

INSPECTION REPORT

MUSBURY COUNTY PRIMARY SCHOOL

Musbury

LEA area: East Devon

Unique reference number: 113102

Headteacher: Miss Val Richards

Reporting inspector: Mr Chris Warner
20935

Dates of inspection: 10 – 13 July 2000

Inspection number: 193898

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Musbury Primary School Musbury Axminster Devon
Postcode:	EX13 8BB
Telephone number:	01297 552687
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Dermot Gooding
Date of previous inspection:	8 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Chris Warner	Registered inspector	Mathematics	What sort of school is it? a) The school's results and achievements
		Science	How well is the school led and managed?
		Art	What should the school do to improve further?
		Design and technology	
		Information and communication technology	
		Music	
		Physical education	
Mike Whitaker	Lay inspector	N/A	What sort of school is it? b) Pupils' attitudes, values and personal developments
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Jean Newing	Team inspector	English	How well are pupils taught?
		Geography	How good are the curricular and other opportunities offered to pupils?
		History	
		Religious education	
		Provision for pupils under five	
		Special educational needs	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Musbury School is a primary school for boys and girls aged from 4-11 years. The number on roll has increased from 36 at the time of the last inspection to the current 53 pupils. This is mainly because the local authority has arranged for children to attend the school who cannot be found places at their local school in nearby towns. A high proportion of these pupils have special educational needs. This largely accounts for the increase in the proportion of pupils with special educational needs compared with the last inspection. Thirteen pupils (about 24 per cent) have special educational needs, a figure close to the national average. One pupil has a statement of Special Educational Needs. A feature of the school is the small size of the year groups, with less than ten pupils in most recent cohorts. There are, for example, only six pupils in the current Year 6 group. Overall, pupils' attainment on entry to the school is typical of that found nationally. Currently, eight per cent of pupils are entitled to free school meals, which is lower than the national average. There are no pupils for whom English is an additional language. At the start of the current term, the unforeseen absence of a member of staff led to the appointments of a temporary, newly qualified teacher in Key Stage 2 and of a previously part-time teacher as the full-time teacher of Key Stage 1 and the Reception class.

HOW GOOD THE SCHOOL IS

In the current term, the school benefits from stability in its staffing arrangements. This follows an unsettled period when pupils' learning was adversely affected by a serious lack of continuity of teaching staff. The local education authority provides effective support to the headteacher during this challenging time and the school is soundly managed. Staff and governors are aware of the school's strengths and shortcomings. The inspection findings support the views of parents, staff and governors that standards in the current term are improving as a result of good teaching and stability in staffing. The school achieves satisfactory standards in most aspects of its work. Pupils are keen to learn. The staff work together as a newly formed but effective team, seeking ways to improve. The school provides sound value for money.

What the school does well

- The headteacher is strongly supported by a committed staff team.
- The quality of teaching is good.
- Provision for pupils with special educational needs and the progress they make are good.
- Pupils are keen to learn, behave well and enjoy very good relationships with one another and with the staff.
- The provision for pupils' moral, social and cultural development is good.

What could be improved

- Standards in writing are not as high as in other aspects of English.
- The school does not use its monitoring of the quality of teaching to check its effect on the progress that pupils make and the standards they achieve.
- Parents are not sufficiently informed about, and involved in, their children's learning.
- The role of the subject co-ordinators needs to be clearly defined and closely targeted towards school improvement.

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 1996. It has made a satisfactory response to the key issues for improvement noted in the last report:

- pupils' achievements in ICT and art have been significantly improved;
- higher attaining pupils are sufficiently challenged;
- the governing body has developed a clear idea of its roles and responsibilities so that it plays a full part in monitoring the curriculum and carrying out its legal responsibilities, including those for health and safety;
- greater attention is given to multi-cultural education.

However, one key issue requires further attention:

- pupils' achievements in writing, in both key stages, have not been raised enough to meet the level of other aspects of English;

In addition to the above points, the school has improved:

- the overall quality of teaching;
- pupils' attitude to learning;

Overall, the school is soundly placed to achieve further improvement.

STANDARDS

Because there were far fewer than ten pupils in the age group, the table showing the levels achieved by eleven-year-olds in National Curriculum tests has been omitted. Such a small number of pupils in the year group is not considered to offer reliable evidence.

Taking the results of the 1996 to 1999 National Curriculum test results for eleven-year-olds together, pupils' performance in English and science is close to the national average. However, their performance in mathematics is below the national average.

Inspection evidence found standards for eleven-year-olds in English to be close to the national average. However, standards in reading and speaking and listening are higher than in writing. Although pupils are aware of the conventions of written English, this is not seen in their day-to-day writing in any subjects. In part, this can be related to the over use of worksheets, but also because expectations to use and apply their skills need to be higher.

In mathematics and science, the inspection found standards to be in line with the average for eleven year olds. The inspection evidence clearly shows that pupils are benefiting this term from stable teaching and consistent expectations, so that standards are rapidly improving. This is true of boys and girls.

The under-achievement of higher attaining pupils noted in the last report is not an issue in the current term.

In information and communication technology and in art, standards have improved since the last inspection and are in line with national expectations. Pupils make sound progress in geography, history and music. There was insufficient evidence upon which to make a judgement about pupils' progress in religious education and in design and technology. However, the absence of a hall in physical education makes it unlikely that pupils reach the national expectations in some aspects of the subject.

Pupils make good progress in the under-fives, and reach standards typical for their age.

Pupils having special educational needs make good progress; a similar picture to that in the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and to their work in lessons. They are interested and involved in their work. They respond well to praise and want to do well.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. There is no evidence of oppressive behaviour.
Personal development and relationships	Pupils have very good relationships with staff, adults and with one another. They make good use of opportunities that extend their personal development, although they need to be able to exercise their initiative more often.
Attendance	Attendance is satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

The teachers observed during the inspection have only been with their classes since the beginning of this term. They work extremely well as a team, sharing ideas and constantly looking at ways to improve.

During the week of the inspection, the quality of teaching was good and had a positive impact on pupils' learning, including in literacy and numeracy. In over 80 per cent of lessons teaching was good or better. Other lessons were satisfactory. There was no unsatisfactory teaching.

A key issue identified in the previous inspection report was: to take account of pupils' abilities in mixed age classes, set appropriate programmes of work and to ensure adequate provision for higher-attaining pupils. On all counts, evidence from the current term confirms that a big improvement has occurred.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is sufficiently broad and balanced and meets the requirements of the National Curriculum and for religious education. However, the curriculum for physical education does not meet statutory requirements because the school does not have a hall for important aspects of the subject.
Provision for pupils with special educational needs	The provision is good. Pupils are well supported both in and out of the classroom and they make good progress throughout the school.
Provision for pupils' personal, including	There are good arrangements for pupils' personal, social and health education. Provision for pupils' spiritual development is sound and that

spiritual, moral, social and cultural development	for moral, social and cultural development is good. Staff serve as good role models and successfully develop values of fairness, honesty and respect for others.
How well the school cares for its pupils	<p>The school provides effective all-round care for its pupils through sound monitoring procedures. There are secure arrangements for child protection and ensuring pupils' welfare. Governors have responded well to the call in the last inspection to take greater responsibility for health and safety matters.</p> <p>Procedures for assessing pupils' attainment and progress are sound. Data from tests and assessments is collected and analysed, although this is only just starting to lead to practical steps to improve pupils' achievements.</p>

The contribution of the community to the pupils' learning is good. The way the school works in partnership with parents is satisfactory. There are sound links with parents, through information provided and the open access of all staff. There is, however, scope for parents to be better informed about, and more involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is well supported by all the staff in providing sound leadership and management of the school. Staff are working hard to improve what the school offers its pupils. The improved ways of monitoring the quality of teaching need to be more closely related to pupils' achievements so that the school sees what works and what needs to be done to improve.
How well the governors fulfil their responsibilities	The governing body effectively fulfils its statutory duties and is increasingly influential in shaping the direction of the school. Governors are supportive of the work of the school.
The school's evaluation of its performance	Governors know about the work of the school through visits and a good flow of information. They are aware of, and involved in, the most important issues facing the school. The improved monitoring and evaluation of the curriculum since the last inspection now needs to be focused on the school's performance, particularly in relation to pupils' achievements. The school effectively seeks best value in many aspects aspects of its work although this is not closely related to pupils' performance.
The strategic use of resources	The school makes effective use of its resources although it has only recently begun to look at ways of judging its effectiveness in relation to measurable targets, particularly around pupils' achievements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents emphasise that their views relate to the current term:</p> <ul style="list-style-type: none"> • Children like coming to school. • Teaching is good. • The positive atmosphere in classrooms. • Pupils' good behaviour and improved attitudes to learning. • The way pupils get on well with each other. • They are pleased with the progress made by their children. 	<ul style="list-style-type: none"> • Homework. • Frequency of formal consultation meetings with teachers. • Clearer details of how their children get on at school. • The range of activities outside of lessons. • Ease in being able to approach the school with any issues. • Opportunities to help in school.

Inspectors fully support the parents' positive comments about the school.

The inspection found that there are clear and consistent expectations for homework that are understood by most parents and pupils. For this reason, homework makes a satisfactory contribution to pupils' learning.

The inspection agrees with parents that formal consultation meetings between parents and teachers are not as frequent as they should be. The school is aware of this and has put in place measures to improve the situation.

Pupils' annual reports meet the statutory requirements but there is scope for improvement so that parents have a clearer idea of how well their children are getting on, and know what needs to be improved.

Inspection evidence shows there to be real difficulties in providing more out of school activities. There is a good range of visits from, and visitors to, the school. But many pupils need a bus to get home, and staff have had to take on their new teaching responsibilities, so that after school clubs have not featured during the term of the inspection.

Although there was no additional evidence to support the view held by some parents that it can be difficult to approach the school with difficulties, nonetheless this in itself needs to be recognised so that ease of communication is consistently sought.

There is scope for the greater involvement of parents in the classrooms and the staff acknowledge this. At the same time, pupils would benefit if their parents had a better idea of the activities currently going on, and of ways they might help.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class with levels of attainment broadly in line with those found nationally. However, inspection evidence shows that this does vary considerably from one year to another. Children make good progress, so that by the time they are five, most of them are likely to reach the nationally expected levels in all the goals for early learning that are set out nationally. Children in the under-fives, benefit from good quality teaching. Boys and girls achieve similar standards. The inspection found that children make similar, sound progress in the reception class to that noted in the inspection report of 1996.
2. The small number of pupils in the year groups (six in 1999 and never more than ten) means that results in the National Curriculum tests and assessments are affected by very small changes in performance, are liable to fluctuations and should be interpreted with caution.
3. When the results of National Curriculum tests for seven-year-olds from 1996 to 1999 are taken together, the school's performance in reading was close to the national average and in writing was just below. Pupils perform much better in mathematics than in English and well above the national average over the four years. In all three subjects, boys and girls achieve equally well, and any differences are too slight to give valid evidence.
4. In reading, evidence from the inspection is that standards achieved by the present Year 2 pupils are in line with the national average. This means that the pupils have made satisfactory gains in their learning in view of the just below average attainment on entry of this year group. The inspection found that although seven-year-olds achieve broadly average standards in their writing, they do not consistently apply their knowledge and skills, so that much of their work displays 'casual' errors of punctuation, spelling and sentence construction. Therefore, better application of writing skills is an area for improvement.
5. In mathematics, the inspection evidence confirms the secure standards of recent years. It shows that the present Year 2 pupils are achieving standards in line with the national average. In science, the inspection evidence shows that pupils reach slightly higher standards than achieved by seven-year-olds in the 1999 national assessments. It shows the majority of pupils making satisfactory gains in their learning, with the few higher-attaining pupils reaching standards above the national average.
6. The inspection findings for seven-year-olds in English, mathematics and science reflect the unpublished results of the latest national tests in all three subjects.
7. The inspection indicates that both during lessons and over the course of the current term, pupils are often making better than satisfactory progress in Key Stage 1, as a result of greater continuity in the teaching. As in the last report, pupils with special educational needs benefit from good provision and make good progress in relation to their individual educational plans. However, the under-achievement of higher-attaining pupils noted in the previous inspection, is no longer an issue as they are at least sufficiently challenged in their learning. Again, all the evidence suggests improved standards during the current term. Given the newness of staff to their teaching positions and the short amount of time they had to prepare for this inspection, the improvement reflects well on the quality of teaching.
8. When the results of National Curriculum tests for eleven-year-olds from 1996 to 1999 are taken together, the school's performance is close to the national average in English and in science but, and in contrast to Key Stage 1, below average in mathematics. The trend in English and science is particularly variable with considerable year-to-year fluctuation. In mathematics, there is a dip in results over four years that indicates lower standards in the subject than in either English or science.

9. The school's results at the end of Key Stage 2 relate, as in Year 2, to very small numbers of pupils. This means that the considerable year-to-year variations may arise from quite small changes. In fact, a feature in Key Stage 2 is the high proportion of pupils who entered the school after the age of seven, many of whom have special educational needs. This was not the case in the last inspection and has come about because pupils have not been able to get into schools near to where they live. Therefore, comparisons of results between years need to be made with caution, as they may not necessarily relate to standards of provision.
10. The school has yet to introduce a clear and accurate recording system, to make it easy to relate individual pupils' achievements to previous attainment in national and other standardised tests and assessments. However, an examination of different assessment information shows that the 1999 results represented at least sound rates of progress for individual pupils.
11. Results from the last four years suggest that eleven-year-old boys and girls perform similarly in mathematics. There is a big difference in science, where boys achieve notably better than girls and in English where girls achieve much better than boys. Again, the small year groups and the imbalance in the number of boys and girls in each year group means that comparisons should be treated with caution. Indeed, there was no compelling evidence from the inspection to suggest a difference in opportunity in any one subject between boys and girls.
12. Inspection evidence for eleven-year-olds in English reflects the close to national average results for pupils in the 1999 national tests. However, as in Key Stage 1, standards in reading and speaking and listening are generally higher than writing. Although pupils are aware of the conventions of English, this is not seen in their day-to-day writing in any subjects. In part, this can be related to the over use of worksheets but also because expectations to use and apply their skills are not high enough.
13. The school has identified that there is scope for improvement in the application of pupils' writing skills in both key stages. However, this recognition was too recent to make any concerted effort to raise standards. The need to improve standards in writing was noted as a key issue in the last inspection but the school relied too much on the introduction of the literacy strategy to tackle the weakness. In the event, the introduction of the strategy was considerably interrupted by the absence of the co-ordinator, so that there remains further work to be done before it fully impacts on standards of writing.
14. The below average performance of pupils in the 1999 national tests for mathematics and science are not supported by current evidence. The apparent improvement differences can largely be attributed to slight difference in the prior attainment of the pupils in the small year groups. However, inspection evidence clearly shows that pupils are benefiting from more stable teaching and consistent expectations, so that standards are rapidly improving. This is true of boys and girls. The under-achievement of higher-attaining pupils noted in the last report is not an issue in the current term. Higher-attaining pupils achieve standards in mathematics and science considerably above the national average.
15. The inspection findings for eleven-year-olds in English, mathematics and science reflect the unpublished results of the latest national tests in all three subjects.
16. As in Key Stage 1, pupils having special educational needs in Key Stage 2 make good progress; a similar picture to that in the last inspection. This is to the school's credit, as there are nearly twice as many pupils with special educational needs compared with four years ago.
17. Evidence from the inspection shows that pupils' attainment in information and communication technology (ICT) is in line with that found normally at the end of both key stages. This is an improvement on the standards noted in the previous Ofsted report, especially in view of higher expectations nationally. The 1996 inspection identified the need to 'raise the standards of attainment in ICT throughout the school' as key issue for improvement. The improvement in standards is due to: increased levels of staff expertise and confidence; good use of improved resources; positive attitudes of pupils and staff towards the subject. It is also the case that many pupils benefit from having a computer at home.

18. Growing links with other subjects support work in information and communication technology, to create graphs and pictures and to write music, poems and stories, and access information.
19. As at the last inspection, there was insufficient evidence upon which to make a judgement about pupils' progress in religious education. This was also the case in design and technology and in physical education. However, the absence of a suitable indoor space for gymnastics and work with large apparatus in physical education makes it improbable that pupils reach the standards typically found in these aspects of the subject.
20. Pupils make sound progress in art, geography, history and music. In art, this represents an improvement since the last inspection, when weaknesses in the subject were noted as a key issue for action. A sound curriculum has been put in place that supports the teaching of art throughout the school.
21. The school monitors the achievements of individual pupils. It carries out a range of assessments, in addition to the end of key stage national tests and assessments. However, it has only just made a start in analysing results and other performance data in relation to specific groups of pupils, such as year or gender groups. The information needs to be presented in a form that can be useful to staff and governors. In English, mathematics and science, each pupil needs to be 'tracked', so that fully informed, realistic and sufficiently challenging individual targets can be set. However, the small size of the present Year 6 cohort, together with the movement in and out of the year group has rendered the current year's group target obsolete.
22. There is no evidence of underachievement by pupils with special educational needs: they make good progress in relation to the targets set for them. Samples of their work show that it is set correctly both for class lessons and during times when they leave the classroom to work with the special needs assistant. The targets set in individual education plans are regularly reviewed and progress properly recorded. The one pupil with a statement for Special Educational Needs makes good progress in relation to his individual education plan.
23. Pupils achieve sound standards throughout the school in relation to their prior attainment on entry to the reception class. However, there is scope for improved standards in the application of pupils' writing skills. With this exception, pupils make satisfactory gains in understanding equivalent to their development of skills and knowledge. The school recognises that the improved standards of the current term relate strongly to the greater stability of staffing and know the importance of this contributing to longer-term improvement.

Pupils' attitudes, values and personal development

24. Pupils' attitudes to school are good, an improvement on the 'generally positive' attitudes noted at the time of the previous inspection. They arrive cheerfully, ready to get on with the day's work. Most parents report that their children like school, a view strongly confirmed by the pupils themselves. In lessons, they are keen, enthusiastic and wanting to contribute to class discussions. In practical lessons, such as Key Stage 1 dance, they listen attentively, follow their teachers' instructions sensibly and respond well. In a Key Stage 2 geography lesson, they discuss ethical issues, such as the pros and cons of tourism, thoughtfully. The youngest children in the reception class feel secure enough to learn from their mistakes. Pupils' enthusiasm for their learning is, however, often let down by the casual presentation of their work. In all classes, pupils' positive attitudes are promoted by stimulating lessons and staff's high expectations of good behaviour.
25. Behaviour is good, as was the case at the time of the last inspection. There have been no exclusions over the preceding year. In lessons, the majority of pupils are polite and attentive. There is, however, a small minority of pupils whose conduct is immature, showing a lack of consideration for others. At lunch, pupils are well-mannered, eating and chatting sociably with each other. They are polite and respectful to lunch-time supervisors. Play is lively without being threatening or aggressive. No instances of bullying were observed; both parents and pupils say that such behaviour is very rare. The school is free of sexist language and attitudes

and any other form of harassment. Both boys and girls and pupils of all abilities and backgrounds play together well. When away from school; for example, taking part in the Area Sports competition, pupils' behaviour is sensible and mature. They reflect credit upon their school. School premises and property are treated with respect.

26. Relationships are very good and a strength of the school. There is an obvious rapport between staff and pupils that creates an atmosphere conducive to learning and personal development. Parents attending the pre-inspection meeting expressed their appreciation of the positive atmosphere the present staff have created in the school. Teachers treat pupils with respect and pupils, for the most part, respond accordingly. Pupils are supportive of each other. In lessons, they break into spontaneous applause at others' good efforts; for example, in reading a poem or creating a musical performance. At the Area Sports meeting, a strong esprit-de-corps was evident. Personal development is satisfactory. Pupils willingly accept the duties they are allocated; for example, preparing the Key Stage 2 classroom for lunch and clearing up afterwards. Year 6 pupils are responsible for keeping the library tidy. Pupils are learning to think for themselves; for example, in considering whether it was proper for archaeologists to open ancient Egyptian tombs, although there is insufficient evidence of their acting on their own initiative or of taking responsibility for their own learning.
27. Attendance remains, as at the last inspection, satisfactory.

HOW WELL ARE PUPILS TAUGHT?

28. The teachers observed during the inspection have only been with these classes since the beginning of this term. They work extremely well as a team, sharing ideas and constantly looking at ways to improve. Pupils' learning as seen within lessons during the inspection was better than their achievement noted over time.
29. During the week of the inspection, the quality of teaching was good overall. In over 80 per cent of lessons teaching was good or better. Other lessons were satisfactory. There was no unsatisfactory teaching. This is a positive picture and a significant improvement from the previous report when the majority of teaching was judged satisfactory with some unsatisfactory teaching. A key issue identified in the previous inspection report was: to take account of pupils' abilities in mixed-age classes, set appropriate programmes of work and to ensure adequate provision for higher-attaining pupils. On all counts, evidence from the current term, confirms that a big improvement has occurred.
30. The good teaching is beginning to have a positive impact on standards. Good teaching was seen in all classes. Where teaching is very good, planning is detailed and precise learning objectives are identified so that pupils are absolutely clear about what it is they are trying to achieve; the pace is brisk and work is well matched to their prior learning.
31. Teaching for the children who are under five is mostly good. Good relationships, which enable children to feel safe and secure, make a positive contribution to learning. Children are encouraged to take responsibility and to develop independence. Taught activities are well balanced between practical, written or drawn, and are relevant. The Learning Support assistant is used well to provide appropriate learning opportunities for the youngest children.
32. The teaching of literacy is good. Due to the long-term absence of the literacy co-ordinator, the additional training offered to the school, was not completed and did not have the intended impact. New arrangements have been made to make this available next term. Strengths are in the high expectations of the way pupils read throughout all classes. Most pupils clearly understand the text of their books and remember good phonic strategies when meeting new words. The teaching of sustained writing is insufficiently developed. There is insufficient teaching of joined handwriting, although the school has begun to address this recently. At Key Stage 2, the teaching of extended writing, fluency of style in using complex sentence structures, paragraphing and general presentation are under-developed. As a result pupils' writing standards are not as high as those are in speaking and listening and in reading.

33. The teaching of numeracy is good throughout the school. Teachers ensure that pupils gain a firm foundation of skills and understanding in all mathematical areas. The good teaching means pupils' learning for mental calculations is good. Written calculations are taught accurately and clearly. Higher-attaining pupils are challenged appropriately so that by the time they reach the end of Year 6 they reach the higher level expected for pupils of that age.
34. There is good teaching of Science throughout the school. Teachers have good subject knowledge and lessons are planned well. Although teachers provide opportunities for scientific investigations, these do not feature as much as they should. Pupils use information technology to research information. Opportunities are planned to use the skills pupils develop in literacy in science, for example, speaking to the whole class about what they have learned, comparing information from various sources.
35. The teaching of information and communication technology is good in both key stages and has resulted in an improvement in standards since the last inspection. Teachers have a secure knowledge of the application of computers. Their planning identifies which skills are to be taught. Teachers ensure that all pupils have enough time engaged in computer work in order to become independent users. Pupils are highly motivated; the computers are frequently in use before school, during the lunch hour and after school.
36. No teaching was seen in Religious Education. However, teachers' planning indicates that the scheme of work, which follows the guidance of the LEA Agreed Syllabus, is being followed.
37. Good features of teaching in the non-core subjects include broad and informed knowledge in art, history, geography and music. In design and technology, the good standards of work suggest at least satisfactory teaching in Key Stage 2. A strength of teaching in the non-core subjects is the way they are linked together, for example, geography, mathematics and ICT in the project on St. Lucia in Key Stage 2, and in science and art at Key Stage 1 when pupils observe carefully and look for similarities and differences in fruits and vegetables. Pupils are learning the technical vocabulary associated with the subjects. Despite the absence of the music co-ordinator the teaching of music in the one observed lesson was good. Pupils in Year 2 perform a musical accompaniment using percussion instruments for the story 'Peace at Last' and pupils in Key Stage 2 perform their own compositions on tuned and untuned instruments showing a good awareness of tempo and timbre. Pupils are working securely within the expectations for pupils of seven and eleven years. Teachers give good opportunities for games and dance and most pupils achieve the expected standard in swimming by the end of Key Stage 2. In the absence of a hall, there is no teaching of gymnastics, which makes the provision for physical education unsatisfactory.
38. Pupils with special educational needs make good progress. This is due to the high quality planning by class teachers which matches tasks to pupils' prior learning and to the very good support the pupils receive from Learning Support assistants.
39. Good features of the best teaching seen in all subjects include high expectations of behaviour, effective pupil management, high quality planning with focussed learning objectives so that pupils are well motivated and there is a structure to the lesson which allows pupils time to work hard and complete the task set. Homework is set regularly and this is relevant and extends or consolidates the learning in class.

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

40. The school has a sound curriculum, which is fully implemented and thus ensures that pupils make satisfactory progress and that their new learning is based on previous knowledge. This is a significant improvement since the last inspection.
41. The curriculum is sufficiently broad, balanced and relevant at both key stages and all subjects are allocated sufficient time over the year. Time for the non-core subjects looks rather light but literacy is used effectively across the curriculum, which compensates for this. Since the

beginning of the current term, the curriculum for children aged under-five has been planned according to the Early Learning Goals and includes a balance of directed and self-chosen activities. In a short time, the teacher and the classroom assistant have established an effective working relationship to provide satisfactory learning opportunities for the youngest pupils based around national guidance.

42. Each subject has a policy and a scheme of work. Most of the schemes have incorporated the guidance from Qualifications and Curriculum Authority (QCA). Pupils have equal access to the curriculum. The school meets the statutory curricular requirements for all subjects with the exception of physical education. Here, the absence of indoor facilities for gymnastics and large apparatus restricts an otherwise sound provision for the subject.
43. Provision for pupils with special educational needs is good. Class teachers know the pupils well and provide learning opportunities well matched to pupils' prior learning. Class teachers and Learning Support assistants work closely together to support these children. The experience and expertise of the Learning Support assistant in Key Stage 2 makes a significant impact on the progress of pupils with special educational needs. Individual educational plans are clear and helpful, although the targets could be more specific. Individual education plans are reviewed regularly with the Special needs co-ordinator (SENCO), Learning Support Assistant and parents. The Local Education Authority reviews the individual education plans twice a year. The register is up to date and there is evidence that pupils move appropriately from one stage to another.
44. Despite the fact that the school's training for literacy was interrupted by the absence of the co-ordinator, the strategy is being implemented soundly throughout the school. Handwriting is being addressed, although the results of this recent initiative are not yet evident. The provision for numeracy is good and the National Numeracy Strategy is implemented effectively.
45. There are few extra-curricular activities but there are valid reasons for this. The absence of a hall means that one classroom is already used for lunches. A quarter of the pupils are bussed to and from school. There have also been big changes in staffing and this has placed additional demands on the time of every teacher. However, the curriculum is enriched by visitors, including music groups and authors, and visits out from school to places of interest. There are opportunities for pupils to take part in cycling proficiency, area sports and school camps. In a small school, where teachers carry heavy curriculum responsibilities, further expertise needs to be sought from parents and the community if after school-clubs are seen as a priority.
46. The school recognises the importance of personal, social and health education. It is involved with a healthy eating project and good guidance on drug awareness has been given to pupils and parents. Pupils in Year 6, as part of the Life Skills Course, produced a booklet on the dangers of alcohol. This led to a successful presentation of a role-play drama that was ultimately performed in front of senior members of the Devon Constabulary.
47. The school's ethos is good and the mutual respect between pupils and teachers makes a significant contribution to the positive atmosphere and environment of the school.
48. Provision for spiritual development is satisfactory. The absence of a hall means that assemblies have to take place in a classroom and this makes it difficult to create an atmosphere conducive to worship. The school could consider providing a focus, for example, a candle, or other thought provoking artefacts to help pupils realise that the act of collective worship is a special time of the day. All teachers lead assemblies and the themes followed make a sound contribution to spiritual development. Although no lessons in Religious Education were seen, planning indicates that this subject makes a positive contribution to spiritual development. Opportunities, which arise spontaneously, are well handled by teachers; for example, when a baby bird fell from its nest on to the pathway; it was moved and allowed to die with dignity. Staff responded sensitively to questions and concerns from the children. The school has maintained the standard of spiritual awareness as noted at the last inspection.

49. Provision for moral development is good. Teachers are good role models and are successful in developing values of fairness, honesty and respect for others. 'Circle Time' provides a good opportunity for pupils to gather together in a calm and quiet way to help them understand and explain why an action is wrong. The school's behaviour policy is implemented consistently and pupils consider that the 'card system' is effective and applied fairly. Teachers have high expectations of behaviour and most pupils respond appropriately. The school has maintained the good quality of its provision for moral development since the last inspection.
50. Provision for social development is good. Pupils are well managed, teaching is lively and this has a positive impact on learning. Pupils have frequent opportunities to work in pairs, small groups and mixed-age groups. Pupils are polite and courteous and listen to each other's views; for example, when discussing the effects of tourism in St. Lucia. Interesting curriculum visits are a feature of learning and make a good contribution to pupils' social development. Pupils visited Knightshayes Court as part of the Victorian topic, the Tutankhamen museum in Dorchester when studying Ancient Egyptians and Montacute House to compare the lives of rich and poor in Tudor Times. While working on the River topic they traced the journey of the River Axe from its source to the sea. The school has maintained its good provision for social development since the last inspection.
51. Provision for cultural development is good. Stories from other cultures are used effectively in assemblies and in the literacy hour. The pupils are given good opportunities when studying St. Lucia to consider the effects of the Banana Trade and tourism on the lives of the inhabitants of the island. In Religious Education, pupils learn about other faiths, for example, Judaism and Hinduism as well as Christianity. Pupils in Key Stage 2 visited the synagogue in Exeter. Other cultures are promoted well in art and music. There has been an improvement in the provision for cultural development since the last inspection
52. The contribution of the community to the pupils' learning is good. Pupils take part in the church flower festival creating a nativity scene and making flower arrangements for the porch. As part of the Life Skills Course, Year 6 pupils produced a book on the dangers of alcohol, which was then professionally reproduced, with the school receiving a Citizenship Award. In the coming October, there are plans for the school to take part in the Musbury Challenge, with the proceeds being shared between the church and the school. Pupils in Key Stage 2 are to enter a competition to design a tee shirt. The school has good links with the community police service that arranges stimulating sessions on drug awareness for pupils and parents. Good use is made of the opportunities provided by the Axe Valley group of schools; for example, visiting the Science Fair at Colyton, a day at Pecorama and watching the dress rehearsal of 'Grease' at Axe Valley Comprehensive School. Various charities are supported by the pupils' efforts. These included fundraising for Action Research (when all Key Stage 1 pupils brought their teddy bears to a picnic), Help the Aged and the National Children's Homes. Representatives from these societies are invited to talk to pupils in an assembly. The youngest children benefit from borrowing the stimulating Story Sacks made by the Women's Institutes in the county.
53. There are satisfactory relationships between the school and other educational institutions. Opportunities for pupils to get to know their secondary school are sound and there are growing links between the local pre-school and the reception class teacher.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. There are secure arrangements for child protection and ensuring pupil welfare. The headteacher is the designated person for child protection purposes and all staff are aware of the action to be taken in cases of concern. There are appropriate liaison arrangements with other statutory agencies. Health and safety procedures are fully in place. The governing body has responded well to the key issue for action noted in the last inspection: to fulfil its legal responsibilities for health and safety. There is a named governor responsible for health and safety matters. Premises are regularly inspected, risk assessments undertaken and contracts are in place for the safety inspections of play apparatus, electrical and fire equipment. There are satisfactory arrangements for medical needs and first aid.

55. Procedures for monitoring and promoting attendance are satisfactory. Registers are monitored and unexplained absences are pursued. The services of an Education Welfare Officer are available. The headteacher, through newsletters, periodically reminds parents of the undesirability of taking holidays in term-time and of the need for punctuality. Neither matter has assumed significant proportions in the school. Attendance is promoted well by the positive ethos apparent in the school in the current term. This secures parental support and leads to children being happy to come to school
56. The school is a well-ordered community with a few, simple rules understood and accepted by all. Although low profile, the school's procedure for promoting good behaviour is very effective. The school has recently had to accommodate a significant number of pupils from areas outside the village - as much as 25 per cent of its roll. Its success in integrating these pupils testifies to the effectiveness of its approach to behaviour. Pupils understand and support the behaviour card system - blue for good work, effort or conduct, yellow as a warning and red for unsatisfactory behaviour - and support it. Staff have high expectations of pupils' behaviour and adopt a consistent approach towards sanctions and rewards. From meetings with parents, it is clear that the majority of them heartily agree with the way that the school deals with any problems. The staff are well aware of any impending incidents and do their utmost to eliminate them before they escalate. Positive behaviour in the playground is encouraged by the provision of play equipment - soft balls, ropes and hoops - for Key Stage 1 pupils. Similarly, appropriate indoor activities are provided for all pupils on 'wet play' days. Pupils respond well to these provisions.
57. The school has satisfactory procedures for monitoring pupils' academic performance. All pupils are assessed within their first few weeks in school in line with the local education authority's assessment of children on entry. Pupils are fully involved in the National Curriculum tests and assessments at the end of both key stages and the school uses the optional tests in Years 3,4 and 5. There are satisfactory day-to-day assessment procedures, which measure pupils' achievement against the learning objectives highlighted in the lesson planning. The assessment procedures give teachers relevant information about pupils' learning, which helps them plan future lessons. A start has recently been made in setting individual targets for pupils in both key stages.
58. Pupils with special educational needs are well integrated into the pastoral life of the school. They participate fully in all activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents regard the school as a caring school that looks after their children well. They are happy with the attitudes and values it promotes and with the supportive family atmosphere it has created. Parents who live outside the school's normal catchment area have been impressed by the way in which their children have been integrated into the school community, although a few feel that communication with them, the parents, could be improved. Some parents expressed concern over homework, the range of extra-curricular activities, information for parents and the extent to which the school works with parents.
60. The inspection found that the school's homework requirements are clear and understood by most parents and children. There are some real difficulties in putting on more after-school activities. As a significant number of pupils travel by school bus from areas outside the village, out-of-area pupils would either miss the activity or miss the bus home.
61. Many parents have expressed concern about the impact of staffing instability upon their children's learning. These difficulties, in part at least, explain the perceived communication problems mentioned by parents. Parents are, however, strongly supportive of the recent stabilisation in school staffing arrangements. Parents are convinced that the current stability accounts for their children's markedly improved attitudes to school. As one parent put it, "the place really buzzes now".

62. The school has sound links with parents. Parents at the pre-inspection meeting, whilst accepting that the school is always open to informal approaches, considered that an annual, formal meeting with staff was not enough. The school has already responded to this specific concern and arrangements for termly meetings have been made. Parents volunteer to work in school on practical tasks, such as building or grounds' maintenance and a parent runs the school's football club. Very little use is made of parental help in classrooms. But the situation is set to change. The present Key Stage 1 teacher, for example, is keen to recruit such voluntary help as may be available. Parents are kept informed of school events by means of half-termly newsletters. Although this information is appreciated, some parents feel that greater notice of school events could be given. Parents of children in Key Stage 1 particularly appreciate advance notice of the topics their children are going to study. Parents and staff agree that there is scope for parents to be better informed about, and to take a greater part in, their children's learning.
63. Pupils' annual reports are adequate and meet statutory requirements. They are, however, descriptive rather than evaluative; they do not always contain an objective measure of the child's effort or attainment, nor do they consistently include targets for future endeavour.
64. Parents make a sound contribution to children's learning through supporting the school homework policy and making comments in their children's homework books. These books, when used systematically, form a significant vehicle for home-school dialogue, as do the reading diaries used in Key Stage 1. Parents were consulted over the precise terms of the home-school agreement and the majority have signed up to it. The Parent Teacher and Friends Association makes a significant contribution to the school through its fund-raising and social activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The headteacher has provided the school with sound leadership and management through a difficult period of instability and uncertainty. She is committed to the well being of the pupils and, to this end, has willingly worked with governors and the local education authority to resolve unforeseen and challenging problems. Pupils, parents, governors and staff agree that the school is currently a positive and rapidly improving place. They are equally clear that it is important to secure the stability of the school in the longer-term.
66. The unforeseen absences of a key member of the teaching staff, particularly in the last twelve months, led to considerable discontinuity in learning for the younger pupils. Only in the current term has the situation become settled with the last minute appointment of a newly qualified, supply teacher in Key Stage 2, and by employing a previously part-time teacher on a full-time basis, as the teacher for the Key Stage 1 and reception age children. The inspection confirmed the overwhelmingly held view of parents that their children are thriving in a purposeful and encouraging environment.
67. The headteacher is strongly supported by all the staff who work together as an effective team. This is to their credit, especially given the newness of their positions and responsibilities at the start of the current term. At the same time, the local education authority (LEA) recognises the challenge faced by the school and has worked with the headteacher and staff in a constructive way to:
- support teaching and learning;
 - support the headteacher in planning for school improvement;
68. On both counts, the LEA's contribution has been welcomed and is proving effective. The staff and governing body are aware of the school's strengths and know what needs to be done to improve. The shared commitment to improvement is evident in the work in the classrooms that focuses around the needs of the pupils.
69. The school's aims and values lean heavily towards pupils' pastoral needs and, to this end, they are pursued and successfully reflected in its work; for example, pupils are valued and there is a commitment to inclusive policies.

70. However, the staff's determination to raise standards, as seen in the inspection in the predominately high expectations of what pupils can achieve, is not featured in the school's aims. In order to secure the current commitment to improvement there should be a greater emphasis in the school's aims to raising standards.
71. Although the management of the core subjects of English, mathematics, science and ICT has been given to individual members of the new staff team, they take a shared responsibility for other areas of the curriculum. In the unusual staffing circumstances, the responsibilities have often been carried out informally but even so, the staff's effective contribution is already having a positive impact on the quality of provision. They have shown enthusiasm and purpose in taking on board new and sometimes unfamiliar responsibilities. They give a good level of support and guidance to one another. In a short time 'spot-check' audits of provision have been carried out in many subject areas. This has given the school a clear overview about what needs to be done to strengthen its provision. Staff are aware that in order to strengthen the management of the curriculum in the longer term, they should:
- decide which member of staff is best suited to take responsibility for each area;
 - clearly define the responsibilities so that members of staff know their role, both in day-to-day terms and in longer-term improvement.
72. There is a special education needs co-ordinator in post and two qualified learning support assistants. The co-ordinator manages the aspect well and provides good leadership. She is currently looking at the recent steady rise in the number of special needs pupils, in order to review the school's response and make it even more effective. Additional support through a speech and language therapist and an educational psychologist is readily available when needed.
73. In the last inspection, the then newly-formed governing body was found to be supportive, but had shortcomings on two counts. It did not take an active part in monitoring the curriculum, nor did it take full responsibility for its statutory duties, including Health and Safety. The governing body has significantly improved its role so that, whilst it continues to be supportive of the school, it is increasingly involved in working with staff to improve the average standards. All statutory responsibilities are fully met. There is a good working relationship between governors and staff built around a shared desire to improve.
74. The governing body has been fully involved in the issues arising from the recent staffing difficulties. It has worked closely with the headteacher and the LEA in an attempt to make the best of a challenging situation and to uphold the interests of pupils. Since the last inspection, governors have extended their role in strategic planning through a good understanding of the school's strengths and weaknesses and the challenges it faces. They have a sound insight into the most important aspects of pupils' performance. Through visits to classrooms, discussions with staff and a good flow of relevant information from the head teacher, governors are fully aware of the main issues for attention.
75. The long-term staffing difficulties have taken up a great deal of the headteacher's and governors' time and attention. As a result, two aspects of the school's management have not been so well developed as others:
- setting targets and appraising the work of the headteacher has not yet begun;
 - priorities for school improvement have not been set against measurable targets, in order to help the school to assess the effectiveness of its provision;
76. Since the previous inspection, and in direct response to the key issue, the governing body has extended its role in monitoring and evaluating the curriculum. A sub-committee structure has been put in place that contributes well to the development of the curriculum, including the introduction of the national strategies for literacy and numeracy. Priorities for improvement have rightly focused on the issues raised in the last inspection. The governors are sufficiently involved in the life of the school, keeping themselves well informed about what is going on, and how it affects the pupils. After making a monitoring visit, individual governors report back to the full governing body.

77. The previous report noted that monitoring and evaluating the quality of teaching and the curriculum was limited by lack of non-contact time. The school has rightly made this issue a priority, seeing it as a means to improve the quality of teaching. The recent involvement of the LEA has provided useful additional monitoring and support to teachers. The improvement in the quality of teaching since the last inspection is, in part, evidence of the effectiveness of the school's monitoring, evaluation and support. This work needs to continue, in a clear and structured way, but in particular by relating the quality of teaching to a closer analysis of pupils' performance. In this way, the effectiveness of provision can be evaluated, strengths built on and shortcomings remedied.
78. The monitoring and evaluating of teaching has included a good programme of support for the newly-qualified teacher and the implementation of national strategies for literacy and numeracy. This is in spite of considerable interruptions in the introduction of the literacy strategy arising, in the main, from the absence of the co-ordinator. In the case of numeracy, the strategy's implementation has been particularly effective.
79. Prior to the involvement of the LEA, school development planning had some shortcomings. It did not give enough attention to maintaining and improving pupils' standards of achievement. At the same time, the success criteria of many initiatives were unclear, making it hard to check on how well they were progressing. This was in spite of the fact that many of the weaknesses noted in the last inspection had been successfully improved. However, the LEA's recent 'Alongside' arrangement, which enables the school to work closely with another experienced headteacher, has led to an effective 'improvement' plan. This approach is already reaping benefits that can be seen in all aspects of management, although everyone in the school's community realises that improvement depends very much on having stability in staffing.
80. Educational priorities are soundly supported through the school's financial planning. The school budgets systematically so that all spending relates sufficiently to its priorities for improvement. The school administrative officer attends the finance sub-committee meetings and is efficient in keeping records and in ensuring a flow of information between the headteacher, full governing body and the sub-committee. The inspection confirms the findings of a recent external audit that secure administrative procedures are in place and that the governors exercise a satisfactory level of financial checks and controls.
81. In many areas of expenditure, the school is aware of getting best value, for example in getting various quotes before making a major purchase. Seeking best value is less apparent in relation to spending to bring improvements in standards. The school has yet to make use of detailed analysis of assessment results to target spending on support for individuals and groups of pupils. It has not begun to consider ways to monitor and evaluate best value in terms of measurable performance; for example' in considering the value of its own spending.
82. The school has a team of suitably qualified teachers and support staff to meet the needs of all aspects of the curriculum apart from the under-fives. In day-to-day teaching terms, the quality of provision for the under-fives is good and the recently appointed teacher makes a positive impact on the provision. However, in the longer-term the staff need to be trained with a specific knowledge and understanding in this stage of learning, so that they can fully embrace the requirements of the nationally recommended curriculum for the foundation stage.
83. Learning support staff work hard and are very much members of a team. All staff make an added contribution to pupils' learning when they take on additional training to extend their roles. A good example of this is in information and communication technology, where a previously unsatisfactory level of knowledge and understanding has been greatly improved by training and a lot of personal initiative on the part of staff.
84. The school makes satisfactory use of new technologies, and the teaching staff are increasingly confident in using them. Several computers now include a CD-ROM and the school has access to the Internet.
85. Specific grants received by the school, such as funding for staff training and for a statemented pupil are being used well and for the specified purpose.

86. The absence of a hall means that the school is dependent on fine weather to undertake physical activity. This shortcoming makes the otherwise adequate accommodation, unsatisfactory.
87. There are adequate resources for learning. The school is reasonably resourced in all areas of the curriculum, including ICT, literacy and numeracy. Resources for the under fives are satisfactory. There is a satisfactory ratio of computers to pupils and these are sufficiently used. Resources are generally well organised and accessible. The school makes reasonable use of the immediate environment and of resources further afield to support learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. In order to build on the existing strengths of the school and to improve the quality of pupils' learning and the standards they reach, the governing body, head teacher and staff should:
- 1. Improve standards of writing (paragraphs 12, 13, 105, 107) so that they match the levels pupils achieve in reading and in speaking and listening by:**
 - raising the expectations for presentation and accuracy in pupils' written work in all subjects;
 - taking full advantage of opportunities in the literacy sessions to develop pupils' writing skills;
 - ensuring that there are opportunities for pupils to develop their extended writing across the curriculum;
 - monitoring and evaluating the school's efforts to improve pupils' writing.
 - 2. Ensure that the school has the means to further strengthen its quality of education and to measure its effectiveness (paragraphs 21, 77, 81) by:**
 - linking the approach to the monitoring of teaching and learning already in place, to an analysis of pupils' achievements;
 - using this to evaluate the effectiveness of provision, so the school knows what works and what needs to improve.

3. **Strengthen the role of staff with specific responsibilities (paragraph 71, 75) by:**
 - clearly defining the extent and nature of the role/responsibility;
 - relating the role closely to the school's needs for improvement;
 - ensuring that the role includes appropriate monitoring and evaluating of teaching related to pupils' achievements;
 - identifying and supporting training needs, so that staff can carry out their roles effectively.

4. **Ensure that parents are fully informed about, and involved in their children's learning (paragraph 62) by:**
 - making sure parents know about what is happening in the classroom, so that they can support learning;
 - extending opportunities for parents to be involved in the day-to-day life of the school, including helping in classrooms;
 - improving the quality of pupils' reports, so that parents have a better idea of the standards their children achieve and where these can be improved.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	70	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	53
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	5.8
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	4	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	4	4	4
	Total	6	6	6
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	1
	Girls	4	4	4
	Total	6	6	5
Percentage of pupils at NC level 2 or above	School	100	100	83
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	4	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	1	2
	Girls	2	2	2
	Total	4	3	4
Percentage of pupils at NC level 4 or above	School	67	50	67
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	2	2	2
	Total	4	4	4
Percentage of pupils at NC level 4 or above	School	67	67	67
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	53
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)	3
Number of pupils per qualified teacher	17.7
Average class size	17.7

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	36

FTE means full-time equivalent.

Financial information

Financial year	1998-9
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	£
Total income	134,037
Total expenditure	139,484
Expenditure per pupil	2,683
Balance brought forward from previous year	8,428
Balance carried forward to next year	2,981

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	45
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	48	12	0	0
My child is making good progress in school.	36	52	8	0	4
Behaviour in the school is good.	32	52	4	4	8
My child gets the right amount of work to do at home.	36	32	24	4	4
The teaching is good.	28	60	8	0	4
I am kept well informed about how my child is getting on.	28	32	32	8	0
I would feel comfortable about approaching the school with questions or a problem.	42	38	12	8	0
The school expects my child to work hard and achieve his or her best.	28	52	16	0	4
The school works closely with parents.	24	36	36	0	4
The school is well led and managed.	32	56	8	0	4
The school is helping my child become mature and responsible.	28	60	12	0	0
The school provides an interesting range of activities outside lessons.	16	32	24	12	16

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

89. The children who are under five are taught in a mixed class of Year R and Year 1 pupils in the morning and as members of a small, mixed-age Key Stage 1 class in the afternoons. At the time of the inspection there were four children who were under five, two of whom were working within Level 1 of the National Curriculum and two who were not five until the end of August who were working towards the Early Learning Goals. It is not possible to compare the existing provision for children under five with the previous inspection, since this area was not reported on at that time.
90. The quality of teaching for the children under five this term is good. At the start of the current term, the teacher moved from a part-time position in Key Stage 2 to this class. She works well with the classroom assistant to provide effective learning opportunities for the youngest children. She is looking for suitable professional development opportunities to increase her knowledge of how young children learn and increasing her expertise in teaching the basic skills.
91. The high quality planning, which matches the Early Learning Goals, and takes into account the children's prior achievement is a good feature of the learning environment. The teacher's patient and encouraging style makes a positive contribution to children's understanding of the tasks. As a result of the good teaching the children like coming to school and are keen to learn. They are confident and co-operative and reach the standards expected of them for their age.
92. Assessment of children when they start school shows that attainment on entry is in line with the county average. Most children have had pre-school experience. The majority of children reach the national Early Learning Goals by the age of five in all areas of learning.

Personal and Social Development

93. The teaching of personal and social skills is good and the warm and friendly approach of the teacher results in children feeling safe and secure in their learning. They are happy and eager to come to school. The good class management ensures that they behave well, concentrating and persevering to complete their tasks. They respond well in discussion to the interesting teaching. Achievement is frequently praised as, for example, when the children listened carefully and followed instructions in a dance drama session. Children are encouraged to take turns and to listen to each other as they investigate the contents of a Story Sack associated with the story 'Peace at Last'. Children's personal and social development is in line with standards that are typical for children at the age of five.

Language and Literacy

94. The teaching of language and literacy is good and appropriately linked to the objectives of the National Literacy Strategy. Children achieve standards in line with those normally found at the age of five. Good relationships between the teacher and the children are a positive feature of the teaching in this area. This results in effective learning. Well-targeted questions encourage children to develop speaking and listening skills so that they can express their ideas clearly. As a result of the teacher's appropriately high expectations, the children are beginning to associate the sounds of letters with the symbols, are developing a basic sight vocabulary and are learning to write letters correctly.

Mathematical development

95. Mathematical teaching is linked to the National Numeracy Strategy and is good. As a result learning is good and children achieve standards in line with those typically found for five year olds. They count objects confidently and recognise numbers to ten. They can tell the time by

the hour. They recognise the most common coins and can add 1p to 2p, 5p and 10p. Most children understand addition and subtraction in practical situations.

Knowledge and understanding of the world

96. The teaching of knowledge and understanding of the world is good and results in children achieving the standards that are expected at the age of five. Children participate in well-planned scientific activities with obvious enjoyment and talk about the similarities of fruits and vegetables. They know the names of most parts of the body. They compare the differences between babies and toddlers. They know that materials change when heated, for example chocolate. They take turns to use the computer and are developing skills appropriate for their age.

Creative development

97. Most children achieve standards in line with the standards normally found as a result of effective teaching. They are provided with opportunities to paint, print, cut and stick. They play in the role-play area, the hospital, which gives valuable opportunities to develop social skills. They learn to use their voices and instruments to create different sounds; high, low, loud and soft. They successfully use these experiences to create a musical accompaniment for the story 'Peace at Last'.

Physical development

98. No specific teaching was seen in physical development but children are provided with daily opportunities to use the climbing frame, wheeled toys, bats and balls. During a dance lesson the children responded very well to the music, 'The Teddy Bears' Picnic', using space sensibly and showing a good awareness of each other. The lack of a school hall is a weakness in the provision, although the school compensates as much as possible by using the playground, the field and the orchard.

ENGLISH

99. Inspection evidence shows that most seven-year-olds are reading at a secure level for their age, but that standards of writing, although close to the national average, are nonetheless lower than in reading and speaking and listening. This picture is similar to the results of the 1999 National Curriculum tests and assessments. The inspection findings reflect the unpublished results of the current Year 2 group in the latest national tests.
100. The impact of the National Literacy Strategy and the firmly focussed teaching this term is beginning to have an impact throughout the school on the standards of writing. Pupils in both key stages know when to use the conventions in English but this is not reflected in their day-to-day writing across the curriculum. In part this is due to an over dependence on worksheets, but also the expectations for pupils to apply these skills are not high enough. Inspection evidence indicates that standards are similar to those seen at the last inspection, although there is clear evidence of an improvement in the current term.
101. Standards in speaking and listening are in line at the end of both key stages. In Key Stage 1, pupils listen attentively when the teacher is introducing new work. They speak clearly and with expression as they prepare and present a puppet show during a literacy hour. Pupils in Key Stage 2 express their ideas clearly and listen to one another's opinions as they consider the features of advertisements that make them effective. Pupils are given frequent opportunities to express their opinions and take part in discussion; for example, in science in Key Stage 1 and in geography in Key Stage 2.
102. At the end of Key Stage 1, reading is in line with the national average. Most pupils read fluently and with expression. They remember the main facts in a story they have read and predict what might happen. During literacy hour, pupils looked at various versions of the story

of Jack and the Beanstalk, including Roald Dahl's 'humorous verse'. They were able to read parts of this poem as a group and individually and explained the meaning of many of the words.

103. At the end of Key Stage 2, reading is in line with the national average. Most pupils achieve the expected standard and higher-attaining pupils exceed the standard. Pupils enjoy reading. Many read for pleasure at home and discuss the books they have enjoyed with good insight. By the end of Key Stage 2, pupils use their research skills well in other subjects, such as in science. Pupils use the library regularly; there is a good selection of books in each classroom.
104. At the end of Key Stage 1, attainment in writing is broadly in line with the national average. Pupils can write labels for the old toys to go in the class museum; they use rhyming words effectively as they continue the 'humorous verse' poem in the style of Roald Dahl. Pupils are given a good range of writing opportunities but when they write stories and accounts they do not use punctuation correctly and sentence construction is insecure. Much of the work is untidy and they do not automatically read it through and alter the errors.
105. At the end of Key Stage 2, pupils' writing is in line with the national average although they do not produce fluent extended writing using complex sentences and paragraphs. Although they are given opportunities to draft and re-draft their work these opportunities need to be increased and a culture developed where pupils are encouraged to read through and check all their work. At the present time, presentation and care are often weak. By the end of Key Stage 2, pupils have a good grasp of punctuation and their writing covers an appropriate range of poetry, letters stories and accounts. Spelling is taught and tested weekly and pupils pay attention to spelling in their written work. Literacy is used very well in other areas of the curriculum; for example, pupils wrote a persuasive letter to the Banana Company to get a fair deal for the growers in St. Lucia as part of the geography topic.
106. Teaching in both key stages is good. The planning is thorough and lessons are interesting and motivate pupils well. The teaching of joined writing has already been identified as an area for development and teachers have begun to address the issue. One lesson in Key Stage 2 was very good. Here, expectations of behaviour and academic achievement were high and pupils were clear about what they had to learn. The pace of the lesson was brisk and pupils worked hard to complete the challenging tasks.
107. Pupils' progress in learning is good in speaking and listening and in reading at both key stages. This reflects the varied opportunities they are given to develop these skills. Progress in developing a legible style of handwriting is slow and affects pupils' presentation skills in both key stages. At Key Stage 2, there is unsatisfactory learning in sustained writing. However, pupils are responding well to the stimulating teaching in Key Stage 2 this term.
108. Pupils with special educational needs and lower-attaining pupils are very well supported in the classroom by experienced Learning Support assistants who make a significant contribution to the pupils' good progress.
109. Most pupils show good attitudes. They listen well when the teacher introduces new texts and tasks. When tasks are interesting and challenging, pupils show sustained concentration. They show good confidence during whole-class discussion times and when chosen to read aloud to their fellow pupils.
110. The school has made a considerable investment in literacy resources that are used effectively by teachers. Literacy is well promoted throughout the school by attractive displays. Pupils value the incentive to earn cards for good work and behaviour, which can later be exchanged for books.
111. The absence of the literacy co-ordinator has interrupted the implementation of the national strategy. The loss of her contribution in monitoring, evaluating and supporting other staff has meant that the strategy has not been managed as required. However, the disadvantage is not as great as it might have otherwise been, partly because the LEA has given additional support and partly because staff changes have brought in people with their own skills. Teaching has

been well monitored and staff have benefited from this. The regular monitoring visits made by the literacy governor, serve as a valuable insight into the school's provision. This leaves the governors well placed to broaden their attention, so that they support the staff in linking the school's provision to pupils' achievements.

112. The inspection found that, in spite of unavoidable interruptions and upheaval, the management of the subject is sound. There is a strong will to improve. In order that the improvements noted during the inspection are continued, the staff should:
- raise the standard of pupils' writing so that it reaches the levels of pupils' reading and speaking and listening;
 - clearly define the role and responsibilities of the literacy co-ordinator so that it is clear what needs to be done, how, why and when;
 - make sure that any training needs, including those to support the co-ordinator in her role, are identified and supported;
 - strengthen the link between the monitoring of teaching and of pupils' performance, so that the school can see what works well and what needs to be done to improve the provision;
 - broaden to role of the literacy governor to include monitoring of all aspects of provision in relation to standards pupils' achieve.

MATHEMATICS

113. The inspection found that, at the end of both key stages, pupils reach standards close to those expected nationally for their age. This is a similar picture to the findings of the last inspection report.
114. The inspection findings reflect the achievements of seven-year-olds in the 1999 national tests. The current eleven-year-olds reach far higher standards than did their counterparts in the 1999 tests.
115. Taken together, the performance of pupils at the end of Key Stage 1 in mathematics from 1996 to 1999 was above the national average. By the age of eleven, pupils' performance over the four years was well below average. The very small size of the cohorts at both key stages means that comparisons in results between years should be viewed with great caution. The high proportion of pupils entering the school after Key Stage 1, many with special educational needs, has adversely affected the results in Key Stage 2
116. Over the last four years, the performance of boys is slightly better than girls at the end of Key Stage 1, while the reverse is true at the end of Key Stage 2. However, the inspection found no compelling evidence to suggest any difference in opportunity between boys and girls.
117. Evidence from a scrutiny of pupils' work and from observations during lessons shows that standards have improved in the current term. The introduction of the numeracy strategy is starting to have an impact on pupils' learning, at the same time as pupils feel more settled after a period of considerable discontinuity in staffing.
118. By the age of seven, pupils reach standards in number that are close to the national average. They have a reasonable repertoire of number facts and most can recall them with a fair degree of speed and accurately. Most know facts such as 3 add 5 is 8 and that 3 from 8 is 5. They count in twos, fives and tens to at least 100. They join in a game to add on to a given number, such as 4, in steps of ten. Using number lines and squares, they work out answers in different ways. Higher-ability pupils are beginning to tackle problems involving larger numbers. For instance, they relate their knowledge of 3 add 5 to 13 add 5, and then to 23 add 15. Most know the difference between odd and even numbers and recognise number patterns. The higher-attaining pupils relate doubling to the halving of numbers. Many pupils are beginning to understand division and a few of them relate this to multiplication and calculate mentally by multiplying and dividing. Nearly all have a sound understanding of the place value of tens and units and most can tell the value of a digit in, say 34.

119. Eleven-year-olds have a good recall of number facts and nearly all work confidently with larger numbers. Higher attaining pupils have a secure grasp of number and have developed rapid and accurate recall skills. Faced with quite complex mental calculations, pupils draw on previously developed strategies. They know how and when to use a calculator, for example to check calculations involving large numbers. Most pupils look to work out calculations in their head, and make a good 'guesstimate' to help them be sure if their working out is right. Nearly all eleven-year-olds have a good sense of place value. They can multiply and divide whole numbers by 10 or 100, recognising the movement of the digits to the left or right. Higher attaining pupils work confidently with decimals. They know the value of the decimal digits in, for example, 14.87, and can round such numbers up to the nearest whole number. Pupils confidently applied their knowledge of multiples when investigating patterns in a sequence of numbers. More-able pupils use their knowledge of patterns to make predictions. Whilst pupils work well independently to search for patterns and try out their own ideas, they are not so used to discussing and comparing different ways of tackling the same problem, taking on board alternative methods and thinking about using them in other situations.
120. Seven-year-olds have a sound understanding of shape, space and measurement. They can describe common two- and three-dimensional shapes using correct terms such as angle, solid and face. They are beginning to measure in non-standard units. Higher attaining pupils use tally sheets accurately for simple surveys. They record their data on bar graphs and can interpret and explain their findings.
121. Eleven-year-olds' sound understanding of angles and distance is effectively reinforced in using a programmed 'roamer' to travel, make turns and create patterns. They use appropriate language to describe three-dimensional shapes. They measure accurately in centimetres and millimetres and can calculate the perimeter and area of irregular shapes. Most of them can use a protractor to measure obtuse and acute angles. By the end of Key Stage 2, pupils produce bar and line graphs and compare their results. They make good use of opportunities to present information on spreadsheets and graphs by using the computer.
122. Of the three lessons observed, the quality of teaching in one was very good, in one was good and in the other was satisfactory. The very good lesson for pupils in Years 4, 5 and 6 was well planned with clear learning intentions. As a result, pupils knew what to do and what was expected of them. Learning was purposeful and the lesson productive. Pupils got on well with their work and felt confident in trying out their own ideas. Good use was made of resources, such as calculators, 'Gelasia' grids and 'Multilink' to make calculations and add to understanding. The pace of the lesson was brisk but never rushed, and pupils were encouraged to think out and test their own ideas and to learn from any errors. Each lesson ended with a useful plenary session. Lower attaining pupils in Year 1 learned about time from the demonstrations and explanations of their classmates at the end of the lesson.
123. In all of the lessons, there were good relationships between the pupils and the adults, and teachers' made effective use of their time and skill to support and extend learning. Each lesson began well with a warm-up activity of mental mathematics that invariably involved all of the class. Pupils were keen to join in and to suggest answers, even when they were not sure of being right.
124. Satisfactory teaching could be improved by providing pupils with a clearer idea of what they had to do in their group activity. Pupils spend too much time on unnecessary activities, such as colouring in, when they could move on to a second and more challenging task. Even so, pupils were eager to learn and responded well to their teacher's timely questions.
125. Homework is given on a regular basis and supports learning. Pupils usually get positive feedback to show that their efforts are valued and to help them with any specific points for improvement.
126. The National Numeracy Strategy is making a good impact on pupils' learning, although this is stronger in some classes than in others. A clear and consistent approach to planning relates well to the framework of the numeracy strategy and to the National Curriculum programmes of study. The framework is used effectively to help plan lessons for pupils across year groups.

Even so, this inevitably proved a greater challenge in the class that includes pupils from both Key Stage 1 and 2. There is a good balance between the different elements of the subject and some useful links are developing so that other subjects, such as science and ICT contribute to pupils' mathematical development, often in a practical way. These opportunities are clearly identified in the planning and are apparent within lessons. Because planning identifies the needs of pupils of different abilities, including higher attaining pupils and pupils with special educational needs, all pupils are well catered for within lessons. Overall, the subject makes a sound contribution to pupils' spiritual, moral, social and cultural development.

127. The co-ordinator provides sound management of the subject that is clearly beginning to make a positive impact on the quality of teaching and learning. There is a secure curriculum and, with help from the local education authority, monitoring of the quality of teaching is contributing well to staff development. The numeracy governor visits classrooms and is gaining a useful insight into the strengths and needs of provision that serves as an introduction to her broader monitoring role. There is evidence that the National Numeracy Strategy is beginning to make an impact on raising pupils' achievements. Satisfactory procedures are in place to assess pupils' progress and understanding.
128. The inspection showed that the provision in the school is satisfactory and improving. The staff are aware that, to secure this improvement beyond the current term, they should:
 - strengthen the link between the monitoring of teaching and of pupils' performance, so that they can see what works well and what needs to be done to improve the provision;
 - broaden to role of the numeracy governor to include monitoring all aspects of provision in relation to standards pupils achieve;
 - clearly define the role and responsibilities of the subject's co-ordinator so that they know what needs to be done, how, why and when;
 - make sure that any training needs, including those to support the co-ordinator in the role, should be identified and supported.

SCIENCE

129. The inspection found that, at the end of both key stages, pupils reach standards in science close to those expected nationally for their age. This is a similar picture to the findings of the last inspection report, when pupils were also found to make sound progress.
130. During the inspection, it was possible to observe just one science lesson in each key stage. Therefore, inspection findings are supported by a scrutiny of pupils' work, discussion with pupils and staff and by the evidence of teachers' planning.
131. Throughout the school, pupils are developing sound scientific knowledge, understanding, and skills. Most seven-year-olds show growing confidence in explaining what they observe in their investigations and enquiries. For example, as part of their work on absorbency, pupils make up a 'fair test' to predict which type of paper is the most absorbent. By the end of Key Stage 2, attainment in investigational and practical work is in line with national averages and does not quite match pupils' knowledge, which is often above average. In part, this can be related to the many changes in teaching staff affecting the continuity of learning and opportunities to be actively involved in investigations and experiments. Pupils use charts and graphs in a variety of ways to record their results and test their hypotheses.
132. In their study of life processes, pupils in Key Stage 1 can identify the major organs of the body and know about the life cycle of a butterfly and a frog. They know what plants need to grow and recognise the parts of different fruits and vegetables from close observations, discussion and drawings. By the end of Key Stage 2, pupils can explain the positions and functions of the inner organs of the body, such as the heart and inner ear. They know how to find further information from books and CD-ROMs.

133. When studying materials, pupils in Key Stage 1 can sort by colour, texture and hardness. They can record their results in the form of simple charts. By the end of Key Stage 2, pupils can sort materials by texture, flexibility and fitness of purpose.
134. In their work on physical processes, Key Stage 1 pupils can compare the distance that toy vehicles travel down varying degrees of slope and understand simple electrical circuits. Key Stage 2 pupils have a good understanding of forces. They can talk about the effect of gravity on objects and recall an earlier experiment with considerable detail and understanding.
135. Pupils clearly enjoy learning about science, particularly when there is a practical and investigative component to the lesson, as in Key Stage 1 when pupils had the chance to examine dissected fruit and vegetables and in Key Stage 2, when they looked at a pig's heart. They work well on their own and sometimes in pairs but are less co-operative when working in a group mainly because they do not always listen carefully to what others have to say.
136. The quality of teaching in both lessons observed was good. The teachers have a good understanding of what they teach and this helps pupils to know what is expected from them. Long-term and medium-term planning ensures coverage of the programmes of study, although implementation has been a challenge in the current term, when temporary teaching arrangements have had to be put in place. Staff do very well to overcome the difficulty of working with such a wide range of age and attainment. Day-to-day assessment is good, and long-term assessment to inform the next stage of teaching is effective.
137. The recently appointed co-ordinator has a clear idea of the strengths and weaknesses of the subject. She is clear about her role and offers good support to her colleagues who are keen to further improve the provision. The soundly constructed curriculum draws well on nationally recommended guidance. Planned links with other subjects strengthen the curriculum for science. Work in science makes a satisfactory contribution to literacy and numeracy. For example, data handling, using the computer, is a common feature of presenting and interpreting scientific information. The subject is adequately resourced. The pond and wild area, the field, and surrounding rural setting contribute well to the subject. Some use is made of local visits although there is scope here for further development. Since the previous inspection, there has been an improvement in the allocation of time for the subject, a scheme of work has been reviewed and a portfolio of levelled work, to assist teachers in their judgements, is now in place.
138. The school has had to make big adaptations to the way science teaching was organised in the current term. This has presented staff, but particularly the co-ordinator who has done most of the teaching, with a considerable challenge. In the circumstances, she has done well, especially in presenting the curriculum across the year groups. The school plans for the subject to be taught fully by each of the class teachers in the coming school year.

139. The school is well placed to raise the status of the subject. There is a good level of expertise and a strong will to improve. The staff are aware that in order to ensure the subject's improvement they should:
- extend monitoring of the subject to include that of teaching and, where possible, to link this to an assessment of pupils' achievements;
 - look to extend planned opportunities to link science to other subjects - this should be easier when it is taught within its own class;
 - give greater emphasis to practical work, investigations and experiments, especially to allow pupils to work together to think, develop and talk about their ideas.

ART

140. Although it was only possible to observe only one lesson in art during the inspection, it is clear from the work collected in pupils' portfolios and from displays around the school, that the standard of work at the end of both key stages is satisfactory, with some examples of good work in painting, drawing and collage. This represents an improvement on the findings of the previous report. Pupils, including those with special educational needs, make sound progress at both key stages.
141. Younger pupils develop skills in mixing colours, drawing from close observation and experimenting with patterns. In a science lesson, Year 1 and 2 pupils made careful pencil drawings of a selection of fruit and vegetables, talking about the different ways of looking at them and their colour and texture.
142. Pupils use sketchbooks to record their observations of natural and human-made objects, achieving sound standards of control and quality of line. They know about a small range of artists and reflect this in some aspects of their work.
143. By the end of Key Stage 2, the standard of collage and portraiture is often good, as is the quality of work with fabric. Pupils have reasonable opportunities to develop techniques in painting, drawing, printing and, to a lesser extent, pottery. They know about the work of different European artists, such as Kandinski and Van Gogh. They are aware of non-European art; for example, ceramics from around the world when investigating pattern in a Key Stage 2 lesson.
144. In the one lesson observed, in Key Stage 2, the quality of teaching was good. The teaching was purposeful because the lesson had specific objectives that were pursued throughout with enthusiasm and intent. Carefully chosen artefacts from around the world gave interest and meaning to the pupils who showed a positive attitude to the subject. They handled the artefacts with respect and used materials and equipment properly and without waste. The lesson built well on earlier learning so that pupils had a chance to develop their skills and to take on board appropriate artistic terms, such as, overlap and stippling. They produced two-colour stencilled prints onto linen with thought and, for nearly all pupils, a good degree of creativity and skill. Eleven-year-olds described their technique, commented on the effect, and made suggestions as to how their work might be improved. The lesson concluded with a valuable plenary session in which work was evaluated and ideas for display discussed. Rotating patterns were related to current work on symmetry in mathematics to good effect. On the following morning, pupils gathered around a pleasing display of their work.
145. The work of the pupils is displayed well in all classrooms and celebrates their achievements to encourage them to improve their skills. Portfolios of each pupil's work are kept so as to monitor their progression in skills and knowledge. However, there is, as yet, no formal assessment of pupils' work and no recording of pupils' development of skills, knowledge and understanding.
146. The subject is supported by a clear and straightforward scheme of work that embraces much of the recent national guidance for a revised curriculum. Resources for art are good and although

there is no access to a kiln, work is undertaken using air-dry clay. A growing feature is the links made between art and other subjects, as was the case in the Key Stage 1 science lesson where pupils sketched fruit and vegetables. In Key Stage 2, work from earlier in the term on the Egyptians, gave pupils the opportunities to produce good quality three-dimensional models of mummies and other artefacts.

DESIGN AND TECHNOLOGY

147. It was not possible to observe any lessons in design and technology during the course of the inspection. However, through discussion with pupils and teachers, a scrutiny of planning, and the examination of a number of completed models, it is possible to say that pupils make sound progress. There is not enough evidence upon which to judge the quality of teaching. Inspection findings closely match those of the previous inspection report.
148. The school has a useful scheme of work and completed policy for the subject. As a result, a programme of soundly planned activities is carried out during the year and linked to achieve a systematic development of basic important skills, such as designing, cutting, shaping, joining, using of tools, finishing and evaluating. This suggests a similar position to that in which the school found itself at the last inspection. The scheme of work takes on board the national guidance now available.
149. By the end of Key Stage 1, pupils can identify appropriate materials that should be used. They design and make models from recyclable materials. They learn the skills of cutting, sticking and joining and can build models from commercial construction kits.
150. By the end of Key Stage 2, pupils generate and modify designs in response to a given task, including testing and evaluation. For example, pupils in Year 6 planned, made and evaluated different kinds of books, all with a mechanism. They interviewed pupils in Key Stage 1 to help them to assess the requirements. They selected materials to 'fit the purpose', such as shiny paper to attract the reader and levers for a pop-up book. There is recorded evidence of evaluations of at least a reasonable standard for pupils of this age.
151. Samples of previous work include models of Egyptian artefacts carefully made of clay and salt dough. During the current term, pupils in Key Stage 1 have completed a food technology unit in which the teacher was assisted by a trained food technologist. Pupils enjoyed preparing the food, cooking it and discussing how their efforts went and ways the product could be improved. The theme was carefully planned to relate to the story of lent in religious education and, as such, made a positive contribution to pupils' sense of 'awe and wonder'.
152. Teachers' plans show that the subject is given sufficient emphasis as a subject, following a recent review of time allocation. Recent planning shows a consistency from class to class and a balance of different aspects of the subject. As yet, there is no clear approach to the assessment and recording of progress, beyond the informal observations of teachers.
153. A revised scheme of work takes account of recent national guidance and has been implemented since the previous report. There is a fair range of well-used resources and the school has access to a cooker for the teaching of food technology.

GEOGRAPHY AND HISTORY

154. History is being taught in Key Stage 1 this term so no geography lessons were seen. However, teacher's planning and scrutiny of past work indicates that pupils are acquiring knowledge and developing key skills in geography throughout the school. For example, pupils study routes and journeys around the school, the village and the local coastal resort.

155. In the one history lesson seen, pupils built on previous learning about old and modern toys. They looked at the toys carefully and raised questions to discover their age, where they were made and the materials used. They wrote labels carefully for the class museum display.
156. Pupils show interest in history and show respect for the old books, dolls and puppets that were brought in by a governor.
157. The teaching in the one geography lesson seen was good. The lesson built on previous knowledge, tasks were well matched to pupils' prior learning and non-teaching support was used effectively so that all pupils were involved, including those who were under five.
158. No history is being taught in Key Stage 2 this term, but teachers' planning and a scrutiny of past work suggests that pupils have a reasonable body of knowledge about Ancient Egypt and Tudor Times. Pupils use a variety of sources of evidence, books, CD ROMs, the Internet, videos and visits to collect information. They discuss what they have found out with enthusiasm.
159. Pupils in Key Stage 2 are studying St. Lucia and this work in geography is being used very effectively to contribute to cultural development. The pupils have a clear perception of the effects of the banana trade on the inhabitants of the island. Information and communication technology and mathematics are used well as pupils create and read graphs of temperature and rainfall on the island throughout the year. The very attractive interactive display makes a positive contribution to pupils' learning.
160. Pupils show positive attitudes in this lesson. They listen attentively to the audiotape and answer questions thoughtfully. They work in groups looking at leaflets about the island in preparation for discussing the advantages and disadvantages of tourism for the island economy.
161. The good teaching in this Key Stage 2 lesson led to effective learning. The features of the good teaching are the detailed planning with a wide variety of activities, very well prepared resources, high expectations of behaviour and academic achievement, well targeted questioning to keep all pupils interested and the setting of challenging tasks.
162. No geography lessons were seen at the last inspection, so that a comparison cannot be made.

INFORMATION AND COMMUNICATION TECHNOLOGY

163. Pupils aged seven and eleven reach standards in information and communication technology (ICT) that are in line with those expected nationally. This is a distinct improvement on the standards noted in the previous Ofsted report, especially in view of higher expectations nationally. The 1996 inspection identified the need to 'raise the standards of attainment in ICT throughout the school' as a key issue for improvement.
164. The improvement in standards is due to:
 - increased levels of staff expertise and confidence;
 - good use of improved resources;
 - positive attitudes of pupils and staff towards the subject.
165. It is to the school's credit that the weakness has been successfully tackled and that the provision continues to improve. In contrast to the previous inspection, ICT was evident in every class, in nearly every lesson throughout the inspection. Pupils were seen working away in pairs or on their own on a range of activities, including sending e-mails, accessing information and supporting other areas of learning.

166. Seven-year-old pupils confidently use the mouse to sort and classify information. Many of them can create, save, load, edit and move files with growing confidence. They know how to clear the monitor screen and restart. From an early age, pupils use simulation games and programs to support their language development. They show a good understanding of the use to which their skills can be applied. They are aware of information and communication technology that can be directly controlled in the home, at school, and at work. Pupils in Year 2 know how to use a tape machine to record. Most seven-year-olds show reasonable standards in word processing and, with a little help, can draft simple stories. They can use the printer, and save and retrieve their work, although these skills are often ones learned at home.
167. Eleven-year-olds have developed good word processing skills. They write in story and newspaper reporting styles, using lower and upper case letters for text, headlines and titles. With a little adult guidance, pupils can merge pictures, symbols and words into the same printout. Nearly all pupils use the keyboard fluently and make easy use of the CD-ROM to find out about topics, devise questions and gain information. They use programs designed to support different subjects, such as using 'Encarta' to research into the parts of the human body. They use the Internet in various creative ways; for example, in picking up on weather reports for the Caribbean for their geography studies. Pupils can write quite complex programming instructions for the controllable toy so that it completes a predetermined route. They show a growing awareness of control technology through the use of Logo. Some pupils reach standards above the national expectations for their age in all areas of information and communication technology, although this is often related to their experience of computers at home.
168. Pupils, including those with special educational needs, make sound progress throughout the school in all aspects of information and communication technology. There is evidence of pupils making good progress during the current term, especially in Key Stage 2.
169. Pupils are introduced to aspects of the National Curriculum at the start of Key Stage 1, and build effectively on their skills and knowledge as they move through the school. This is clearly seen in the development of their word processing skills, from simple use of the cursor and keyboard in Year 1 to learning to successfully edit texts in Year 2. In Key Stage 2, the skills are extended as pupils draft and redraft their work in English. In Year 1, pupils develop an understanding of sequencing instructions to control the movement of a floor 'robot'. By Year 6, a progression of skill development allows pupils to plot complicated routes and to evaluate their efforts in an informed way.
170. Pupils of all ages are keen on all aspects of the subject. Boys and girls display the same positive attitude and the same growing confidence and interest in the subject. They are eager to learn new skills and to share these with their classmates. Within the mixed-age classes, older pupils are often a great help to younger ones, especially in Key Stage 2 where learners soon become mentors. By the time they reach Year 6, pupils show considerable initiative and independence in all aspects of the subject.
171. During the inspection, information and communication technology featured as part of several lessons in other subjects in both key stages. Teachers' planning shows that computers are used regularly to develop skills and to lift the provision across the curriculum. For example, in Year 1, pupils worked confidently, both on their own and in pairs, on a language program that also developed their mouse control skills. They enjoy ICT and have a good understanding of its usefulness in everyday life, although this is mostly related to word-processing, finding information, and entertainment. Overall, teaching assistants make a useful contribution to ICT, although this is an aspect that could be developed especially if they could extend their own skills. Teachers note and record individual learning, whilst the recently introduced self-assessments provide a useful record and involve pupils in an evaluation of their own learning.
172. In both key stages, the quality of teaching is good and has a positive impact on pupils' good levels of learning and achievement. Since the last inspection, the level of skill and confidence in ICT among staff has significantly improved. They benefit from straight-forward but, nonetheless, useful long and medium-term planning that ensures at least reasonable progression and continuity. Teachers have sufficiently high expectations, especially in the case

of higher-attaining pupils. Staff help pupils to acquire basic skills, and these in turn give the pupils, including those with special educational needs, a secure basis for learning. Staff development is one of the important keys to the rapidly improving provision. Individuals are involved in adding to their own skills through a range of different courses.

173. The improvements in provision and standards since the last inspection can be attributed to the continued good management of the subject. The curriculum has been developed and planning improved taking on board national guidance. Effective staff training has gone a long way to overcome the shortfalls in teacher expertise noted in the last inspection. Resources are sufficient and well-used. They include a digital camera and floor robots appropriate for each key stage. The school hopes to establish a web-site in the coming year. The governing body has been kept in touch with developments, although, as yet, there is no specific governor for this area of learning.
174. The subject is well placed for continued improvement and development. Above all, there is a strong commitment to improve the provision. The subject is soon to benefit from additional resources through funding from the National Grid for Learning. The school intends to continue with its programme of staff training and to look to extend its moderation and assessment activities.

MUSIC

175. During the inspection, it was possible to observe only one lesson. Through a review of the school's planning documents and discussions with staff, it is clear that a secure music curriculum remains in place, as was the case at the last inspection. However, although the teaching in the one observed lesson was good and pupils made good gains in their learning, there was insufficient evidence upon which to base any broader judgements about standards in the school. At the last inspection, music was noted as a strong feature of the school. While there is no evidence of any decline in the quality of provision, the contribution to the subject of the absent, full-time teacher is missed by pupils, parents and staff.
176. Pupils clearly enjoy singing and they listen to different kinds of music attentively and with interest. They are responsive to questions and behave responsibly when handling instruments.
177. The quality of teaching in the one lesson observed was good. Even without a particular expertise in music, the teacher's infectious enthusiasm was quickly caught by pupils. Pupils respond well to the teacher's high expectations.
178. The school has a good scheme of work that provides high quality support to all the staff. There is an easily understood and effective approach to assessment.

PHYSICAL EDUCATION

179. Apart from pupils' participation in Key Stage 2 area sports, no lessons were observed in physical education (PE). However, further evidence was gathered through discussion with staff and pupils, a perusal of school plans and records and through discussion with the co-ordinator.
180. The previous inspection noted the arrangement for indoor activities involved use of a classroom. With the increase in numbers of pupils, this option is no longer feasible and, in the absence of a hall, there is no facility to undertake gymnastics or for pupils to use large apparatus, such as ropes or boxes. Although the school does well in its provision for other areas of the physical education curriculum, the lack of a hall prevents it from fulfilling statutory requirements of the National Curriculum in the subject.

181. There is a clear and balanced programme for all other aspects of the subject except those requiring a hall space and large apparatus. Good use is made of the small field and hard surfaced playground for fine weather activities, such as working with small apparatus, ball and other team games, and athletics. Nonetheless, the dependency on the weather can mean that there are times when pupils get no physical education in the week at all. There is a good programme for swimming and records indicate that pupils, including those with special educational needs, make good progress. Many pupils leave the school as competent swimmers.
182. The area sports showed how much pupils enjoy physical activity. They behaved very well, got on with pupils from other schools and were pleased with their own achievements and those of others. They are aware of the need to warm-up for physical activities and of the effect of exercise on health. They handled equipment safely and willingly joined discussions on how they could improve their performance.
183. The school makes imaginative provision for the subject, given the limitations imposed by the accommodation. Good use is made of expertise, such as instruction for swimming and football, to develop the strands of physical education that are taught to good levels. The limitations of the accommodation still affect standards in gymnastics significantly and pupils' progress is, therefore unlikely to reach the expectations for their age.

RELIGIOUS EDUCATION

184. No lessons were seen in either key stage during the course of the inspection but from teachers' planning, scrutiny of past work and talking with pupils the judgement is that pupils make satisfactory progress in religious education at both key stages. This judgement is the same as that at the last inspection made in similar circumstances.
185. There is a clear policy and the scheme of work reflects the Locally Agreed Syllabus.
186. By the end of Key Stage 1, pupils know about the main festivals of Christianity, Judaism and Hinduism. They know about the significance of food in these religions.
187. By the end of Key Stage 2, pupils know more about the beliefs of Christians, Jews and Hindus and are beginning to understand how people's beliefs affect their lives. They visit the local church and the synagogue in Exeter and discuss the similarities and differences between these places of worship. They know stories from the Old Testament that have special significance for Jews, parables from the New Testament and Hindu stories.
188. No teaching was seen but planning indicates that teachers have secure subject knowledge and that they plan interesting lessons. Talking with pupils indicates that they have positive attitudes towards religious education and that they appreciate the opportunity to learn about other faiths. There are adequate resources which teachers use effectively to capture and sustain pupils' interest.