forwards and backwards in 10s and 100s. Most pupils are able to order numbers up to 100 and are able to measure using standard metric measures. They are able to use simple fractions that are several parts of a whole. The lower attaining pupils work at similar levels but only manage with a lot of support. The lower attaining pupils work at similar levels but only manage with a lot of support.
122. By the time they leave the school at eleven, most pupils are developing their own strategies for solving mathematical problems. They are able to multiply and divide whole numbers and decimals by 10, 100 and 1000. Pupils are able to convert fractions to decimals and are able to multiply decimals. They know the approximate metric equivalent of some common imperial measures and are able to use coordinates involving negative numbers. The more able are able



to work out the areas of regular shapes using a formula. There was little evidence of any work on probability in the lessons and in the scrutiny of pupils' work but the planning shows that this will be taught later in the term.

123. The targets for mathematics for the current Y6 pupils are very challenging given that of the seven pupils only one has not been on the special needs register at some time and that only two pupils have been in the school since Year 2.
124. The quality of teaching in both the infants and the juniors is good and this represents an improvement since the last inspection when teaching was judged to be satisfactory overall. The constantly good feature of all the lessons was the planning. Clear learning objectives were identified which were usually shared with pupils at the beginning of the lessons so that they had a clear understanding of what was expected of them. All the lessons were planned according to the recommendations of the National Numeracy Strategy. They began with a mental session, which was generally taken at a good pace. In the best lessons the teachers would increase the challenge of the activities as pupils became more confident. This was seen in the Year 1 and 2 class where the mental session began with counting in 2s but by the end of the session the pupils were counting backwards and forwards in 100s. In many classes, the activities were taken from a commercial scheme and, whilst such schemes can provide some good activities, they can also be somewhat limiting. The teachers in the juniors have decided to use the scheme less and be more selective in how and when it is used. The infants should now follow this example. A very good feature of the teaching in the better lessons was the way that the teachers ensure that new learning builds securely on previous knowledge and by finding different approaches to the same concept ensure that new learning is secure. Teachers make very good use of classroom assistants. They share their planning with them and the assistants make useful notes on their group of children, which they later share with the teacher. All lessons finish with a plenary session, which allows the teachers to check pupils' understanding and assess their learning. There are some very good examples of marking particularly in Year 3 and 4 where the teacher gives a clear indication to the pupils of the achievement and indicates where necessary how the pupils could improve. In some cases the pupils will write their own comments back to the teacher so that marking becomes a good assessment tool.
125. Pupils with special educational needs are well supported within the classroom and make good progress.
126. Overall, the management of the subject is good but although the co-ordinator monitors the planning of other teachers there has been no opportunity to monitor the teaching and learning in other classes. The co-ordinator has good knowledge of her subject and is having a positive impact upon the standards in the school.

## **SCIENCE**

127. At the end of Year 2, standards in science have remained consistently high when compared to other children of this age nationally over the past three years, with more children attaining the higher Level 3 than the average. The current work of the present Year 2 children indicates that they well are on course to maintain this high standard and in the standards of work seen it is above average and progress is good.
128. By Year 6, pupils' performance in National Curriculum tests in 2001 was higher than other schools nationally by eight per cent. Almost all pupils reached the level of attainment that is

expected but few reached the higher level and this had a detrimental effect on the school's average points score resulting in standards being judged as below average overall. The current Year 6 is very small in number and a significant proportion of these pupils have special educational needs. Although standards were satisfactory or better in lessons and previous work because they had adult support, these factors will be significant under test conditions without that support.

129. Learning throughout the school builds well on children's previous scientific knowledge. In lessons pupils generally achieve well, and in two lessons for junior pupils it was very good reflecting the very good teaching. This is an improvement on the last inspection report. The scrutiny of written work indicates that the faster learners in Years 2 and 4 make at least good progress over time. Pupils with special educational needs are encouraged to take a full and active part in the science lessons allowing them to learn as well as they can.
130. The work of Year 2 pupils shows that they have a good knowledge of the sources and types of sounds and understand how sounds are heard. They have a very secure understanding of their work on the forces of pushing and pulling on which to build their next stage of learning. When investigating shadows in Year 4, most pupils predict where shadows will form and observe, measure and record changing shadows over time. The faster learners write about how light is blocked by opaque objects when shadows form. After investigating circuits, switches and buzzers and materials that are electrical conductors or insulators, they use their knowledge well in a design and technology activity. For example, they design a light for a specific purpose such as, "to light up a collar for a dog". Currently they are investigating liquids and solids and make very good progress developing their understanding of how differently solids and liquids behave. At Years 5 and 6, the first hand practical activities, such as the investigations into different pulse rates, encourage pupils to develop a secure understanding of their work. Lessons about dissolving solids involved them in decision making about which tests were required, and making predictions about evaporation involved children in first hand experiences that effectively developed skills in some aspects of scientific enquiry
131. Lessons were seen in all classes. Teaching was good in the infant class and very good in the junior classes. This is a significant improvement since the last inspection when teaching overall was judged to be only satisfactory. The improvement in teaching is having a positive effect on the quality of children's learning in their science lessons. Considerable hard work and attention has been given to improving the quality of planning throughout the school. This is reflected in the very well planned lessons, which clearly indicate learning objectives, expected outcomes and identify activities that enable all pupils to achieve well. Sharing the objectives with the class gives children an understanding of the purpose of their work. Very good relationships between teachers and pupils and the very effective management of the demanding members of the class allow the pace of learning to be maintained. Teachers use their subject knowledge effectively. For example, in a Year 5 and 6 lesson, the teacher extended pupils' understanding of the circulatory system, illustrating the workings of a valve by comparing the mechanics of a lock gate. Well considered modelling by the teacher in the Year 3 and 4 lesson ensured that the children are aware of the safe and careful handling of liquids in their work.
132. Skills acquired in other subjects are used effectively to strengthen learning in science. For example, individual pulse rate information is entered in a computer database for later interpretation. In all lessons teaching encourages the correct use of scientific language such as *particles* to describe the size of the solids. Pupils use mathematical knowledge when measuring liquids accurately using millimetres and successfully work with a range of scales. The results of comparative evaporation rates are recorded appropriately on a line graph.

133. The good teaching results in pupils working with interest in science. They enjoy the lessons and discuss their understanding confidently, taking pride in explaining their achievements. Older pupils often find their teacher inspirational. For example, they listen carefully because they are fascinated by the teacher's description of an alternative pulse meter using a matchstick and a drawing pin. It is not unusual for younger juniors to show excitement and eagerly anticipate their investigations.
134. Recently many changes have been made to the organisation of science teaching with the adoption of the national guidance. These changes have yet to be supported by an up-to-date subject policy. The newly established assessment procedures linked to the units of work are being implemented and will provide teachers with precise information about children's attainment in science on which to base their future learning. Marking is used very constructively in Years 3 and 4 to clarify and extend pupils' knowledge and challenge their understanding. Pupils respond positively to the teacher's comments.
135. The provision of resources is now sufficient to meet needs of the curriculum. Very good use is made of Devon Learning Resources loaned materials, such as the full sized skeleton. The science curriculum is enhanced by the good use made of the local area and the school works closely with the National Trust Guardianship to develop understanding of local habitats, particularly on Exmoor. Residential visits such as those to Dartmoor, the Pinkery Centre or Slapton Sands offer opportunities to study a range of different habitats and environmental contexts.
136. The subject leader has considerable knowledge of the subject. He supports colleagues well. By analysing national test results, he clearly identifies areas where the teaching can be improved. The priority remains the further development of pupils' investigative skills throughout the school and this is the focus of the science action plan for improvement. When remedied it should ensure the progressive development of all aspects of scientific enquiry throughout the school, including opportunities for children to work with greater independence and manage their own investigations.

## **ART AND DESIGN**

137. Good improvements have been made to this subject including a wider range of activities using a range of media. It was possible to observe only one lesson but there is sufficient evidence from discussions with teachers, planning, displays, records of children's work and an analysis of their sketchbooks to judge that standards are typical of those expected of all children at the age of seven and eleven. Some better examples of children's work were seen in displays. Children with special educational needs achieve well because they enjoy the subject and most can tackle the work that others do. However, some do need support, but this is provided and progress is good.
138. Skills in three-dimensional work develop well. At Years 1 and 2, they paint self portraits, and from these model their own heads using clay, carefully attaching the hair before painting their own images as accurately as they can. After a walk on Hollerday Hill, they make relief pictures representing their favourite places, using a collection of natural things such as twigs, bark and dried leaves. Older children develop skills with clay as they design and make very effective decorated tiles of different shapes, air-drying their tiles before painting, varnishing and mounting their finished work. Hollerday Hill is the site of a permanent exhibition of large living willow sculptures created by the oldest pupils. In collaboration with pupils from other local

primary schools, they worked on beautiful woven willow sculptures of animals ranging from butterflies to horses.

139. As they study the work of other artists, the styles and use of colour influence the children's own paintings and their progress is often good. The rich colours used by Van Gogh inspired the children's own colourful landscapes in Year 6. Contrasting are the delicate shades and tones created by colour mixing in their 'Skyscapes.' Using their knowledge and understanding of Paul Klee's use of signs and symbols to represent objects and features in his work, Year 3 and 4 children represent their "Evacuation Journeys" developing their own use of lines, shapes and patterns from pencil sketches of their thoughts. Art and design is very successfully encompassed within the class's work in history and geography. In Years 5 and 6, very effective links are developed with information and communication technology. Complimenting their understanding of the work of Matisse, children use a graphic modelling programme to very good effect to create pictures influenced by his style.
140. No overall judgement is made about the quality of teaching but in the one lesson seen it was satisfactory with the teacher demonstrating a good knowledge of the subject. Many resources were introduced to show how movement, action and expression are captured in different ways. Photographs, the media and work by painters and sculptors provided older children with a wealth of examples to support their own pastel drawings. However, the long class introduction caused pupils to lose concentration before they were able to investigate the resources for themselves. They are encouraged to evaluate their own work and are well supported by the teacher, although a few children are less positive about their own achievements during their lesson.
141. Attractive art displays show how well pupils are inspired by the work of other artists. By Years 5 and 6, they confidently recall their knowledge of artists they have studied and express a preference for the work of Picasso.
142. The subject leader has only recently taken over responsibility for the management of art and design. He has great enthusiasm for the subject and has begun to build up a comprehensive computerised record of children's artwork. He has identified ways in which he can take the subject forward and widen the children's experiences, including establishing further links with local artists and arranging visits to an art gallery. As yet there is limited use of sketchbooks but this is now improving.

## **DESIGN AND TECHNOLOGY**

143. Standards in design and technology are typical of those expected by children in Years 2 and 6. Evidence was gathered from displays, examples of children's work and discussions with both teachers and pupils. As only one lesson was observed during the inspection, there is insufficient evidence for a judgement about the quality of teaching and learning. A scheme of work using the national guidance for the teaching of design and technology has been adopted from which a two-year programme of work has been established. This has tackled many of the issues raised at the time of the previous inspection including concerns about the progression of skills and consistency within the subject. Weakness has been remedied and assessments at the end of each unit of work, in line with the school's new procedures, will provide valuable information for teachers as they plan future work for their classes.

144. Pupils achieve satisfactorily by the age of seven and eleven. Proudly bringing their model vehicles to their discussion, Year 2 children show their understanding of the design process. They draw their ideas and consider how the models will be made and if they need to make changes. They use the tools safely as they saw the wood and cut and join simple materials. They give good explanations about the fixed axles and know how to fit the wheels. Pupils begin to evaluate their vehicles as they identify successful aspects and suggest changes after testing them in order to improve their work; for example, by re-siting the wheels or making the chassis bigger. Pupils in Year 6, including those with special educational needs, are confident in their discussion of their controlled vehicles. They discuss the accuracy of the chassis and axles and are aware of the limitations of their designs and how they could be improved. In their evaluations, they show good awareness of the quality of their finished product. Using the computer art program, they carefully consider the theme, shape and colour of their vehicle - a crab, dolphins and the sea, a tank as examples, and successfully reproduce their ideas as the body of the vehicle. Although all the children had used the same type of mechanism to power their vehicle, some could explain how to improve the control.
145. Good quality teaching in Year 3 and 4 is very effective in ensuring that better progress is made during the only lesson observed. Building on their scientific understanding of simple forces and movement, the teacher skilfully encourages all of the children to make good progress in their understanding of how air pressure can be used to produce and control movement in a range of such familiar objects as pumps. A well-planned lesson using resources that capture the children's imagination moved at a good pace to maintain a high level of interest. High expectations of learning and very good relationships with the pupils ensures all took part in the discussion and offered their ideas so contributing to the good learning that took place. The teacher made good constructive assessments of children's progress as the lesson proceeded. Pupils have good attitudes to their work and behaviour is generally good because the teacher skilfully encouraged them to manage their excitement during their investigations.
146. The subject is linked well to work in science. A display of work by the youngest junior children uses their knowledge of circuits, switches, insulators and conductors to design a light for a specific purpose. A photographic record shows the range of imaginative good quality products - from torches and a Handwobble tester to a light for a supermarket trolley and a hat that lights up.
147. The subject leader has a good understanding his management role and has considered ways in which the subject could be improved. He works hard to ensure the resources for the new units of work are well prepared and sufficient for the planned activities. However, a subject policy reflecting the current work in design and technology has still to be put into place. Plans are now in place for the regular monitoring and review of planning and achievements, together with opportunities to observe teaching in the classrooms as identified in the subject's action plan.

## **GEOGRAPHY**

148. No overall judgement can be made about the quality of teaching and learning in geography as it was possible to observe only one lesson during the inspection due to the way in which the study of geography is planned within each term. Evidence of standards is drawn from discussions with children and teachers, the analysis of teachers' planning and pupils' work. Standards are generally typical of those for children of this age.

149. Children achieve satisfactorily by the ages of seven and eleven. In Year 2, building on a survey of vehicles passing the school, children have a good understanding of the effects of increasing seasonal traffic on themselves and the local environment. Using a wide geographical vocabulary, they describe features of the local landscape. In discussion, they consider how to improve their environment, make sensible suggestions to provide extra car parking and discuss different effects their solutions may have, for example, on the farms or the shopkeepers. As they develop their understanding of the wider world children in Years 3 and 4 begin to recognise patterns in world climate and relate these to positions on the earth's surface. After referring to information collected from holiday destinations and researching in atlases, they chart information on their own maps, using appropriate keys. In their previous work, Year 4 children studied the village of Lynton using aerial photographs to identify local places. They considered employment, investigated land use when visiting Lee Road and suggested how a derelict area could be developed. When discussing their most recent work on rivers, Year 6 children compared the Rivers Rhone and Lyn. They know the main features of the rivers and confidently used terms such as *spring*, *source*, *glacier*, *meander*, *valley* and *mouth* when describing the river's journey to the sea. Good understanding is shown of the importance of rivers, not just within the water cycle, but also in their effect on the landscape, the environment and the people.
150. In the only lesson seen, teaching was satisfactory. The lesson was well planned, with opportunities identified for children to further their own research including the use of the Internet to find additional climatic information. However the slow pace of the introduction to the teaching did not allow sufficient time for these activities to be included in this lesson. Good management of some of the more demanding pupils supported their learning well. During the lesson, Year 4 pupils co-operated well in pairs on a task. They supported each other as they used their atlases and discussed their predictions sensibly together.
151. Fieldwork and visits are well used to support learning. When developing their understanding of simple maps, Year 1 and 2 children work outside in the village. Older children visit Exmoor, Dartmoor or South Devon when conditions allow, strengthening their awareness of different places and environments.
152. In discussions, pupils respond very well to their work in geography. When expressing their opinions and solutions to the issues raised by their work, children in Year 2 were enthusiastic, listening with interest to the suggestions of others. Older children in Year 6 explained their work confidently.
153. Many changes have been made recently to the teaching and management of geography. The subject leader is new to her responsibilities and has had little time to make any impact. She is very aware of her need to effectively support other staff. Improving the unsatisfactory resources is a specific priority. Some new atlases and aerial photographs are in use, but there is little provision of good quality up-to-date maps of different scales. The subject planning now follows the national guidance, giving continuity and progression to the development of geographical skills and knowledge. A new policy in line with the curriculum changes has been written. These developments, together with the implementation of the planned assessment procedures, provide a framework from which to take the subject forward and further improve performance in geography.

## **HISTORY**

154. The previous inspection judged standards in history to be in line with national expectations by the end of Year 2 and again by the end of Year 6. All children were achieving satisfactorily. On this inspection, only one lesson was seen at Year 2 and one at Year 6 but teachers' planning, discussions with pupils and scrutiny of written work show that pupils are studying the work identified in the National Curriculum programme and standards are typical of that expected for their age. Children are being introduced to major events in world history and are developing an understanding of the reasons and results for events in history. Samples of children's work show steady improvement in presentation and understanding. Those pupils who have special educational needs or for whom English as an additional language enjoy the subject and make good progress because teachers modify individual tasks for them and they are well supported by other adults.
155. Children are developing a growing awareness of chronology and the impact of events in the past on the present. This begins to develop at Years 1 and 2 when they learn to sequence important events in order and consider the consequences of, for example, the great fire of London. They pose questions to the teacher such as "how do you know what happened?" and this shows the early stages of historical enquiry skills. These become more sophisticated by Year 6 as children develop their ability to carry out research using various sources of evidence including information and communication technology. Year 6 children talk about what they find out about Ancient Egypt from what has survived. They observe an object in detail and make inferences and deductions about it as they make accurate records. In all classes they develop a sound knowledge of historical periods, which they are able to put in chronological order using a time line.
156. Insufficient lessons were observed to enable an overall judgement on the quality of teaching to be made. However, in both lessons seen it was good. Teachers plan their lessons carefully so that children acquire new knowledge in a well-structured way that builds on what they already know. Teachers share with their pupils what they are expected to learn and this helps them to monitor their own improvement. Teachers are supportive and enjoy good relationships with their pupils and this encourages children to work hard and do their best to please. The good relationships form the foundation for good learning and in both classes the children respond well. At Years 5 and 6 they were encouraged to investigate further to extend their understanding. The teachers' good subject knowledge is used well to provide clear explanations to questions, for example, children at Years 1 and 2 asked, "Why were some houses blown up before the fire reached them?" and "What happened to the bridges over the river?" Teachers are good at probing pupils' understanding and skilful questioning in a lesson about ancient Egypt such as, "What is it that makes you think it is leather?" makes pupils examine artefacts carefully, think hard and use prior learning in their responses.
157. A particular strength of the teaching is the links made with other subjects to reinforce learning in history. For example, in the Year 2 lesson pupils use their knowledge of a glossary from literacy lessons to understand the meaning of such words as *alight*, *disease*, *plague* and *raged*. As children learn from maps of the river Nile about ancient Egyptians, hear the stories of Greek gods and heroes, make comparisons with hospitals now and then, write about what it was like for children in the Second World War, particularly evacuees and talk to adults about what it was like in Lynton during that war, the subjects come alive for them. This means children are motivated and their efforts improve.
158. The co-ordinator for history has only taken on this role recently. Since then, the scheme of work has improved and now follows that recommended by QCA. The school has had very poor resources but these are beginning to be improved under the new leadership. The school relies

on the good services and support of both the County Museum and Library service in providing artefacts. They are gradually building up their stock of pictures, posters and CD-ROMs, use aspects of the locality and combine with other schools in joint projects using dance, drama and music to bring the subject alive.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

159. Good improvements have been made to this subject since the last inspection and more are to come. It was not possible to see any lessons taught in the infant class because of the timetable arrangements. However teacher's planning indicates that children are taught appropriate work for their age and a discussion with children indicated that standards are broadly typical of those of Year 2 children in other schools.
160. From a limited evidence base of one lesson and discussions with pupils, standards by Year 6 are typical of those for their age. By the time they leave the school most pupils are very confident in the use of computers. They are able to use all the facilities relating to word-processing; including adding amending and combining different forms of information. They are familiar with the use of e-mail for communication and use the web sites for research. They use information and communication based models to explore patterns and relationships, for example, in a Year 5 and 6 lesson pupils used a modelling program to create a picture in the style of Henri Matisse. They are confident in the use of spreadsheets to help solve mathematical problems. There has been limited work on control technology and on work involved in sensing physical data because the school has lacked the resources it needed. All children achieve at least satisfactorily and pupils with special educational needs are supported well and make good progress.
161. No overall judgement is made about the quality of teaching because only one lesson was seen but in that, the teaching was very good. The teacher had very good subject knowledge, which enabled him to give appropriate guidance and help to pupils who experienced any difficulties either with the software or the machinery. The lesson was very well planned and contained sufficient challenge to engage all the pupils and maintain their interest. There was an appropriate balance between teacher input and pupils activity. Instructions were clear enabling pupils to get straight into the task. Behaviour was good and pupils were interested and positive in their response to the very good teaching. Learning objectives for the lesson were shared with pupils so that they had a good understanding of what was expected. The teacher gave even more relevance to the lesson by informing pupils how the skills they had learned would be applied to very practical situations at a later date.
162. The coordinator plays an important part in the development of information and communication technology in the school. He is a qualified trainer and shares his skills with other teachers while continuing to develop his own expertise. He is very aware of the inadequacies of the school's present resources, due to building limitations, but has managed to obtain the use of the information and communication technology suite in the nearby community library for use with classes. This ensures that every class has the opportunity for a class lesson each week.

## **MUSIC**

163. It was possible to observe only one lesson in the infant class and one in the juniors and there was no written evidence to judge standards. From these limited observations, music standards are judged to be typical of those expected of children by the time they are seven and eleven.



Generally, pupils achieve satisfactorily. Those with special educational needs are making good progress.

164. Discussion with the co-ordinator indicates that the school has made good progress since the last inspection. By the time they are seven the children are able to sing a range of songs from memory accompanying themselves with rhythmic clapping and repeating lines of music sung by the teacher. They listen well to a range of music from different times and are able to identify the beat or pulse of the music. They are able to move in time to the different music. These skills are extended and by Year 6 children sing a wide range of songs from memory displaying an ability to use different dynamics to illustrate the nature of the songs. Pupils are able to compare the different types of music and say what they like about them and say why they are different. They have begun to compose their own music trying to create a particular mood or feeling. Some pupils are becoming competent instrumentalists and are able to accompany the singing in assemblies.
165. The co-ordinator teaches music throughout the school and her specialist skills are used very effectively. In both lessons seen, the quality of teaching was very good. The teacher has very good subject knowledge, which is used to good effect to provide interesting and challenging activities. She possesses very good class management skills, which enable her to maintain good discipline with some challenging pupils. The lessons contain a good variety of musical activities. The lesson for Years 5 and 6 pupils began with singing, moved on to listening, then changed to composition and finished again with singing. In this way the pupils are kept fully involved and interested and they derive enjoyment from the activities. The teacher encouraged pupils to work together for their compositions, and emphasised the need to practice in order to improve. The use of some instruments is inspirational and this was clearly seen in a lesson with Year 2 children when a didgeridoo was introduced before some Australian music was played and a boy from an older class was invited to play it.
166. The co-ordinator has a very positive impact upon the music in the school and enhances provision by running a choir and a recorder club and plays a major part in the big Christmas production for parents. The co-ordinator is to be complimented for teaching the lessons as well as she does because the resources for music are barely adequate and many of the instruments are in a poor state of repair.

## **PHYSICAL EDUCATION**

167. It was not possible to see any lessons of physical education in the infant class and therefore no judgements will be made for this stage. From a limited number of lessons in the junior classes, standards are typical of that expected for pupils of this age. They achieve satisfactorily and those with special educational needs make good progress in this subject. By the time they leave the school most pupils are able to swim, to control a ball with a bat and with parts of their body and to understand the need to practise their skills in order to improve. They understand what effects exercise has on their bodies and how it is valuable to their fitness and health. Before they leave the school all pupils will have experienced outdoor and adventurous activities on the residential visits that the school makes to Dartmoor.
168. In the two lessons seen in the junior classes, one was satisfactory and the other was good. Teachers' planning for both lessons was good and contained detailed learning objectives. The pace of learning varied considerably in the two lessons. In the outdoor games lesson the pace was good. The children were kept active and busy and the activities were varied enough to sustain their interest and to generate enjoyment. The other lesson occurred in the mobile

classroom, which has been identified as the only space available for indoor physical activities. Space is severely limited and only about twelve pupils can be active at any one time. In the class of Year 3 and Year 4 pupils, there are well over twenty children and this meant that only half could work at a time and subsequently half were inactive. Consequently, some became restless during their non-active session. Both lessons began with a warm-up session using ideas put forward by the pupils. However, lack of space meant that half the class were not actively developing their skills at any one point. The pupils knew the purpose of exercise and had a good awareness of the impact of exercise on their bodies, particularly at Years 5 and 6. In both lessons the children were allowed time to practise their skills in order to improve the performance. Both teachers pointed out health and safety issues before the lessons began.

169. The school has made very good efforts to compensate for some very poor facilities. They are at present negotiating an alternative venue for swimming, as they can no longer use the previous one. They use the local park during the better weather for athletics and games and use Dartmoor for residential visits in conjunction with another local school. The co-ordinator has ensured that the poor amenities do not seriously hamper children's entitlement to the programmes of study. At present the only aspect that the school does not provide are some elements of gymnastics and the use of large apparatus. Some of these problems will be solved when the proposed new building is finished.