

INSPECTION REPORT

The Duchy School Bradninch

Exeter

LEA Area: Devon

Unique Reference Number:113061

Inspection Number: 193970

Head-Teacher: Mrs B Ewing

Reporting inspector: Mr D Curtis
20893

Dates of inspection: 11 October 1999 - 14 October 1999

Under OFSTED contract number: 707199
Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Chambers
Date of previous inspection:	13 November 1995 - 15 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D Curtis, Rgl	Mathematics Science Information technology Design and technology Physical education	Attainment and progress The quality of teaching Leadership and management The efficiency of the school
Mrs L Barley, Lay Inspector	Special educational needs Equal opportunities	Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community Accommodation Curriculum and assessment Spiritual, moral, social and cultural development Staffing and resources
Mrs K Henry	Under-fives English Art Geography History Music Religious education	

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MAIN FINDINGS

What the school does well

Standards in English, mathematics and science are above average.
The quality of teaching is very good in 15 per cent of lessons and good in 48 per cent.
The attitudes and behaviour of the pupils are good.
The leadership and management of the school are very good.
Assessment of pupils' learning is very good.
The school's partnership with its parents and community is very good.
The school's extra-curricular provision is very good.
Financial planning and school administration are very good.

Where the school has weaknesses

The quality of teachers' marking is inconsistent.
Pupils do not always present their work to a consistently high standard.
There is insufficient planned use of information technology to support pupils' learning in literacy and numeracy hours.

The school's strengths significantly outweigh its weaknesses. However, the weaknesses identified will form the basis of the governing body's action plan which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress in implementing the key issues from the previous inspection report. Priorities in the school development plan are now linked to the raising of standards in individual subjects. The school's aims, subject managers' action plans and teachers' evaluative comments are linked much more clearly to the raising of standards. Schemes of work addressing the skills, knowledge and understanding to be taught have been written or purchased for all subjects and this has contributed to the raising of standards. More able pupils are now being suitably challenged; the results are evident in the increasing number of pupils achieving above average standards in National Curriculum assessments. The school has reduced significantly the previously identified over burdening of teachers with excessive recording of pupils' progress in English, mathematics and science. Assessment and recording systems are now manageable and a positive feature of the school. In Key Stage 2, teachers are now making very effective use of time to support pupils' learning. Since the last inspection, the school went through a period of fifteen months without a permanent headteacher. Since her appointment, in April 1998, the headteacher has made a significant contribution to implementing the key issues arising from the previous inspection report. In addition, she has identified other key issues which the school needs to address, particularly in improving pupils' behaviour and in redeveloping the school's links with parents and the community. She has been very successful in addressing these issues. Inspection evidence confirms that the school has secure management systems which will allow it to make further improvements to standards achieved and the quality of education provided.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools**	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	E	E*	<i>below average</i>	D
Mathematics	E	E	<i>well below average</i>	E
Science	B	B	<i>very low</i>	E*

** Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

These results are for a very small cohort of Year 6 pupils who left the school in 1998. A significant number of these pupils were on the school's register of special educational needs. Although no national comparative data is available, the school's results in 1999 show outstanding improvement in English and mathematics over its 1998 results. The number of pupils achieving the expected Level 4 in the National Curriculum assessments doubled from 43 per cent to 86 per cent. There was a strong increase in the numbers achieving the higher Level 5. In science, all pupils who took the tests (there were two pupils absent) achieved Level 4, with 55 per cent achieving the higher Level 5. Inspection findings are that by the end of Key Stage 2, standards in English, mathematics and science are above average and that the school is sustaining the improvement shown in its 1999 results.

In information technology, standards meet national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In history and physical education, pupils perform at levels which exceed expectations for their age. In art, design and technology, geography and music, pupils' performance meets expectations for their age.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science	*	Good	Good
Information technology	*	Good	Good
Religious education	*	Good	Good
Other subjects	*	Good	Good

* The teaching of under-fives is not assessed in these areas.

The quality of teaching is a strength of the school and makes a significant contribution to the standards achieved and the good progress made. During the inspection, the quality of teaching was very good in 15 per cent of lessons, with 48 per cent being good. The remaining lessons were satisfactory.

Examples of very good teaching were seen in Key Stage 1 in the literacy hour, history and music; and in Key Stage 2, in English, history and music. Examples of good teaching were seen across the school in all subjects.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good; most pupils behave well in lessons, around the school and in the playground.
Attendance	Average; there is very little unauthorised absence, pupils are punctual and lessons start on time.
Ethos*	Very good; the school is committed to high standards, relationships in the school are very good.
Leadership and management	Very good; the headteacher ably supported by the staff and governing body has a very clear vision for the future educational direction of the school.
Curriculum	Good; planning is a strong feature. Procedures for, and use of, assessment are very good.

Pupils with special educational needs	Good; the special educational needs co-ordinator, class teachers and classroom assistants provide quality support, which enables pupils to make good progress.
Spiritual, moral, social & cultural development	Good provision in all areas; there are fewer planned opportunities to develop pupils' awareness of multicultural issues.
Staffing, resources and accommodation	Arrangements for the professional development of staff are good. The quality and quantity of resources are good. The modern building provides good quality accommodation.
Value for money	Good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- The school encourages them to play an active part in its life.
- Their children are encouraged to get involved in more than their daily lessons.
- Their children like school.
- They find it easy to contact the school if they have questions or problems to do with their children.
- The school enables their children to achieve a good standard of work.

What some parents are not happy about

- They are not sufficiently clear about what
- They are not kept well informed about
- There is either too much or too little

Fifteen parents attended the meeting with the registered inspector prior to the inspection and 37 questionnaires were returned. Inspection findings support the positive views of parents, but do not support the negative views of a very small number of parents. In addition, at the parents' meeting the following points were made:

- I. The school is a happy place;
- II. There are good community links;
- III. There is strong leadership;
- IV. There is a real sense of teamwork;
- V. The school has good facilities, for example the play area and hall; the hall is let out to the community.

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KEY ISSUES FOR ACTION

In order to raise standards and improve the quality of education, the headteacher, staff and governors should:

VI. **Improve** the consistency of teachers' marking by:

VII. Rigorous monitoring of the application of the school's marking policy.

(Paragraphs 42, 50, 102, 113, 123)

VIII. **Improve** the quality of pupils' presentation of their work by:

IX. Raising teachers' and pupils' expectations that pupils' work should be presented to a consistently high standard.

(Paragraphs 42, 99, 112, 122, 149)

X. **Provide** more planned opportunities for pupils to use information technology, particularly within the literacy and numeracy hours.

(Paragraphs 20, 81, 85, 102, 107, 125, 129)

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INTRODUCTION

Characteristics of the school

1 The Duchy School is situated in the village of Bradninch in Devon. Children enter the school in September if their birthdays lie between September and February and in January if their birthdays lie between March and August. Children come from a diverse range of socio-economic backgrounds, with a rising trend of unemployment in the area. On entry to school, their attainment is average. The school is housed in modern buildings, with attractive grounds, including a school field and wildlife area.

2 There are 137 pupils on roll, with 70 boys and 67 girls. There are five classes in the school. There are no part-time pupils. Thirty-eight pupils (28 per cent) are on the school's register of special educational needs, which is above the national average. Thirteen pupils (10 per cent) are entitled to free school meals, which is below the national average. There are no pupils from homes where English is not the first language.

3 The school's aims are: "to achieve the highest standard of education enabling each child to reach their potential within a caring environment; to be an integral part of the local community and to encourage the community to be involved in the school." The school's current targets are:

- To improve the children's behaviour;
- By 2001 pupils in Year 2 and Year 6 will meet the school's literacy targets;
- By April 2000 to have the majority of parents with a positive working relationship with the school and to have improved the reputation of the school both in, and out, of the area.

1
4 **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:		Year	Boys	Girls	Total
		1999	10	10	20
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Number of pupils at NC Level 2 or above	Boys	9	9	9	
	Girls	9	10	9	
	Total	18	19	18	
Percentage at NC Level 2 or above	School	90 (71)	95 (46)	90 (88)	
	National	N/A (80)	N/A (81)	N/A (84)	
Teacher Assessments		Reading	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	9	9	9	
	Girls	9	9	9	
	Total	18	18	18	
Percentage at NC Level 2 or above	School	90 (75)	90 (92)	90 (88)	
	National	N/A (80)	N/A (85)	N/A (86)	

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:		Year	Boys	Girls	Total
		1999	9	13	22
National Curriculum Test Results		English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	7	8	9	
	Girls	11	10	11	
	Total	18	18	20	
Percentage at NC Level 4 or above	School	82 (43)	82 (43)	91 (86)	
	National	N/A (65)	N/A (59)	N/A (69)	

¹ Percentage in parentheses refer to the year before the latest reporting year

² Percentage in parentheses refer to the year before the latest reporting year

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	6	7
	Girls	11	9	9
	Total	18	15	16
Percentage at NC Level 4 or above	School	82 (57)	68 (71)	73 (71)
	National	N/A (65)	N/A (65)	N/A (72)

4
4 **Attendance**
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Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	5.6
	Unauthorised	School	5.7
	Absence	National comparative data	0.05

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4 **Exclusions**
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Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	3
	Permanent	0

4 **Quality of teaching**
4

Percentage of teaching observed which is:		%
	Very good or better	15
	Satisfactory or better	100
	Less than satisfactory	0

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PART A: ASPECTS OF THE SCHOOL

4

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

4

4 Under fives

2Children are assessed on entry to the school and the results show that attainment on entry is average. Children make satisfactory progress in reception and by the age of five, meet the expectations of the Desirable Learning Outcomes. Children are confident in speaking and listening and they use their knowledge of letter sounds well in reading. Most write simple sentences unaided. Children read, write and order numbers to ten. They understand that babies eventually become adults and are confident in using the mouse and keyboard when using computers.

5

Key Stage 1

3Results of 1998 National Curriculum assessments for pupils in Year 2 were well below the national average in reading for the proportion of pupils achieving the expected Level 2. In writing, the results were very low in comparison to the national average. However, in mathematics the results were close to the national average. The proportion of pupils achieving the higher Level 3 was below the national average in all three subjects. In 1998 teacher assessments in science, the proportion of pupils achieving Level 2 was close to the national average, but well below the national average for those achieving Level 3. In comparison to similar schools nationally, the school's results were below average in reading, very low in writing and average in mathematics. Taking the three years 1996 to 1998 together the school's results were well below the national average in reading and writing, but close to the national average in mathematics.

4The school's results in 1999 show a significant improvement over its results in 1998, particularly in reading and writing at both Level 2 and Level 3. In mathematics, there was an increase in the proportion achieving Level 3.

5Inspection findings are that by the end of Key Stage 1, standards in reading, writing, mathematics and science are above average. The improvement is the result of good teaching and the school's commitment to raising standards. In reading, most pupils use phonic knowledge to tackle unfamiliar words and more able pupils use context clues well. They express preferences for the types of books they like to read. In writing, pupils write a beginning to a story using imaginative vocabulary to set the scene. They are aware of full stops and capital letters and usually use them correctly.

6In numeracy, pupils read, write and order numbers to 100, with many reading numbers accurately to 1000. They understand hundreds, tens and units and know multiplication tables to 5, and 10. In science, pupils show good knowledge of the importance of a balanced diet and exercise in keeping them healthy.

7Standards in information technology meet national expectations. Pupils know how to load, save and print their work and are secure in the use of the keyboard and mouse. They use word-processing skills well in writing stories. Pupils show good use of control technology when they enter commands into a programmable toy in order for it to follow a planned route.

8Standards in religious education meet the requirements of the locally agreed syllabus. Pupils study aspects of Christianity and relate them well to their own lives.

9In history and physical education, pupils' performance exceeds expectations for their age. In art, design and technology, geography and music, pupils perform at levels expected for their age.

10Progress in reading, writing, mathematics, science, history and physical education is good. In art, design and technology, geography, information technology, music and religious education, progress is satisfactory. In literacy and numeracy progress is good.

11Taking the three years 1996 to 1998 together, girls performed much better than boys in reading and writing; there was no significant difference in mathematics. Inspection findings show that the gap in performance is narrowing as a result of good teaching, with a strong emphasis on involving boys fully in lesson question and answer sessions.

14

Key Stage 2

12Results of 1998 National Curriculum assessments for pupils in Year 6 were well below the national average in English and mathematics for the proportion achieving the expected Level 4. In science, the proportion achieving Level 4 was well above the national average. The proportion achieving the higher Level 5 was well below the national average in English and mathematics, and close to the national average in science. In comparison to similar schools nationally, the school's results were very low in English, well below average in mathematics, but above average in science. Taking the three years 1996 to 1998 together, the school's results were below the national average in all three subjects.

13The school's results in 1999 show outstanding improvement. In English and mathematics, the proportion achieving Level 4 doubled, with 30 per cent achieving Level 5 in English and 24 per cent in mathematics. In science, all pupils achieved Level 4, with 55 per cent achieving Level 5. This improvement is the result of good teaching, linked very carefully and specifically to target setting. In English, the school exceeded its target by 7 per cent and in mathematics by 12 per cent.

14Inspection findings are that by the end of Key Stage 2, standards in English, mathematics and science are above average and confirm that the school is sustaining its improvement. In English, readers express preferences for certain authors and talk confidently about the reasons for their choices. They find information in reference books by using the contents and indexes effectively. They write fluently and accurately using different styles for different purposes, although they are not consistent in the use of punctuation.

15In mathematics, pupils show good skills in mental arithmetic and the recall and use of multiplication tables. They show a good understanding of number, including the relationship between decimals, fractions and percentages. Pupils apply their numeracy skills well across the curriculum, particularly in science for the accurate measurement of temperature and volume.

16In science, pupils understand the importance of a 'fair test' and 'variables' when conducting scientific experiments. They show good skills in prediction and interpretation of the results of investigations. Pupils have good knowledge of materials and their properties, particularly in relation to reversible and irreversible change.

17Standards in information technology meet national expectations. Pupils use their word-processing skills well in poetry and factual writing. Good use is made of a simulation program in which pupils develop their understanding of archaeological evidence. Pupils use spreadsheets and data handling programs well to investigate patterns and anomalies in mathematical data. However, they have insufficient planned opportunities to use information technology in literacy and numeracy.

18In religious education, standards meet the expectations of the locally agreed syllabus. Pupils have a secure knowledge and understanding of the major elements of Christianity and some of the major events which are celebrated by Christians.

19In history and physical education, pupils' performance exceeds expectations for their age. In art, design and technology, geography and music, pupils perform at levels expected for their age.

20Progress in English, mathematics, science, history and physical education is good. In art, design and technology, geography, information technology, music and religious education, progress is satisfactory. Pupils make good progress in literacy and numeracy.

21Taking the three years 1996 to 1998 together, there was no significant variation in the attainment of boys and girls in English and mathematics. However, in science boys performed significantly better than girls. Inspection evidence confirms that the gap is narrowing as the result of clear target setting and ensuring that girls take a full part in lessons, particularly in discussions.

24

Across the school

22Pupils with special educational needs make good progress as measured against the targets within their individual education plans. They receive good support from classroom assistants.

23The previous inspection report judged standards to be 'meeting national expectations' in all subjects, with 'many exceeding national expectations in mathematics and physical education'. Inspection findings confirm that the school has maintained its strengths in these areas and improved standards in English and mathematics.

24The school has set clear and achievable targets for pupils' future performance in National Curriculum assessments. Inspection evidence is consistent with the school having the quality of teaching and management systems in place which will enable it to achieve those targets.

27 **Attitudes, behaviour and personal development**

25Pupils including children under five, show a good level of interest in their work and this is particularly evident in science and in Year 2. Where the pace and interest of lessons are appropriate, even young children are able to sustain concentration. Pupils contribute readily in class and the regular completion of homework throughout the school positively promotes independent learning. Pupils have well developed listening skills and follow instructions accurately. They are keen to make progress and complete tasks but are given insufficient opportunities to take responsibility for their own learning.

26Overall pupils' behaviour is good, although there is some challenging behaviour amongst a very small group of boys at Key Stage 2. Pupils show a high degree of respect for property. The behaviour and discipline policy effectively promotes good behaviour and this is reflected in the low exclusion rate. All staff, including meal-time assistants, play an important part in this. Pupils are friendly, courteous and trustworthy.

27Relationships between pupils and adults are good and are firmly based on mutual respect. They positively promote learning. Pupils listen well to each other and show consideration for other people's feelings and values. This is particularly promoted by 'circle time' held frequently in all classes and by review times held regularly during, for example, literacy and numeracy. Pupils with special educational needs are included well by other pupils and staff. Pupils are mutually supportive, but they have insufficient opportunities to work collaboratively.

28Pupils take responsibility for their own actions and express themselves with increasing confidence. When they are given suitable opportunities, pupils show initiative and take responsibility.

31 **Attendance**

29Pupils' attendance at the school is satisfactory, at 93.7 per cent. There is very little unauthorised absence or lateness. Lessons begin promptly and registration provides an orderly start to the school day.

32 **QUALITY OF EDUCATION PROVIDED**

32

32 **Teaching**

30The previous inspection report judged the quality of teaching to be 'sound or better in the great majority of lessons', with 'particularly good features in over half the lessons seen'. Strengths were identified in day-to-day assessment, relationships, planning, classroom management, and teachers' expectations and subject knowledge. There were 'a small number of lessons with shortcomings'; these were identified as low expectations, teacher dominance, lack of challenge for more able and lack of subject expertise in Key Stage 2. The 'shortcomings' identified were not a key issue. However, inspection evidence confirms that these particular 'shortcomings' have been addressed successfully.

31The quality of teaching is good and a strength of the school; it makes a very strong contribution to the standards achieved and the good progress made. During the inspection, the quality of teaching was very good in 15 per cent of lessons and good in 48 per cent. The remaining 37 per cent of lessons were satisfactory.

32Examples of very good teaching were seen in Key Stage 1 in the literacy hour, history and music; and in Key Stage 2, in English, history and music. Examples of good teaching were seen across the school in all subjects.

33The teaching of under-fives is satisfactory overall. The classroom assistant works very closely with the teacher to support the children in a wide range of activities. Parent and volunteer helpers make a highly valued contribution to the programme of activities. Children experience a sound balance of class teaching time, teacher led activities and independent choice of activities during the school week.

34The teaching of pupils with special educational needs is good. Teachers are aware of the needs of this group of pupils and take that into account when planning their work. Planning is linked clearly to the targets in their individual education plans. Teachers make effective use of classroom assistants to support these pupils and this contributes to the good progress made.

35The teaching of literacy is satisfactory and, in numeracy, it is good. Teachers show good knowledge of the literacy and numeracy frameworks. Planning is good and takes into account the differing learning needs of pupils in each class. On occasions, the pace of lessons is not sufficiently rigorous and pupils are not challenged fully to give of their best.

36In the best lessons, teachers show good subject knowledge which they pass on to their pupils with enthusiasm: for example in science and music. Lessons are planned well, with clear timed targets for each element of the lesson. Planning takes into account the differing ages and ability levels represented in each class. For example, in a science lesson in Years 1 and 2, Year 2 pupils were given a more difficult sequencing task on the stages of human growth than pupils in Year 1. Lesson introductions are good, with a strong emphasis on recapping previous learning which enables teachers to assess pupils' knowledge and understanding.

37 Lessons proceed at a brisk pace: for example in Years 5 and 6, there was a rigorous mental arithmetic session in which pupils were constantly challenged to think. Lesson introductions are clear and good use is made of the overhead projector to demonstrate key teaching points: for example in a literacy lesson where pupils were looking at information on seed packets. Group work is managed well, with resources and equipment readily available. Good use is made of classroom assistants, parents and volunteer helpers to support groups: for example an ex-teacher works with a group of more able Year 6 pupils in developing their mathematical understanding.

38 Relationships are good and, for the most part, pupils are managed well. Teachers do not always manage the behaviour of a very small number of boys as well as they should, in Key Stage 2. In most lessons, teachers use praise effectively to encourage and support pupils. A particular strength of lessons, for example in physical education, is the way in which teachers move around and intervene to improve individual skills and knowledge. This was particularly effective in a Year 3 games lesson where such intervention led to pupils making good progress in tennis skills.

39 The quality of teachers' marking is inconsistent. Whilst there is evidence of work being marked with helpful comments to aid pupils' learning, there is evidence of work not being marked or just acknowledged with a tick. In addition, teachers are not sufficiently rigorous in reinforcing their expectations of how pupils should present their work. Pupils are not always encouraged to date work and often work is untitled; rulers are not used to underline titles or used to draw tables and charts.

40 However, the use of day-to-day assessment is good. For example, in a science lesson in Years 1 and 2, the teacher made assessment notes on how well pupils completed their sequencing task. The results of work from previous lessons, particularly through class discussions is used to plan and adapt future lessons, especially where individuals or groups may need further practice or consolidation of key ideas. Homework is used effectively to support pupils' learning.

43

43 **The curriculum and assessment**

43

41 A satisfactory curriculum is provided for children under five. It takes account of the Desirable Learning Outcomes related to each of the areas of learning and is devised to enable children access to the National Curriculum programmes of study for Key Stage 1 when appropriate.

42 The curriculum for Key Stage 1 and Key Stage 2 is broad and balanced and includes religious education in accordance with the locally agreed syllabus. The school has appropriate arrangements for teaching sex education and promoting drugs awareness within the science programmes of study. Both the National Literacy Strategy and the National Numeracy Strategy have been effectively implemented and are having a positive impact on the raising of standards. A good range of extra-curricular activities which include educational visits, visitors to the school, music, art, French and sports help to extend pupils' learning and promote their personal and social development. Parents and members of staff willingly give their time to provide these activities.

43All pupils have equal access to the school's curriculum. The school's policy for special educational needs takes full account of the Code of Practice and is consistently implemented. Pupils on the school's register of special educational needs have good quality individual education plans which identify clear and relevant targets. They are taught alongside their peers and work is well matched to their needs.

44Planning for the development of skills, knowledge and understanding as pupils move up through the school is good. The school has produced a two year rolling programme to take account of the mixed year group classes throughout the school. However, it does not always make clear in subjects such as art and music, how the depth and range of work will be developed when topics are revisited. There are good policies for all aspects of the school's work and detailed schemes of work are in place for all subjects. Literacy and numeracy are effectively supported by the use of the National Literacy and Numeracy Strategies and commercial schemes of work are used for science, geography, history, information technology, and design and technology. Teachers draw up an overview of each term's work showing what is to be covered each week and from this they produce daily plans. Plans are usually well developed from the stated learning objectives and where appropriate, opportunities for assessment are identified. Good cross-curricular links are made in many areas of learning. For example, history is linked to music through the singing, playing and performing of a song written by Henry VIII, and work on colour and pattern in art is linked to the study of the Indus Valley civilisation in history.

45The school has a clear homework policy which has been fully implemented this term. Parents are sent the homework programme for at least half a term in advance and the work closely supports areas of study in the classroom.

46Procedures for assessing pupils' attainment are very good. Evidence is collected from a wide range of sources including formal testing, work sampling, records of achievement and individual teacher and pupil discussions. The school has improved and refined its systems since the last inspection. Children's attainment is carefully assessed upon entry using the local education authority's assessment procedures and this information is used well to inform curriculum planning. National Curriculum assessment test results at the end of both key stages are carefully evaluated and used to monitor attainment and progress, particularly in English and mathematics. Additional information is collected through the use of standardised reading, spelling and mathematics tests. Standardised assessment strategies for the assessment of foundation subjects are not yet in place. At present, pupils complete their own assessments before and after topics and retain their workbooks when changing year groups. Detailed field notes kept by teachers further augment the assessment of attainment and progress across the curriculum. Pupils' involvement in assessment is a strength of the school. There are well planned opportunities for them to discuss their work with teachers. They are fully involved in target setting and in the review of work chosen for pupil portfolios.

47Good use is made of assessment to guide and inform planning. In the short term, field notes made on a daily basis are used to assess and evaluate pupils' learning and work is modified where necessary to meet particular needs. A specific assessment task related to work in progress, is carried out each week in each class. This provides valuable information about gains in pupils' knowledge and understanding of work covered in the preceding few weeks. Analysis of data is used to identify areas of learning which need developing across the school or within a key stage. Recently spelling and writing have been highlighted for particular attention. There is a clear policy for marking pupils' work. However, there is a lack of consistency and rigour in its application.

50 Pupils spiritual, moral, social and cultural development

48The provision for the spiritual, moral, social and cultural development of pupils, including the under-fives is good. Since the previous inspection, there has been an improvement in the promotion of opportunities for cultural development. The values and attitudes promoted in the school encourage pupils to behave appropriately, respect others and develop their own self esteem.

49The school makes good provision for pupils' spiritual development. Opportunities for reflection are provided in many areas of the curriculum. Well planned assemblies provide a daily act of collective worship. Pupils consider how they can apply the theme of the story or Bible extract to their daily lives. Pupils at the end of Key Stage 2 write reflective accounts of their residential trip to Wembworthy and pupils at the beginning of the key stage express their thoughts and feelings about the texture and form of natural and man made objects. In religious education, pupils are asked to consider the beliefs of other cultures and to empathise with the symbolic rituals associated with their celebrations and festivals.

50There is good provision for pupils' moral development. Staff provide good role models and show care and respect for the individual needs of pupils. They give them positive messages and make them aware of acceptable and unacceptable behaviour. Circle time provides opportunities for the development of moral values and an understanding of why communities have to live by certain rules for them to function effectively and in the best interests of everyone within them.

51Good opportunities are provided for pupils' social development. They are expected to listen and respect the views of others. Older pupils go on a residential visit within the county. This provides the opportunity for them to live and work together in a different social context. Social awareness is developed through the school's links with the community, particularly those forged through the 'Arts Week'.

52Provision for cultural development is good. Pupils study the work of many famous artists and explore the techniques and colours used in their paintings. During the school's 'Arts Week', in the summer term, pupils have the opportunity to appreciate their local culture when artists and craftspeople, many of whom belong to the local 'Arts Group', come into school and share their knowledge and expertise. Dance, music, puppet making, drama, carving and textile work are all included in the week. It culminates in a performance and exhibition for parents and friends of the school. Pupils are encouraged to learn about other cultures through lessons on Judaism, Hinduism and Sikhism. However, the opportunities for the development of multicultural awareness are insufficient in other areas of the curriculum.

55 Support, guidance and pupils welfare

53The school provides a caring environment for all pupils. Positive and supportive relationships exist between staff and pupils. A good programme of induction, particularly through the local playgroup, prepares young children for school life. It includes home visits. The transition to secondary education is smooth and is enhanced by the residential activity for pupils in Years 5 and 6. Year 6 make several visits and spend a day at Cullompton Community College. Staff from secondary schools liaise effectively regarding pupils' learning.

54 Teachers have a good knowledge of pupils and monitor their personal development informally. Procedures to monitor pupils' academic progress are good. Pupils are actively involved in self-assessment and target setting. Support for pupils with special educational needs is good and individual educational plans are of good quality. The school has effective links with outside agencies, including speech therapy and the educational psychologist. The recently introduced homework policy effectively promotes pupils' personal development. A well planned programme of personal, social and moral education is regularly provided in each class.

55 The behaviour and discipline policy is an important feature of school life and includes action against bullying. The emphasis is on positive behaviour through, for example, the award of 'golden points', 'golden certificates' and 'golden time'. The policy is consistently implemented and there is very good support from all staff, including meal-time assistants. A good range of strategies is in place to promote high standards of behaviour. Negative incidents are rare and are dealt with quickly by the school. The school has recently compiled a policy on pupil restraint.

56 Pupils' attendance is very well managed and parents are regularly reminded of attendance and punctuality requirements. Registers are accurately marked and properly monitored. Absences are closely monitored by the administrator and the headteacher, who personally follows up individual cases.

57 The headteacher is the designated person responsible for child protection. Sound procedures are in place and staff have received appropriate training and guidance with regard to child protection issues. The school has good working relations with local agencies: for example to address educational needs and school attendance.

58 The school building and equipment are in very good condition and procedures are in place to monitor pupils' health and safety. These are effective, with the exception of some aspects of school security. The school is aware of a few issues of health and safety relating to the school grounds. Procedures for school visits are good. Staff, including appropriately trained first aid personnel, are on duty at key points of the day. However, suitably trained first-aid cover is required when the headteacher is off site and levels of supervision outside at breaktimes and lunchtimes do not adequately cover all areas of the site.

61 Partnership with parents and the community

59 The school's partnership with parents and the community is very good. Parents are actively involved in school life. They make valuable contributions as part of the governing body as well as in the daily school routines. Parents are supportive of children's learning. They help regularly in classrooms, with 'activity days' and on educational outings. Volunteers work with small groups and assist with practical tasks. They receive good guidance from class teachers. Special events and celebration assemblies are well supported. Parents assist with after school activities and practical tasks in the school building and grounds. 'The Duchy School Association' is very active in its promotion of fund raising and social events for pupils and parents. The parents' committee is supported by the headteacher and events are well supported by staff. The association makes a significant contribution to the life of the school.

60 Regular newsletters inform parents about practical matters and specific events. Detailed homework plans and topic information is regularly communicated to parents. Regular

curriculum and information meetings are offered. A recent numeracy meeting was well attended. Nearly all parents have signed the home-school agreement. The new homework policy is consistently implemented across the school and homework books are in use. Parents find the headteacher and staff approachable and feel that complaints are appropriately dealt with.

61 Parents receive regular information about their child's progress through an annual report in the spring term and through consultation meetings held each term. Targets are discussed with pupils and parents in the autumn and spring terms. Annual reports provide an attendance record and subject assessments. Parents of pupils with special educational needs are satisfactorily involved in their regular reviews.

62 Visitors come into the school from the community: for example police, clergy, school nurse, a puppeteer, local artists in connection with the annual arts' week, including a theatre company, and local newspaper representatives. Classes make at least one visit connected to the curriculum each year. Years 5 and 6 make a residential visit to Wembworthy Centre. Good use is made of the local community and resources. The school participates in inter-school sports competitions and headteachers' discussions. Through several school forums, subject co-ordinators meet and resources are shared. Links with Cullompton Community College, in particular, are strong involving pupils attending special events, and work experience students visiting the school. A number of teachers in training are regularly welcomed into the school.

63 The school has very good links with the community. It contributes to community magazines and works closely with an independent playgroup. Staff liaise in their planning and young children participate in some early years' activities. There are good links with the local arts group particularly through the annual arts' week. Pupils visit exhibitions and theatres. Adult literacy and parenting courses are run in the school. A uniformed organisation, a community football club, a church and the blood transfusion service regularly use the school building and grounds. Local businesses sponsor sports team strips and contribute to fund raising events. The school supports several national charities. Harvest produce is distributed to the community.

66 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

66 Leadership and management

64 The present headteacher was appointed in April 1998 and, with the governors and staff, has successfully taken the school forward in the eighteen months since her appointment. The headteacher, staff and governors work together most effectively to provide clear educational direction and purpose and to create a very good ethos for learning. The headteacher gives very good, strong leadership. Together, the headteacher, governing body and whole school staff provide a strong partnership and effective teamwork. At the parents' meeting, many positive comments were made about the quality of leadership and strong sense of teamwork in the school. There is an effective working partnership between the headteacher and the chair of governors. There is a firm commitment to raising standards.

65The school has made good progress in addressing the key issues from the previous inspection report. Priorities in the school development plan are now linked to raising standards in individual subjects. The school's aims, subject managers' action plans and teachers' evaluative comments are linked much more clearly to raising standards. Schemes of work addressing the skills, knowledge and understanding to be taught have been written, or purchased, for all subjects and this has contributed to the raising of standards. More able pupils are now being suitably challenged; the results are evident in the increasing number of pupils achieving above average standards in National Curriculum assessments. The school has reduced, significantly, the previously identified over burdening of teachers with excessive recording of pupils' progress in English, mathematics and science. Assessment and recording systems are now manageable and a positive feature of the school. In Key Stage 2, teachers are now making very effective use of time to support pupils' learning. Since the last inspection, the school went through a period of fifteen months without a permanent headteacher.

66Since her appointment, in April 1998, the headteacher has made a significant contribution to implementing the key issues arising from the previous inspection report. In addition, she has identified other key issues which the school needs to address, particularly in improving pupils' behaviour and in redeveloping links with parents and the community. She has been very successful in addressing these issues.

67Overall, there is good support for the monitoring of teaching and curriculum development. The headteacher has a very good strategic overview of curriculum improvement, which she summarises and imparts clearly to governors through headteacher's reports. The headteacher has monitored teaching across the school. Those teachers with subject management responsibilities have provided good action plans, linked to the school improvement plan, for the continued development and support of their subjects. They have provided training for other teachers to improve knowledge and confidence. Subject managers monitor the planning for their subjects as part of their responsibilities; this is effective in contributing well to the good standards attained by pupils. Subject managers monitor teaching in their subjects when their subjects are in their 'thrust' year. In addition, they monitor work which is taking place in classrooms, informally through discussion with colleagues. Much work has been achieved in adjusting the curriculum to reflect the literacy hour and National Numeracy Strategy. The role of governors in monitoring the curriculum formally is good, with all governors having links to curriculum areas.

68The school's aims and policies are implemented well and successfully reflected throughout its work. Aims are kept under review, to be revised in the light of educational developments. The headteacher, subject managers and governors keep policies under review and update these in line with school developments. A purposeful ethos for learning is provided. There is a strong commitment to maintaining a caring family and community ethos and to the continued improvement in standards. Parents appreciate the work of the school and are very supportive of its aims and values. There is good equality of opportunity for all and relationships throughout are very good.

69The school's development planning is comprehensive and identified targets are collated into a strategic plan. This plan is clear and divided into a manageable range of targets for improvement, priorities for development, maintenance and management, over three years. It identifies persons responsible, provides costings and gives timescales for completion. The plan provides a good strategic management tool. Monitoring and evaluation systems are built into each target and involve the headteacher, subject managers and governors in evaluating and assessing progress and reporting on this through the governors' committees to the governing body. The improvement plan is suitably linked to the school's budget with targets costed. The headteacher, staff and governors involve parents in the process of school improvement through parent governors.

70The governing body has developed its role well and is effective and supportive of the school. Governors, through their committees, have a good strategic overview and work very well with the headteacher and staff to secure school improvements. They are involved fully in the wider life of the school and have developed links with classes and curriculum areas. Governors bring much expertise and enjoyment to the work of the school. They are involved in setting targets for improvement. The governing body complies with all statutory requirements.

71The requirements of the Code of Practice for pupils with special educational needs are met fully. The special educational needs co-ordinator manages the school's provision well. The policy for special educational needs is appropriate and gives clear guidance on current practice. The statutory requirements for annual reviews are met.

74 Staffing, accommodation and learning resources

72The school has a suitable number of appropriately qualified staff to teach the under fives and to deliver the National Curriculum. All staff, both teaching and non-teaching are suitably qualified for the specific areas of responsibility that they hold. Support staff work closely with teachers in planning, teaching and recording pupils' progress. The office administrator makes a significant contribution to the smooth running of the school supporting the headteacher in a quiet, efficient manner.

73In April 1998 a new headteacher was appointed after a long period of instability in the school. For the preceding year, there was no permanent headteacher and for some of that time no deputy headteacher either. Three of the five teachers on the staff have joined the school in the last two years and there is now a good range of experience and expertise. All staff work closely together in an atmosphere of mutual support. They have good lines of communication and work hard as a team to provide a stimulating and positive working environment for pupils. Appropriate arrangements are in place for staff appraisal and the current cycle for teaching staff was completed during the summer term. Induction for new staff follows the local education authority programme. There is a good programme of in-service training for teachers and classroom assistants.

74All staff have job descriptions which clearly identify their roles and responsibilities and their professional development is closely linked to the priorities for school improvement outlined in the school development plan.

75The modern building provides good quality accommodation. There is a good size hall which is appropriately timetabled and equipped for physical education lessons. The wide corridors, separate library, food technology and spare classroom areas are all well utilised.

76All pupils share external play areas. They include playground games and adventure play equipment. The school benefits from its own field and environmental area. The grounds are well maintained and the security of the school buildings is good.

77The buildings and site are in good repair and are well maintained and clean. Classrooms are well organised with adequate storage facilities. Storage facilities in the combined Key Stage 1 area have been beneficially improved with the assistance of parents and governors. Displays are good and the buildings present an attractive environment for pupils.

78Overall, the quality and quantity of resources are good, including the provision for children under five. Resources are accessible and well managed and effectively support the delivery of the curriculum. The school has a suitable range of 'big' books, group reading books, poetry books and non-fiction texts to support the delivery of the National Literacy Strategy. Support materials for pupils with special educational needs are well organised so that both teachers and pupils have ready access to them. As well as having a computer in each classroom, the school has a bank of computers situated in a well-designed area outside the Key Stage 2 classrooms. During the period of the inspection, these were not used sufficiently, particularly with regard to literacy and numeracy.

81 The efficiency of the school

79Financial planning is very good, with governors committees' minutes recording ongoing discussion on the cost effectiveness of spending as appropriate. The headteacher and governors' finance committee meets regularly and is provided with financial information which gives income and expenditure to date, giving a clear indication, and analysis of, the school's current financial situation. The governors are well informed and closely involved in budgetary matters.

80Budget expenditure has been well targeted to school improvements identified in the school's strategic plan, such as keeping class sizes down and improving resources. This is having a good impact on improving standards. Longer term financial planning is taking into account projected increases in numbers on roll, with an appropriate balance between using up part of any carry forward figure and keeping a sensible contingency sum.

81Teachers and support staff are deployed effectively. In lessons, good use is made of classroom assistants, parents and voluntary helpers, including governors. Staff working with pupils who have special educational needs are deployed to good advantage and make a significant contribution to both the standards and good progress made. For pupils with special educational needs the school uses the amount of money it receives from the local education authority efficiently.

82The good use of learning resources and accommodation contributes well to raising standards. Grants allocated to the school for in-service training are used effectively. The school is efficient in the management of its resources, with these used well to support learning. However, there is insufficient planned use of computers across the whole school day, particularly to support pupils' learning in literacy and numeracy.

83Overall, efficiency for financial control and school administration are very good. The efficiency of the school's administrative officer and support staff ensure the smooth day-to-

day running of the school, thus enabling the headteacher to make a significant impact on development and strategic management. The recommendations arising from the last auditors' report have been fully addressed.

84The school makes efficient use of time, money, teaching and non-teaching staff, accommodation and educational resources. The unit costs per pupil are just above the average for primary schools. Taking into account:-

- the attainment of pupils on entry;
- the unit costs per pupil;
- the good standards achieved by the pupils;
- the good quality of teaching;
- the effectiveness of the school as a community and the education it provides;

The Duchy School provides good value for money.

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PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1Children who are under five are taught in the reception class which leads off a large area shared with the Key Stage 1 class. Children entering school in September are in a mixed year group class with Year 1 pupils. Assessments carried out soon after children start in the reception class show that whilst there are a few variations, attainment on entry is broadly average. Children make satisfactory progress and, by the age of five, meet the expectations of the Desirable Learning Outcomes.

2The school operates a two term entry policy so that children who will be five in the summer term do not enter school until the beginning of the spring term. Very good links are established with the local playgroup. A number of visits are planned during the course of the year to introduce children to the school surroundings. Provision in the reception class is organised to take account of the needs of children under five. The curriculum is based on the recommendations of the 'Desirable Outcomes for Children's Learning' document and provides a secure basis for later work at Key Stage 1. Teaching overall is satisfactory and has some good features. The learning assistant works very closely with the teacher to support the children in a wide range of activities. Parent and volunteer helpers make a highly valued contribution to the programme of activities. The children experience a sound balance of class teaching time, teacher led activities and independent choice of activities during the school week.

3Children respond well in lessons. Most follow instructions and join in whole class activities enthusiastically. They show an increasing ability to work co-operatively: for example when sharing magazine pages, scissors and glue in an activity to link initial sounds with pictures. They understand the need to raise their hand and take turns during whole class discussions. Arrangements for break time and assemblies help in the development of children's social skills. During the period of the inspection, they participated in a celebration assembly and coped very well with the event.

4Children who are under five make satisfactory progress in language and literacy. Their listening skills are developing appropriately. They listen attentively to stories and understand that print conveys meaning. Individual children use well formed sentences when responding to the teacher's questioning: for example they confidently speak into a microphone to tell

the class what they would like to be when they grow up. Many of the children recite the alphabet and talk about, and identify, specific sounds. All are learning to write letters correctly and to write their own name by tracing over the letters or copying the teacher's model. Language development is promoted well through the broad range of activities planned for children in all areas of learning.

5Children's knowledge and understanding of the world are developing well. They talk about their families and about the past and present. This is developed through the examination of photographs of themselves and their families. They understand that the photographs provide a record of how family members looked in the past. Each child is given the opportunity to question a visitor who regularly helps in the classroom about her experience of school in the past. When discussing how they have changed since they were a baby, children know that they have grown taller and that they now eat different foods. Children have opportunities to experiment with sand and water. They consider the properties of sand when dry and when wet.

6Early number work is well established through the provision of a variety of activities including sorting, sequencing and counting. Children learn about simple shapes and patterns through practical activity and experimentation. They count the number of bricks used when building a tower using construction toys and count accurately when laying the table for four friends in the home corner. They are developing an understanding of 'more than' and 'less than' through water play. Mathematical vocabulary related to size is developed well through, for example the story of 'Goldilocks and the Three Bears'.

7Children make good progress in all aspects of their physical development. In the hall, they move confidently showing a good awareness of space. They stretch and march on the spot. They link a sequence of movements very well and perform them working at high and low levels. A wide range of outdoor experiences is provided including the use of large fixed apparatus, tricycles and ball games. In the classroom, children handle scissors, small construction toys and pattern boards with increasing control. They peg out little bear's washing, trace over patterns accurately and use pencils and felt pens appropriately to draw pictures.

8Children's creativity is developed effectively through play, art, language and literacy and music. There are suitable resources for imaginative play including dressing-up clothes, toys and puppets. In art, children have experience of a range of media including collage techniques, paint and chalk. They all have the opportunity to use musical instruments when exploring elements of high and low pitch during a music lesson and to recite and sing familiar rhymes. In language and literacy, children suggest what characters might say in response to particular events and share their ideas freely.

95 **ENGLISH, MATHEMATICS AND SCIENCE**

95 **English**

9Results of 1998 National Curriculum tests for pupils at the end of Key Stage 2 show that the percentage of pupils achieving the expected Level 4 was well below the national average. No pupils achieved Level 5 which is well below the national average. Standards of attainment at Key Stage 2 were well below average when compared with similar schools. The results of the latest National Curriculum assessments show that attainment has risen

significantly with an increase in the percentage of pupils achieving Level 4 and 27 per cent of pupils achieving Level 5. Comparisons cannot be drawn at this stage as national figures have yet to be published for this year. The results of national tests for seven year olds reflects a similar picture. The percentage of pupils achieving the expected Level 2 in reading was well below the national average and in writing the results were very low when compared with the national average. Results of the most recent end of Key Stage 1 tests show a significant improvement in both reading and writing. This confirms the findings of the inspection which found attainment in English to be above average at the end of both key stages. The marked difference in attainment over the last two years can be attributed in part to variations in year group numbers and pupils' abilities.

10At the end of both key stages, attainment in speaking and listening is good. Pupils listen well to adults and to each other. They read aloud confidently and generate ideas and opinions about the content of texts. During a celebration assembly to which parents were invited, Key Stage 1 pupils told the story of 'The Crow and the Water Jug' and Key Stage 2 pupils told the story of 'David and Goliath'. Pupils at the end of Key Stage 2, discuss the presentation of a book as a play script and clearly explain the different features of the two forms. They adapt their talk to the context of discussions in many areas of the curriculum and use appropriate vocabulary well.

11Standards in reading are good for the majority of pupils. They show understanding of significant ideas in a range of texts. At the end of Key Stage 1, most pupils use phonic knowledge to tackle unfamiliar words and more able pupils use context clues well. They are starting to express preferences for the types of books they like to read. The reading programme consists of a range of books from different schemes which are banded together according to the level of difficulty. At the end of Key Stage 2, capable readers express preferences for certain authors and talk confidently about the reasons for their choices. They find information in reference books by using the contents and indexes effectively and they use the higher order skills of skimming and scanning to research particular subjects and areas of study in history and religious education. Reading has a high profile in the school. Pupils have a period of sustained quiet reading daily and during this time teachers read with individual pupils and assess their progress. There is a lack of consistency in the use of reading records and a significant number of pupils do not keep one. Reading records which are kept at the end of Key Stage 2 are particularly comprehensive, charting the range and frequency of pupils' reading.

12Standards in writing are satisfactory overall and there are some very capable pupils in each year group. A significant minority of written work is poorly presented particularly at Key Stage 2. Pupils often forget to punctuate their work appropriately and a few produce only limited amounts. High attaining pupils at the end of Key Stage 2 write fluently and accurately using different styles for different purposes. Accounts about the solar eclipse written in a journalistic style use appropriate language to reflect a range of perspectives about the event. Pupils show a satisfactory awareness of spelling conventions and the recent focus on spelling throughout the school is having an impact on pupils' written work. At the end of Key Stage 1, high attaining pupils write a beginning to a story using imaginative vocabulary to set the scene. They are aware of full stops and capital letters and use them correctly. Handwriting is usually well formed and legible.

13Progress in the development of speaking and listening skills is good at both key stages and good progress is made in reading throughout the school. Progress made in writing is satisfactory at Key Stage 2 and good at Key Stage 1. Teachers monitor progress carefully and assessment is used to inform planning for different groups. Pupils with special educational needs are supported well within their classes and make good progress.

14 Most pupils have good attitudes to their lessons. They enjoy their work and respond well to the teacher. They approach tasks confidently and show a high level of independence when completing written tasks. Many pupils show sustained concentration when using research skills and are happy to share their ideas with others in plenary sessions.

15 The quality of teaching is good overall, and ranges from satisfactory to very good. Where teaching is good, teachers successfully build on pupils' existing knowledge and understanding to take learning forward. For example, pupils in Years 1 and 2 are questioned about the beginning of a story they heard the day before. They focus particularly on the key elements of setting the scene and use this information to create a story beginning of their own. Good teaching is characterised by question and answer sessions which challenge pupils' thinking and organisation and methods that take account of all levels of ability within the class. Planning is good throughout the school and what is to be taught and learned is clearly identified in daily plans. Resources are used well and help teachers to emphasise teaching points. Overhead projectors are used to good effect in many of the classrooms when text is projected onto a screen and teachers can identify and highlight examples related to their teaching focus. However, information technology is not fully used in literacy hour. The satisfactory teaching observed was not better it lacked appropriate pace which was not maintained throughout the lesson, and expectations of pupils' work were not clearly stated. Whilst there are good assessment procedures in place to help teachers track pupils' understanding and modify planned work accordingly, marking is not used effectively. Often errors are not identified and pupils are not encouraged to improve and redraft parts of their work. Homework supports work covered in the classroom and a planned programme is distributed to parents some weeks in advance.

16 The fostering of English skills has a high priority in the school and writing has been identified as a particular focus this year. The subject is monitored effectively and supported by significantly improved reading resources. The requirements of the National Curriculum are met.

103 **Mathematics**

17 Results of 1998 National Curriculum assessments for pupils in Year 2 were close to the national average for the proportion achieving the expected Level 2, but below average for those achieving Level 3. In comparison with similar schools nationally, the school's results were average. The school's results in 1999 show an improvement in the proportion of pupils achieving the higher Level 3. Inspection findings are that by the end of Key Stage 1, standards are above average and pupils, including those with special educational needs, make good progress.

18 Results of 1998 National Curriculum assessments for pupils in Year 6 were well below the national average for the proportion of pupils achieving the expected Level 4 and the higher Level 5. In comparison with similar schools nationally, results were well below average. The school's results in 1999 show a significant improvement over its 1998 results, with the proportion of pupils achieving Level 4 doubling to 86 per cent, with 24 per cent achieving Level 5. Inspection findings confirm this improvement and, by the end of Key Stage 2, standards are above average and pupils, including those with special educational needs, make good progress.

19 The improvement is the result of good teaching and careful target setting; in Key Stage 2, the school exceeded its target by 12 per cent.

20Pupils use their literacy skills well to support their work in mathematics. They are confident in reading and understanding mathematical problems and in writing their own problems: for example a Year 3 pupil wrote, "If Chris spends £1 per day, how much will he spend in 7 days?" Pupils use information technology skills successfully, particularly in the use of data handling and spreadsheets. However, they have insufficient planned opportunities to use information technology within the numeracy hour. Speaking and listening skills are developed well through pupils having to explain how they find answers to mental arithmetic questions.

21Pupils make good progress in the use and application of mathematics in problem solving and investigations. Pupils in Year 2 carry out a good investigation into finding different ways of finding 32 by using all four rules of number. By the end of Year 6, pupils investigate successfully number relationships: for example '264 is an even number and it is half of 528'. Pupils work very well on an investigation into using only the digit '4' and the four rules of number to find equations that will give the answers from one to 100. In mental arithmetic, pupils are confident in explaining patterns in numbers: for example when looking at the 12 times table a pupil noticed that "Twelve squared is 144".

22Good progress is made in number work. By the end of Year 2, pupils read, write and order numbers to 100, with many confident to 1000. They understand hundreds, tens and units and know multiplication tables to 5, and 10. Pupils solve problems accurately in finding change from £1. By the middle of the key stage, pupils round off successfully to the nearest thousand and they use brackets well to solve problems: for example '13x8' by $(10 \times 8) + (3 \times 8)$. By Year 6, pupils understand the relationship between fractions, decimals and percentages and apply this knowledge to problems: for example in finding the VAT at 17.5 per cent on items. They are confident in working with large numbers in the millions. Pupils' knowledge and use of multiplication tables to 12 are good. Mental arithmetic skills are good and pupils apply these well to problem solving.

23Progress in work on shape, space and measures is good. By the end of Year 2, pupils recognise and name common two-dimensional and three-dimensional shapes. They understand line symmetry, and measure accurately using centimetres. Pupils read time accurately to the nearest five minutes. By Year 4, they measure in metres and kilometres and use their knowledge of decimals in calculations of distance. Pupils understand the relationship between days, hours, minutes and seconds. By Year 6, pupils understand and explain circumference and diameter of circles. They calculate area and volume accurately by using formulae and they identify different types of triangles by their properties.

24In Key Stage 2, progress in data handling is good. By Year 4, pupils collect data accurately and present the information in well drawn and clearly labelled graphs: for example on class absences. By Year 6, pupils show a good knowledge of how to interpret mathematical data and use information technology successfully, particularly spreadsheets to identify patterns and anomalies in data.

25Pupils enjoy mathematics and work hard in lessons, although they do not always take sufficient care or pride in the presentation of their work. In the mental arithmetic session and in the whole class introduction, pupils listen attentively and boys and girls are equally keen to answer questions. In the work phase of lessons, pupils settle quickly and most sustain concentration well and complete their tasks. Pupils work well with classroom assistants, with parents and other volunteer helpers, including governors and former teachers.

26The quality of teaching is good overall and has a significant impact on the standards achieved. During the inspection, it was good in 75 per cent of lessons. Teachers show good subject knowledge which is passed on to pupils with enthusiasm, for example the use of spreadsheets in Year 6. Mental arithmetic sessions are brisk and challenge pupils to think and to explain their thinking; this makes a good contribution to speaking and listening. Whole class introductions are clear, with good use made of overhead projectors to demonstrate key teaching points. Group work is organised and managed well, with tasks clearly matched to the differing learning needs of pupils. Classroom assistants and volunteer helpers are used well: for example in Year 6 to work with more able pupils, which allows them to deepen their mathematical understanding. The final or plenary session is used well to recap the main teaching points and to allow pupils to share their work with the rest of the class. Teachers' marking of pupils' work is inconsistent and does not reinforce sufficiently high expectations of the way in which pupils should present their work.

27The previous inspection report judged standards to be 'above national expectations at the end of both key stages'. The school has sustained those standards and is well placed to continue to do so. The requirements of the National Curriculum for mathematics are met.

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Science

28Results of 1998 National Curriculum teacher assessments for pupils in Year 2 were close to the national average for the proportion achieving the expected Level 2, but well below the national average for those achieving Level 3. In comparison with similar schools nationally, results were below average for those achieving Level 2 and well below average for Level 3. The school's results in 1999 show a significant increase in the proportion achieving the higher Level 3. Inspection findings are that by the end of Key Stage 1, standards are above average and pupils, including those with special educational needs, make good progress. The improvement is due to good teaching and the school's commitment to raising standards.

29Results of 1998 National Curriculum assessments for pupils in Year 6 were well above the national average for the proportion achieving the expected Level 4 and close to the national average for those achieving Level 5. In comparison with similar schools nationally, the results were above average. The school's results in 1999 show an improvement, with all pupils achieving Level 4 and 55 per cent achieving Level 5. Inspection findings are that by the end of Key Stage 2, standards are above average and that the school is sustaining high levels of achievement.

30Pupils make satisfactory use of their literacy skills in science, although the application of those skills is not rigorously reinforced by teachers: for example Year 6 pupils were not using punctuation accurately when answering questions on materials. However, reading skills are used well when carrying out scientific research. Numeracy skills are applied well in the accurate measurement of temperature, distance and volume. Information technology skills are used well, particularly for recording and analysing the results of experiments through graphs and spreadsheets.

31 Good progress is made in investigational and experimental science. In Year 2, pupils investigate successfully the effect of increasing the angle of a slope and how far a car will travel down the slope and they record their findings well in graphs. By Year 4, pupils show good understanding of predicting, testing and drawing conclusions in their investigation into how to keep materials insulated. By Year 6, pupils understand the importance of a 'fair test' and 'variables' when they investigate substances which dissolve. They record the results of the investigation through careful measurement and by entering the data into a spreadsheet in order to find patterns and anomalies.

32 Progress in the understanding of life processes and living things is good. By the end of Year 2, pupils show good knowledge of the importance of a balanced diet and exercise in keeping them healthy. They identify and label accurately the main parts of a flower. By Year 4, pupils show good knowledge of seed dispersal and the life cycle of plants, including pollination and germination. They show good knowledge of teeth, including identifying canines, incisors and molars. By Year 6, pupils label and explain the functions of the main organs of the human body. They show good knowledge of food chains and the effect of poisons in those chains.

33 In work on materials and their properties, progress is good. By the end of Year 2, pupils sort and classify accurately materials by their properties, for example wood, paper, metal, glass and plastic. They know that some materials are changed by heating whilst others are not. By Year 6, pupils show good knowledge of reversible and irreversible change. They know that some materials will dissolve and they are successful in separating impurities from pond water.

34 Progress in knowledge and understanding of physical processes is good. By Year 2, pupils know that a force is a 'push' or 'pull'. By Year 4, they understand gravity and air resistance, and know that sounds are caused by vibration. By Year 6, pupils explain well upthrust and balanced forces as an extension to their learning on forces. They show a good knowledge of circuits in parallel and series and they use correct symbols when drawing their circuit diagrams.

35 Pupils work hard in science lessons, particularly in pairs and groups where they show good skills in co-operation: for example in Year 5 where one pupil reads the thermometer and the other writes down the reading. However, they do not always take sufficient care when presenting their work: for example in not using a ruler to draw charts and diagrams. Pupils relate well to each other and to classroom assistants and volunteer helpers who support their learning.

36 The quality of teaching is good and contributes well to the standards achieved. Teachers show good subject knowledge and lessons are prepared well. Resources are used particularly well by teachers to ensure that pupils have ready access to experimental and investigative work. Lessons proceed at a brisk pace and teachers challenge pupils well through effective questioning; this encourages pupils to explain their thinking and so deepen their scientific understanding. Teachers' marking of pupils' work is inconsistent and does not reinforce sufficiently high expectations of the way in which pupils should present their work.

37The previous inspection report judged that ‘pupils achieve the national expectation’. Inspection findings confirm that standards have improved, as the result of good teaching linked to target setting. In addition, teachers make good use of the scheme of work which details the knowledge, skills and understanding to be taught as pupils move up through the school. The requirements of the National Curriculum for science are met.

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Information

technology

38By the end of both key stages, standards meet national expectations in information technology and pupils, including those with special educational needs, make satisfactory progress. Pupils use their literacy skills well when word-processing stories, poems and factual writing: for example ‘newspaper reports’ of the eclipse. Numeracy skills are used well in data handling and the use of graphs and spreadsheets. However, pupils have insufficient planned opportunities to use information technology to support their learning in the literacy and numeracy hours.

39By the end of Year 2, pupils are confident in the key skills of loading, saving and printing their work and in the use of the mouse and keyboard. They use word-processing skills successfully to write the text for their storybooks: for example ‘The Dragon and the Elephant’; and they are accurate in the use of punctuation. Pupils are successful in entering commands into a programmable toy in order for it to follow a planned route. They know the commands for making the toy move forwards, backwards and to turn.

40By the end of Key Stage 2, pupils use a wide range of fonts, colours and layouts in their word-processing of stories, poems and factual writing. They are successful in merging ‘clip-art’ with text to produce posters. Literacy skills are used well in the factual accounts of the hedgerow planting project at Charwell Meadow. Pupils are confident in the use of a simulation program which develops their understanding of archaeology, including knowing how to save and store their ‘finds’ from each day of ‘digging’. Data handling is used particularly well in Years 5 and 6, where pupils are confident in entering and analysing data from graphs and spreadsheets. In one lesson, pupils correctly interpreted which was the rogue alien based on comparing height and weight patterns of an alien species.

41Pupils enjoy using information technology. They are confident in helping each other and, for example, in Year 3, in demonstrating to the rest of the class how to use the archaeological simulation program. They are trustworthy and sensible when working independently in the shared area adjacent to their classrooms. Pupils work well with volunteer adults, including governors who support their learning. Pupils value these opportunities.

42The teaching in the two lessons observed was good. Teachers show good subject knowledge which they pass on confidently to pupils. The lesson introduces the program to be used for the week and good opportunities are taken for pupils to report the teaching to classmates. This allows the teacher to assess pupils’ understanding and provides good opportunities for pupils to use their speaking and listening skills. At present, teachers are not planning sufficient opportunities for pupils to use information technology in the literacy and numeracy hours.

43The previous inspection report judged standards to be 'in line with national expectations'. Inspection findings are that the school has maintained its standards. With the imminent arrival of new hardware, including Internet access and networking of the school's computers, the school is well placed to raise standards.

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Religious education

44By the end of both key stages, attainment in religious education is in line with the expectations of the locally agreed syllabus. During the inspection, some good work was observed at both key stages. By the end of Key Stage 2, pupils have a secure knowledge and understanding of the major elements of Christianity and some of the major events which are celebrated by Christians. They develop a good understanding of the fundamental beliefs of other religions and the main artefacts and rituals connected with them. At Key Stage 1, pupils study aspects of Christianity and relate them to their lives. The focus for learning at the end of the key stage is tolerance of others and an awareness that different people have different ideas and beliefs. Pupils develop this understanding through a well planned lesson in which they listen to an appropriate story and discuss and share ideas about the possible contents of sealed bags prepared by the teacher. They listened well to one another's suggestions and enjoyed the revelations at the end of the lesson. Pupils at the beginning of Key Stage 2 study the origins of sacred writings and look particularly at the Torah in Judaism. At the end of the key stage, pupils study Hinduism and learn about the religious significance of Divali in the Hindu calendar. They undertake a range of activities to extend their understanding of the symbolism of the preparations for the festival.

45Most pupils, including those with special educational needs, make satisfactory progress. They show an interest in discussing and sharing ideas and beliefs and respect the views of others.

46In the two lessons observed, the quality of teaching was good. Lessons are thoughtfully prepared and reflect a good knowledge and understanding of the subject. Skilled and sensitive questioning promotes the elements of spirituality and wonder. Planning currently follows the locally agreed syllabus, although there are plans to integrate this with a commercial scheme of work during the current academic year.

47Since the last inspection, the school has addressed the lack of artefacts to support religious education. The school has purchased a small number, and now has access to the high quality resources from the local Teachers' Centre and from the local education authority resource centre. Faiths other than Christianity are now taught as separate topics at Key Stage 2. Religious education has a high profile in the school and pupils' knowledge and understanding is regularly assessed.

134 OTHER SUBJECTS OR COURSES

134 Art

48Only two art lessons were observed during the inspection. Evidence of standards of attainment was collected from work on display throughout the school and from previously completed work in pupils' art folders. By the end of both key stages, attainment is in line with expectations for pupils of this age. Pupils, including those with special educational needs, make satisfactory progress.

49Pupils at Key Stage 1 use successfully a range of media to paint, draw and create collage pictures. Demonstrations and samples of work are used effectively to support pupils' development of skills. At the end of Key Stage 1, pupils use clay creatively to make cubes for sculpture. They use materials, tools and techniques appropriately and are given opportunities to review and modify their work. They discuss confidently the visual elements of line and form.

50In the one lesson seen at Key Stage 2, pupils made good progress in the use of line and tone to suggest texture in two-dimensional drawings. They discuss texture using a range of vocabulary to describe the visual and tactile qualities of the materials supplied by the teacher. One group of pupils worked well together to produce a large piece of weaving which combined natural and man-made materials to create a range of textures within a finished piece of work. Pupils in Years 4 and 5 link their art work to their history studies when they design and execute 'collum' patterns in the style of those associated with the Hindu festival of Pongal.

51Pupils enjoy art. They show an interest in each other's work and concentrate hard to produce a finished piece of work that they can be proud of. They use equipment and resources with enthusiasm and care. This enthusiasm is encouraged and developed during 'Arts Week' when pupils have the opportunity to experience a wide range of media and techniques. This annual event is well supported by the local community and evidence of its success is on display around the school.

52In the two lessons observed, teachers' good preparation and presentation of skills and techniques inspired pupils to work hard to achieve similar results. Lessons are well planned with clearly identified objectives. The use of sketchbooks is inconsistent and their potential as an aid to monitoring progress is not well utilised. Teachers take care with the presentation of pupils' work. Displays around the school reflect the use of a wide range of media and knowledge and experience of the work of different artists.

139 **Design and technology**

53No design and technology lessons were observed during the inspection, as the subject is not being taught during this half term. However, evidence from displays of pupils' work and the subject manager's very good portfolio of pupils' previous work, is consistent with pupils performing at levels expected for their age. Pupils, including those with special educational needs, make satisfactory progress. Literacy skills are used well by pupils in their planning and evaluations of their products. Numeracy skills are used effectively, particularly in the accurate measurement of lengths of wood.

54By the end of Year 2, pupils are confident in selecting materials for tasks and in using appropriate joining techniques. In good work linked to science, pupils use junk materials well to make models of the human body which they then label accurately with key features, including 'head', 'arm', 'leg' and 'eyes'. Pupils make good models of playground equipment: for examples swings and slides, including the use of construction kits. They use textiles well to dress their puppets.

55By the end of Key Stage 2, pupils show a good understanding of the design, make and evaluate process. Pupils design and make hats, masks and sunglasses using an imaginative range of materials and successful joining techniques. In their designs for

shelters, pupils produce clear, well labelled diagrams which include measurements in millimetres and centimetres. They select and use tools carefully and produce good written evaluations in which they identify strengths and weaknesses in their finished shelters. Food technology skills are developed satisfactorily. Pupils plan recipes for biscuits which they make and taste. They make imaginative recipes for 'Star Gazy Pie' in which they show good application of writing for a specific purpose.

56Although no lessons were observed, evidence is consistent with the quality of teaching being satisfactory. Pupils are clearly being taught a range of skills and techniques which enable them to make satisfactory progress as they move up through the school. The previous inspection report made no reference to design and technology.

143 **Geography**

57Due to the block teaching of geography and history, no geography lessons were observable during the inspection. Based on a scrutiny of completed work, discussions with pupils, geographical work in other subjects and teachers' planning, progress in geography for all pupils, including those with special educational needs, is satisfactory throughout the school.

58By the time they reach the end of Year 6, pupils attain standards which are in line with those expected for their age. They use atlases reasonably well, distinguish between countries and continents and locate key places on a world map. They describe the site of their town and suggest reasons for its location and they talk about seasonal weather patterns and explain the reasons for weather conditions in different parts of the world. A scrutiny of previously completed work, shows that during their residential trip to Wembworthy, pupils used their geographical skills and knowledge well to complete an orienteering course. They compared a map of the village drawn up one hundred and fifty years ago with a more recent one and were successful in noting major changes.

59An all year round interest in geography is maintained in Key Stage 1 by charting the travels of 'Barnaby Bear' as he accompanies pupils on trips to different locations around the world. Pupils study their own environment and consider how they can make it safer.

60As there was no geography in progress during the inspection, no judgement can be made about the quality of teaching.

147 **History**

61Progress for pupils, including those with special educational needs, in history is good throughout the school and standards exceed expectations for pupils of this age. At the beginning of Key Stage 1, pupils develop a good sense of the passage of time and how things change. They learn that life was different when their grandparents went to school and they formulate questions to ask a visitor who is a grandmother. At the end of Key Stage 1, pupils study 'The Great Fire of London' and learn about the importance of eyewitness accounts. They understand some of the different ways in which the past is represented. This was well demonstrated in discussions about the diary of Samuel Pepys and pupils' observations and ideas about a copy of a painting which records 'The Great Fire of London'. In Year 2, pupils investigate historical information and display a good knowledge of past events. They demonstrate an understanding of the key figures associated with the reign of Henry VIII and make good progress in their understanding of the reasons for the great power of the Tudor monarchs. They discuss the reasons both political and personal for Henry VIII marrying six times. Pupils in Years 4 and 5, studying the Indus Valley civilisation, use pictures to extract information about the discovery of the valley.

62The quality of work displayed around the school is good and reflects pupils' enthusiasm for the subject. Pupils in Years 3 and 4 worked together to produce a large painting of a Viking longship as part of their study of the impact of Viking settlement in the British Isles. A display focusing on the reign of Henry VIII is a successful combination of teacher and pupil input which informs and stimulates thinking. The presentation of work in topic books is satisfactory overall, but there are some examples of unsatisfactory recording of information. A significant number of pupils in Key Stage 2 forget to punctuate their work appropriately and do not write in sentences.

63History makes a good contribution to literacy particularly in reading and writing. For example pupils in Year 2 produce good accounts about 'The Fire of London' written from the perspective of an eyewitness. At the end of Key Stage 2, pupils use well-developed research skills to collect significant evidence to explain the reasons for Henry VIII's wish to divorce Catherine of Aragon.

64The quality of teaching in history is good overall, but ranges from satisfactory to very good. Where teaching is good, teachers' enthusiasm and good subject knowledge motivates and inspires pupils. Lessons are usually well prepared and artefacts and reference materials are used effectively to extend pupils' knowledge and understanding. Good links are made with other areas of the curriculum such as art, geography and music.

Music

65Throughout the school, pupils, including those with special educational needs, make satisfactory progress in music. Pupils' performance meets expectations for their age. Lessons are well planned and pupils participate fully. Key Stage 1 pupils compose a short piece of music using a narrow range of tuned instruments, such as chime bars, glockenspiels and xylophones. They discuss how to add interest to their pieces using repeating notes and rests. Younger pupils in the key stage use instruments confidently to accompany the story of 'Goldilocks and the Three Bears'. They understand the link between the pitch of the music they play and the characters in the story. Pupils in Years 4 and 5 recognise and play syncopated clapping ostinatos and combined ostinatos using clapping and stamping, and xylophones. At the end of Key Stage 2, pupils present a performance of 'Pastime With Good Company' successfully linking their study of Henry VIII with their music. Each year they work with other schools to produce a Christmas performance which takes place in a local church. Pupils have the opportunity to reflect on music from a range of styles, traditions and cultures at the beginning of the daily assembly.

66The school works closely with the local arts' group. The 'arts week' held during the summer term provides many opportunities for pupils to listen to, and compose, music, as well as perform for a public audience.

67Pupils' attitudes to music are good in both key stages. They enjoy lessons, especially when making their own music. They listen carefully and show an appreciation of each other's performances.

68The quality of teaching is satisfactory overall. Where teaching is good, teachers have good subject knowledge which enables them to interest and motivate pupils. Good pace, clear expectations and good class management are all features of the good teaching observed in music lessons.

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Physical education

69By the end of both key stages, pupils' performance exceeds expectations for their age. Progress, including that for pupils with special educational needs, is good. During the inspection, lessons in gymnastics and outdoor games were observed. However, the school provides a full physical education curriculum, including dance, athletics, swimming and outdoor pursuits. Pupils' performance is enriched by a very good range of extra-curricular activities. By the end of Year 6, 80 per cent of pupils meet the national expectation of being able to swim 25 metres unaided.

70By the end of Year 2, pupils know the reasons for a warm-up and cool-down at the start and end of lessons. They know the importance of exercise in keeping the body fit and healthy. In the warm-up in games, pupils show a good awareness of space and move around the playground changing direction and speed of movement. They perform stretching exercises well and their 'star' jumps are good. They show good skills for their age in aiming at a target, hitting a ball accurately with a hockey stick and in bouncing and balancing a ball on a round bat.

71In Key Stage 2, pupils in Year 3 show good early tennis skills, particularly in standing correctly and in the correct holding of the racquet. By Year 6, these skills are developed well and pupils volley the ball to each other with accuracy. In gymnastics, pupils in Year 5 show good skills in balancing and rolling and apply these skills well to low-level apparatus, including benches. In Key Stage 2, pupils perform a range of country and traditional dances as well as creative dance: for example in planning and devising routines to show 'machines'.

72Pupils listen attentively in lesson introductions and follow instructions carefully. They know, for their own safety, the importance of responding immediately to the teacher's 'stop' command. Pupils work well in pairs and in teams. This is particularly evident in the competitive matches the school plays in football, netball and tag rugby.

73 Teaching is good and makes a strong contribution to standards achieved. Lesson warm-ups are vigorous and led well by teachers. A significant strength is that teachers work with individual pupils on developing skills and techniques: for example in Year 3 where the teacher worked with pupils on improving their stance and racquet holding. Lessons proceed at a good pace, with a strong emphasis on activity, although good opportunities are provided for pupils to evaluate their performance. Teachers make good use of the hall, playground, field and equipment to support pupils' learning. Pupils benefit from extra-curricular activities and competitive matches against other schools. Pupils, parents and teachers enjoy the annual sports day. The previous inspection report judged attainment to be 'above the national expectation'. The school has maintained its high standards and is clearly committed to providing its pupils with a full and rich physical education curriculum.

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160 **PART C: INSPECTION DATA**

160 **SUMMARY OF INSPECTION EVIDENCE**

74 The team consisted of three inspectors, including the lay inspector. The inspection was carried out in the school week commencing Monday October 11th 1999, and covered four days of observation and interviews. Before the inspection, members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of the 15 parents who attended. An analysis was made of the 37 questionnaires returned by parents. During the course of the inspection, the team observed 40 lessons or parts of lessons and covered registration periods and assemblies. A total of 56 hours was spent on gathering evidence.

75 A sample of pupils from each class was heard reading and the work of those pupils was scrutinised by the team over a period of six hours. Behaviour in the playground, dining-hall and around the school was observed. Discussions were held with members of staff, governors, subject co-ordinators, visitors and parents. The team examined pupils' records and reports, teachers' planning and record keeping, financial statements and attendance registers. Inspectors looked at the resources provided by the school for pupils and at the use made of accommodation.

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163 **DATA AND INDICATORS**

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163 **Pupil data**

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	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	137	1	38	13

163 **Teachers and classes**

163 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6
Number of pupils per qualified teacher:	23

163 **Education support staff (YR – Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	6

Average class size:	27
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163 **Financial data**

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Financial year:	98/99
	£
Total Income	230,511
Total Expenditure	219,638
Expenditure per pupil	1,651
Balance brought forward from previous year	2,579
Balance carried forward to next year	13,452

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163 **PARENTAL SURVEY**

Number of questionnaires sent out:	137
Number of questionnaires returned:	37

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	43	54	0	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	41	5	3	0
The school handles complaints from parents well	27	38	29	3	3
The school gives me a clear understanding of what is taught	19	47	17	17	0
The school keeps me well informed about my child(ren)'s progress	32	37	14	14	3
The school enables my child(ren) to achieve a good standard of work	25	63	6	6	0
The school encourages children to get involved in more than just their daily lessons	30	64	3	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	60	8	16	0
The school's values and attitudes have a positive effect on my child(ren)	42	39	11	8	0
The school achieves high standards of good behaviour	30	54	8	5	3
My child(ren) like(s) their school	57	35	8	0	0

Fifteen parents attended the meeting with the registered inspector prior to the inspection and 37 questionnaires were returned. Inspection findings support the positive views of parents, but do not support the negative views of a very small number of parents. In addition, at the parents' meeting the following points were made:

- The school is a happy place;
- There are good community links;
- There is strong leadership;
- There is a real sense of teamwork;
- The school has good facilities, for example the play area and hall; the hall is let out to the community.