

INSPECTION REPORT

Northlew & Ashbury Parochial Primary School

Okehampton

LEA area: Devon

Unique reference number: 113414

Headteacher: Mrs N Lampe

Reporting inspector: Stephen Dennett
13712

Dates of inspection: 26th – 28th March 2001

Inspection number: 193983

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Northlew Okehampton Devon
Postcode:	EX20 3PB
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Hazel
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr Stephen Dennett	Registered inspector	Mathematics Science Art and design Design and technology Information and communications technology Physical education Equal opportunities	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What must the school do to improve further?
11564	Mrs Jean McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31975	Mrs Kay Andrews	Team inspector	English Geography History Music Religious education Foundation Stage Special educational needs	How high are standards? – Pupil's attitudes, values and personal development. How good are curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Northlew and Ashbury Parochial Primary School provides full time education for 45 pupils aged five to eleven. At the time of the inspection, there were 20 boys and 25 girls attending the school. None of the pupils were under the age of five. All the pupils come from the local area and there are no pupils who speak English as an additional language. Pupils' levels of attainment on entry to the school are generally below average and now very few pupils have attended nursery or playgroups before they begin their full-time education. Although only 2 per cent of pupils claim free school meals, which is well below average, other indicators show that the social and economic circumstances of the majority of pupils are relatively unfavourable. At the time of the inspection, the village was in the midst of a severe foot-and-mouth disease outbreak, which has seriously effected local agricultural and tourist businesses. Currently, 22 per cent of pupils are on the school's register of special educational needs, which is about average. Two per cent of pupils have statements of special educational needs, which is above average.

HOW GOOD THE SCHOOL IS

This is an effective school with a number of very good features. Overall, standards are above average and the majority of pupils achieve well in relation to their prior attainment. Pupils have very positive attitudes to school and behave well. The quality of teaching is consistently good and teachers provide a high level of care for pupils. The leadership and management of the school are very good, with all members of the staff team and the governing body making significant positive contributions. The school provides good value for money.

What the school does well

- Standards in most subjects are good, including the core subjects of English, mathematics and science.
- Pupils have very positive attitudes to school, they behave well and their personal development is very good.
- The quality of teaching is good overall, especially the teaching of the younger pupils.
- Overall provision for pupils' spiritual, moral, social and cultural development is very good.
- The leadership and the management of the school by the headteacher are very good.
- The overall provision for pupils with special educational needs is very good and they make good progress.

What could be improved

- Standards of handwriting, spelling and presentation are below the level that could be reasonably expected from pupils of this age.
- Provision for the youngest pupils' physical development is unsatisfactory as there is no safe outdoor play area or sufficient large outdoor equipment.
- The current accommodation arrangements for gymnastics are unsatisfactory and, consequently, the school is unable to fulfil the statutory requirements for this aspect of physical education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the school was last inspected in January 1997. The school has responded effectively to the previous key issues. Curriculum planning has been developed to ensure that the National Curriculum requirements are met in information and communications technology and design and technology. The learning opportunities provided across the curriculum are now good and all aspects are covered well, with the exception of gymnastics in physical education. The school has given particular attention to improving provision for pupils' personal and social development. This is now very good and, in turn, has had a very positive effect on the standards achieved. Significant improvements in staff appraisal and development have been made. This aspect is now very good and there are high levels of consistency in classroom management and practice.

In addition to the key issues identified by the report, there have been improvements in other areas of the school's provision. Standards have improved in English, mathematics, information and communications technology, religious education and music. The overall management of the school has improved from good

to very good. However, one aspect, which has remained the same since the last inspection is the unsuitability of the accommodation for the teaching of physical education and is still a matter of concern. The current arrangements do not ensure that all aspects of the subject are fully met.

STANDARDS

As there were no pupils in Year 6 in 2000, it is not possible to comment on the test results for that year. In addition the very small number in each cohort for the preceding years means that comparisons are unreliable.

Observed standards are good overall. Standards in English, mathematics and science are above average and the majority of pupils are achieving well in relation to their prior attainment. Standards in literacy are good overall, but the quality of pupils' writing is not as good as their reading and speaking and listening. Standards of numeracy are very good and these skills are used well in subjects across the curriculum. Pupils use their information and communications technology skills well to support their learning in other subjects. Standards in religious education are above those expected by the locally agreed syllabus. Standards in information and communications technology, art and design, history and music are above those expected nationally and pupils achieve well. Pupils' achievements in design and technology, geography and physical education are satisfactory overall and standards are close to those expected nationally. The school is making good progress in meeting its targets in literacy and numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and their work. They are eager to take part in lessons and answer questions with alacrity.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils follow instructions promptly and generally act sensibly.
Personal development and relationships	Pupils have very good relationships with each other and their teachers. Most pupils act responsibly and are willing to undertake responsibilities around the school. Their personal development is very good.
Attendance	Attendance is well above average. There are no unauthorised absences.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Good	Good

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

The quality of teaching seen was good overall. In two-fifths of lessons, the teaching was very good and in over half it was good. In one lesson seen, the teaching was satisfactory. No unsatisfactory teaching was seen.

Teachers have a good grasp of the primary curriculum and use this knowledge well to develop pupils' skills and understanding. Good use is made of questioning and most lessons are challenging and interesting. The teaching of English is generally good, although in literacy, teachers do not always give sufficient attention to the presentation of pupils' written work. The teaching of mathematics is good, particularly numeracy, where the quality of teaching is very good. Planning for lessons is good and teachers set clear learning objectives, which they frequently share with pupils. Classroom and behaviour management are good and pupils respond by concentrating well and putting considerable effort into their work. Good use is made of time and, as a result, pupils make good progress in the acquisition of skills, basic knowledge and understanding. Teachers provide pupils with many appropriate opportunities for independent learning, and pupils use these well to develop their knowledge of various subjects. All pupils, including those with special

educational needs, learn well and the school's effective inclusion policy ensures that all pupils have equal access to the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a broad, balanced and relevant curriculum available to all pupils. However, aspects of physical education are limited by constraints in the accommodation and, at present, the school does not meet statutory requirements for gymnastics.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs and they make good progress in relation to their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development. Provision for spiritual development is good and for moral, social and cultural development, provision is very good. The school has good provision for inclusion and issues of race and culture are dealt with very sensitively.
How well the school cares for its pupils	The school cares for its pupils well. There are very good systems for monitoring pupils' academic performance and their personal development. The school works very well in partnership with parents and this has a very positive effect on pupils' progress and achievement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and the management of the school by the headteacher are very good. She is supported very well by the rest of the staff, who also make valuable contributions to the effective running of the school.
How well the governors fulfil their responsibilities	The governing body undertakes its responsibilities seriously and is effective in providing a good level of support for the headteacher and staff. Governors are fully involved in future planning and contribute significantly to the school's improvement plan.
The school's evaluation of its performance	The school has very good systems for analysing and evaluating its performance. The improvement plan has clear, achievable targets and all staff share a high level of commitment to success.
The strategic use of resources	The school makes very good use of the resources at its disposal. Grants have been used well to raise standards and improve provision. Levels of staffing and resources are good. The accommodation, although satisfactory overall, lacks adequate facilities for physical education and this has an adverse effect on provision for the subject. Overall, the principles of best value are applied well and the school is providing good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and are keen to attend.• Parents think their children are making good progress at school.• Behaviour at the school is generally good.• Teachers work hard and the teaching is good.• The staff are very approachable and listen sympathetically to problems.• The school is managed well.• There is a good range of out-of-school activities.	<ul style="list-style-type: none">• Some parents would like all pupils in Year 3 in the Key Stage 2 class.• More feedback on homework, some of which appears not to have been marked.• Provision for physical education is unsatisfactory.

Parents have very positive views of the school. The inspection team agrees with these positive views. In response to those issues where parents would like to see improvement, the inspection team offers the following comments:

- Although it is less than ideal to have Key Stage 2 pupils in a Key Stage 1 class, it is very difficult for a small school to avoid this kind of situation. However, great thought has been given to providing pupils in Year 3 with a suitable curriculum and challenging learning targets. As a result, they are learning well and making good progress. There is no evidence that they, or the rest of the Key Stage 1 class, are disadvantaged by the arrangement.
- Generally, homework makes a good contribution to pupils' learning and is preparing them well for the next stage in their education.
- The accommodation is not adequate for a full range of physical education activities. At present, the village hall used by the school presents some health and safety hazards and these have been brought to the attention of the headteacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with levels of achievement which are generally below average in all areas of learning. At the time of the inspection, there were no children under five, but the comprehensive baseline assessment data collected and analysed by the school confirms this judgement. Observation of the current Year 1 also shows that pupils' achievements in language are very limited when they first come to school.
2. In the 2000 Key Stage 1 national tests, standards were well above the national average in reading. In comparison with schools with a similar number of pupils entitled to free school meals, standards were average. Standards were well above the national average in writing and above average in comparison with similar schools. Standards in mathematics were above the national average, but in line with those found in similar schools. Due to the small numbers in each cohort, these test results are not a reliable indicator of achievement or of trends over time. Inspection evidence shows that the underlying abilities of different cohorts vary greatly, but in general, pupils are achieving well in relation to their prior attainment. No pupils took the Key Stage 2 national tests in 2000.
3. Observed standards are good overall. Standards in English at the end of both key stages are above average, especially in speaking and listening and reading. Standards in writing are satisfactory overall, although the quality of presentation is below that which could be reasonably expected from pupils of this age. Standards of handwriting, although improving, are still below the expected level. Although the content of written work is frequently imaginative, it is marred by poor spelling, punctuation and general untidiness. Overall, however, standards of literacy are above average, with reading being a particular strength. The standards in mathematics observed throughout the school are good. At the end of both key stages, pupils achieve standards which are above average in all aspects of the subject. Standards in numeracy are well above average and many pupils have very good mental skills. By the end of Key Stage 2, almost all pupils can recall multiplication tables up to 10 rapidly and perform complex calculations 'in their heads'. Standards in science are also above average at the end of both key stages. Pupils have a good knowledge of the human body, can recall significant facts about the properties of materials and understand the basics of electricity, light and magnetism.
4. Throughout the school, standards in information and communications technology are above the expected level. At both key stages, pupils have well-developed computer skills, which they use well in their learning in other subjects. They can access the Internet to find information they need and regularly e-mail pupils in other schools as part of their programme of study. Standards in religious education are above those expected by the locally agreed syllabus. Pupils have a good recall of major stories from Christianity, as well as aspects of other world religions, such as Hinduism and Judaism. They also have a good grasp of the main cultural features of these religions.
5. Standards are above those expected at the end of both key stages in art and design, history and music. These subjects also make a valuable contribution to pupils' cultural development, by giving them good opportunities to investigate cultures outside of their immediate experience. The school has worked hard, and to good effect, to make pupils sensitive to cultural and racial differences as part of its inclusion policy. As a result, pupils are well aware of the differences and similarities between traditional British culture and the diverse cultures now represented in this country. Standards in design and technology and geography are similar to those expected of pupils at age seven and eleven. No lessons of physical education were seen at Key Stage 2, so it was not possible to arrive at an overall judgement about standards. At the end of Key Stage 1, standards in physical education are at the expected level in dance and indications are that they are also satisfactory in swimming and games. However, standards in gymnastics are not as high as they could be due to the lack of suitable accommodation and equipment.

6. Overall, standards have improved since the last inspection. In English, mathematics and science they have improved from average to above average. Standards in information and communications technology and religious education have also improved, and are now good overall, whereas they were satisfactory before. Standards have also improved in music at Key Stage 1. Although standards remain much the same in other subjects of the curriculum, there have been improvements in aspects of design and technology. The only area where there has been little progress is in physical education, especially gymnastics.
7. Pupils with special educational needs make very good progress and achieve well in relation to their prior attainment. Those with statements which relate to behavioural difficulties respond well to the support they receive and are making at least satisfactory progress in their learning.

Pupils' attitudes, values and personal development

8. Pupils' attitudes, values and personal development are very good throughout the school. This is an improvement from the last inspection when pupils' attitudes, behaviour and personal development were found to be good overall.
9. Parents' positive views about the very good attitudes that their children have towards school are fully justified. Pupils are encouraged to do their best and fulfil their potential, regardless of whether they are high achievers or not. As a result, they are eager to come to school because they know their efforts are valued. Pupils are very enthusiastic and supportive of the school. They are very interested and involved in their schoolwork and proudly draw attention to their work displayed around the school. Pupils with special educational needs are very well integrated into the school, and although a number have been identified as having emotional and behavioural difficulties, as well as moderate learning difficulties, they are very well supported and are happy and secure in their learning.
10. School routines are very well established and, from an early age, pupils are confident and highly motivated. They enjoy the practical activities that are provided. They are excited by the good cross-curricular links that bring their subjects to life, such as artwork in history, particularly in their study of Ancient Egypt. They respond well to the many opportunities for independent research in subjects such as geography, where they use many sources to find out about the wider world. In discussion, younger pupils take turns well, listen attentively to the viewpoints of others and concentrate for long periods. Older pupils are keen to take part in formal debate and to show off their skills.
11. The school celebrates good behaviour and attitudes and pupils respond very well to this, understanding and respecting the high expectations of adults in the school. Younger pupils are keen to obtain reward stickers and older pupils strive to gain team points. Behaviour around the school and in class is good. Pupils are polite and courteous and move around the school in an orderly manner. They are willing to talk to visitors and play happily together in the playground. There have been no exclusions in recent years and there is an absence of bullying and racist behaviour.
12. Pupils have a good understanding of the impact of their actions on others. They discuss and draw up their own school rules and say that this makes them more responsible. In 'Circle Time', when they discuss issues that affect their own lives, they learn to understand and appreciate others' viewpoints and to respect the feelings of others. This is developed further in religious education lessons. Pupils are very loyal and caring, particularly of younger pupils.
13. The school is successful in developing very good personal skills through the very good programme of work for personal and social development and strategies such as 'Circle Time' and 'Candle Time', where pupils are taught to take responsibility for their own actions and to be tolerant of others. From an early age, pupils undertake a wide range of responsibilities sensibly and competently around the school, such as preparing the hall for assemblies. They are also taught to take responsibility for their own learning. Pupils' independent research skills, where older pupils work in groups or pairs, are very well developed. Relationships are very good throughout the school. Adults in the school provide very good role models for the pupils and are consistent in

applying the aims and values of the school. Pupils respond very well to this and are confident and secure in the family atmosphere that the school provides.

14. Levels of attendance are very good, and there are no unauthorised absences. A prompt start is made to the beginning of lessons, and pupils' regular attendance has a positive impact on their achievement.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall. In lessons seen, 41 per cent of teaching was very good. It was good in 55 per cent of lessons and in 5 per cent of lessons, it was satisfactory. No unsatisfactory teaching was seen. There has been an improvement in the quality of teaching since the last inspection, when teaching was very good in 22 per cent of lessons.
16. As there are no children under five attending the school at present, it is not possible to make a judgement on the quality of teaching for the Foundation Stage. At Key Stage 1, the quality of teaching is good overall. In 45 per cent of lessons seen, teaching was very good and it was never less than satisfactory. At Key Stage 2, teaching was never less than good. In 36 per cent of lessons it was very good. The teaching of English is good throughout the school. Appropriate emphasis is placed on the teaching of reading and the development of literacy skills. However, insufficient attention is given to the presentation of written work, handwriting and spelling. Teachers are aware of the need to improve this area of English, but so far the steps taken to improve writing have had only a limited effect on standards. The teaching of mathematics is good at both key stages and the teaching of numeracy is very good. Teachers make good use of a wide range of techniques to improve pupils' mental arithmetic skills and this has had a very positive effect on the standards pupils achieve.
17. Teachers have good levels of subject knowledge in most areas of the curriculum, and even where their expertise is sometimes limited, as for example, in information and communications technology, their good use of questioning enables pupils to make good gains in learning. The teaching of basic skills is good, and through a good mix of whole class lessons, group activities and individual assignments, teachers ensure that tasks are well matched to the needs of the pupils. Lesson planning is rooted securely in teachers' medium term planning, which in turn is effectively linked to the schemes of work for each subject of the National Curriculum. Lessons have clear learning objectives, which teachers share regularly with pupils. This enables pupils to have a good knowledge of their own learning and make good progress.
18. Generally, pupils concentrate well in lessons and put a great deal of effort into their work. This has a positive effect on the progress they make and the standards they achieve. As a result of the good classroom and behaviour management employed by teachers, the atmosphere in most lessons is calm and industrious. However, there are also times when excitement and enthusiasm add appreciably to pupils' enjoyment of learning, as for example, when taking part in art or dance lessons. All teachers have high expectations of pupils' behaviour and academic achievement and learning is matched well to pupils' underlying abilities. This is because staff know pupils well and take great care to ensure that they receive work which is suitable for their needs. Teachers work well with support staff, who make a very valuable contribution to the pupils' learning. For example, one support assistant was observed supervising a group of Year 1 pupils during a mathematics lesson. Her positive approach, clear instructions and good behaviour management ensured that all pupils participated effectively in the session, even though several have special educational needs and short attention spans.
19. The large proportion of pupils with special needs in the Key Stage 2 class, adding to a wide age range, poses heavy demands on the teachers, but they work hard to overcome the difficulties. Pupils with special educational needs, as a result of this care and the good quality support they are given, are enthusiastic and keen to learn.

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

20. The quality of learning opportunities for children under five in the Foundation stage is satisfactory overall. However, the school lacks a well-equipped secure area, where children under five can take part in outdoor play in order to develop good body control, confidence and mobility. This has an adverse effect on their physical development. This is an area for concern, as it was identified in the last inspection and the matter has not been addressed.
21. At both key stages, the breadth and balance of the curriculum is good overall. There are some omissions, however. The geography curriculum has yet to be fully updated in line with current guidelines and unnecessary time is spent on units of work that are no longer relevant. The school uses the village hall for physical education lessons. It is unsuitable, especially for gymnastics, and poses some minor safety hazards. The school has experienced some difficulties in adapting the Key Stage 2 curriculum, particularly in history, for pupils in the cross phase class, as, sometimes, the concepts are too difficult for the younger pupils in the class to grasp. In the main, however, this difficulty has been resolved through careful planning and provision of work at all ability and age levels. Sex and drugs education have been integrated well into the comprehensive health education programme. There has been a number of improvements in the curriculum since the last inspection and all areas of the National Curriculum are now covered effectively, with the exception of gymnastics in physical education.
22. Provision for pupils with special educational needs is very good. Individual education plans for pupils identified in the Code of Practice are appropriate, detailed and have specific targets that are reviewed regularly. Because the school is so committed to the inclusion of all pupils, these pupils have full access to all curriculum areas. There is good support for pupils in lessons and work is carefully adapted to meet their needs. More able pupils have been identified and similar provision is made to ensure that their needs are met. A good example of this is the mathematics 'booster classes' for older, more able, pupils at Key Stage 2.
23. The school has introduced the national literacy and numeracy strategy successfully and already the impact is being seen by improved results in mathematics in national tests. Teachers plan well for these lessons and there is good progression throughout the year groups. Many good opportunities are provided for pupils to write at length across the subjects. Regular and appropriate homework is set each week and pupils are clear about what they have to do. Reading at home is firmly established and well supported by parents and this is having a good impact on standards in reading.
24. Some parents raised concerns that the provision for older pupils in the cross-phase class was unsatisfactory. The school recognises that this is a difficulty, but inspection evidence shows that the school has put much effort into adapting the curriculum and funding support to ensure that these pupils get their proper entitlement. One of the key issues for action, following the last inspection report, was to develop further the personal and social education curriculum to include aspects of pupils' individual sense of responsibility, the awareness of their role within the larger community and their effect on others. The school has been successful in improving this aspect of pupil's education.
25. The school provides a good range of extra-curricular activities, and there is careful attention to avoid any stereotyping by gender. Governors and parents are also involved in running extra-curricular activities. The small size of the school places limitations on sporting activities which can take place within the building, but pupils take part in cross-country running, football, cricket and netball. There are clubs for computer, chess, recorder, and art. The school has access to a range of social and learning experiences with its partner school, Exbourne. Out of school visits and trips are planned to enrich the curriculum, for example, a recent visit to Dartmoor, where pupils were involved in 'letter boxing', compass reading and environmental studies. Visits to many other places of interest, such as Exeter Cathedral and the Marine Aquarium in Plymouth, enhance curriculum based studies in art, geography and history.

26. The partnership which exists between the school and the community is a strength. The regular involvement of the community encourages pupils to value their education, and contributes to the quality of relationships in the school. The local church is used extensively for assemblies, festivals such as Easter and Christmas, and for celebrating other religions. Pupils are encouraged to take part in services as part of their social and cultural development, and parents appreciate the good effect this has on promoting their children's self esteem. Local cultural traditions such as maypole dancing, and participating in village festivals are enjoyed by parents and pupils.
27. Provision for pupils' spiritual, moral, social and cultural development is very good overall. Clear principles and values are expressed throughout the school's aims and these are evident in its practice. Parents say they are pleased with the caring ethos of the school, its closeness to the local parish church and its central role in the village community. Provision for spiritual development is good. Many good opportunities are provided throughout the curriculum for pupils to reflect on their own and others' views and values and they do so thoughtfully and purposefully. Pupils write their own collections of prayers that are made into books for use in assemblies.
28. Provision for moral development is very good. Pupils are known as individuals and shown that the school cares for them. They respond very well to the very good role models they have in adults at the school. Pupils are taught to differentiate well between right and wrong. They are taught to care for one another and the wider community and to know that the school will support them throughout difficult times. The strength of feeling and the support that pupils have for one another and the local community was evident during the inspection, which took place at the time of a foot-and-mouth disease epidemic. Pupils help choose the many charities that are supported each year. Recently, they raised funds for a Kenyan woman to help purchase a plot of land of her own in order to support herself.
29. The provision for pupils' social and personal development is very good and is a strength of the school. Pupils are given many opportunities to develop social responsibility in the school, such as caring for younger pupils and undertaking a wide range of monitoring duties. They are taught to behave appropriately in personal and social education lessons, where they discuss and develop self-management skills. These social skills are enhanced through a range of residential and other trips, where pupils are taught the importance of good teamwork, independence and self-reliance. Pupils with emotional and behavioural difficulties are well supported by both pupils and staff and are very well integrated into the life and work of the school.
30. Cultural development is very good through the school's commitment to providing a rich curriculum, which enables pupils to view the world from different perspectives. Pupils are taught to value and celebrate the Christian ethos of the school, and also the values and beliefs of other cultures and major world faiths, through carefully planned themes. This aims to help them to understand diversity, other religions and ethnic backgrounds, question prejudice and develop open minds. The good multicultural resources available to support this teaching programme make a very good impact.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school cares for its pupils well. This is a similar position to that found by the last inspection. The statutory procedures for child protection are in place, and staff are well aware of what to do if they are concerned about a pupil's welfare. All staff are trained in first aid, and are aware of those pupils who need asthma inhalers, for example. The school follows the local education authority's guidelines, and the governing body makes regular assessments of the state of the building. The boys' outside toilets, although kept in a very clean condition, are difficult to use in inclement weather. The school, both inside and out, is clean and there is no graffiti or vandalism. There are regular fire drills, and accident books are up to date. At present, access for the disabled is limited, but the school is aware of these limitations.
32. The quality of support and guidance for pupils with special educational needs is very good. Staff are responsive to the needs of pupils with learning and behavioural problems. There are good links with the local education authority's support agencies. Pupils' needs are identified early and their progress is noted regularly. Parents are involved with setting targets in pupils' individual education

- plans. Informal monitoring of pupils' progress takes place constantly. The school supports and promotes pupils' personal development very well, and encourages good behaviour.
33. The school's procedures for monitoring and improving attendance are good. Effective procedures are in place for eliminating intimidating and oppressive behaviour. A system of rewards and sanctions is firmly in place and is known to parents, teachers and pupils. Lunchtime supervisors are also involved in maintaining good behaviour.
34. Very good systems are in place for monitoring pupil's academic and personal performance. They are well established and are already having a good effect on standards. Assessments are carried out conscientiously and what pupils know and can do are meticulously recorded in pupils' individual records of achievement. Samples of pupils' work are analysed regularly with teachers from the local cluster of schools and this has helped teachers to develop their skills. Assessments are annotated carefully and levelled accurately. Personal development is also assessed carefully and recorded both in records of achievement and reports to parents. Assessment starts before pupils start school, when teachers visit their homes and discuss any concerns or strengths. This information, along with formal baseline assessment, is used effectively to start tracking pupils on entry to school. Pupils with special educational needs and more able pupils are identified at this time and, if necessary, individual education plans are drawn up in consultation with parents. These plans are very detailed, contain specific targets for improvement and are used well to support pupils' development.
35. National tests are carried out appropriately when pupils reach the age of seven and eleven and all statutory requirements are fully met. A range of non-statutory tests are also used well to support teacher assessments. Ongoing daily assessment, set against learning objectives identified in teacher planning, and thorough marking of pupils' work is undertaken conscientiously. Results of all assessments are analysed vigorously to track pupils' progress, set targets for improvement, highlight areas of concern, and adjust teachers' planning where necessary. These systems are very well established and are making a very good impact on the school's efforts to raise standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents have very positive views of the school. This is an improvement on the already good opinion of the school expressed by parents at the time of the previous inspection.
37. The quality of information provided for parents is very good overall. Parents are pleased with the weekly informative newsletters. There are also parents' notice boards and parents are invited to assemblies in the village church. The annual reports of pupils' progress are of a good quality and contain spaces for both parental and pupil comments. They are very detailed and comprehensive. Pupils are invited to discuss their reports with teachers, and to set targets for improvement, which are recorded on them. Parents are also invited into school to discuss the reports and general progress. Annual reports from the Governing Body to parents meet statutory requirements.
38. The school has very effective links with parents, both formal and informal. There are regular consultation evenings, which provide parents with good opportunities to discuss their children's progress and to jointly set targets for further improvements. Staff are available informally before school and the genuine 'family atmosphere' means that parents feel confident to discuss difficulties with staff, when this is necessary. Parents believe that this aspect of school life creates an effective learning environment, and is a strength of the school. Parents spoken to during the inspection said they would have no hesitation in asking teachers if they had a problem. They also appreciated the informal monitoring by teachers, where parents kept informed if there has been a particular problem. A parent of a pupil with special educational needs also appreciated the support he received from his classmates both inside and outside school.
39. Parents make a very valuable contribution to pupils' learning both at school and at home. Staff encourage parents to play an active part in the life of the school, and many do so, for instance by helping with art lessons, hearing pupils read and supervising sporting activities. This makes a significant contribution to the learning of pupils. Pupils take their reading diaries home regularly at

both key stages, and most parents add comments. This is effective in supporting pupils' learning and has helped raise standards in reading. All parents are members of the parent/teacher association, and this makes a valuable contribution to the educational provision for pupils. The many social events, such as the fairs and summer fetes, have provided resources such as computers, and books.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The headteacher is a very effective leader and manager of the school. There has been a definite improvement on the already good leadership found at the time of the last inspection. The headteacher has a clear educational direction for the work of the school and communicates this effectively to all staff and the governing body. As a result, the school's social and academic aims are reflected well in its work, ensuring that each pupil is a valued member of the school community. In response, pupils make good progress in their learning and achieve standards which are a good reflection of their underlying abilities.
41. The headteacher is supported well by other staff and, together, they form a cohesive and effective team. Curriculum management responsibilities are shared between the teachers and they manage literacy and numeracy. Largely, this arrangement has been effective in raising standards and works well, given the school's limited personnel. The headteacher (who is the special needs co-ordinator), staff and governing body manage special educational needs at the school very effectively. They provide full inclusion successfully for all pupils on the special educational needs register. The school uses all the funds which are provided for these pupils effectively and delegates further money from the school's budget. This money is used in two ways. Firstly, to fund the special needs teacher who visits every third week to work with pupils and carry out annual reviews, and also to provide assistants in classes to ensure these pupils are provided with the level of support they need. Statutory requirements are fully met.
42. The governing body is effective in fulfilling its statutory responsibilities and there is an appropriate range of committees to oversee the work of the school. Governors visit the school and observe lessons regularly. They discuss matters informally with the headteacher and take care to be informed about the day-to-day running of the school. As a result, they are involved actively in shaping the direction of the school, including commenting on and making amendments to the school's improvement plan. Governors have a generally satisfactory view of the strengths and weaknesses of the school and have made appropriate comments on how the quality of education could be improved. However, there has been little progress in dealing with the issue of the unsuitability of the accommodation for physical education, which was raised by the last report.
43. Monitoring and evaluation of the school's performance in teaching and standards, and taking effective action, are very good. The monitoring, evaluation and development of teaching is good. The headteacher, all teachers in the school, teachers from other schools, the governing body and local authority advisors, rigorously monitor the teaching of English and mathematics on a regular basis and feed back through written reports. In addition, teachers share ideas, plan their work together and meet to look at pupils' work. This has enabled them to identify strengths and weaknesses, set priorities, and bring about improvement. Recent monitoring has shown a need to improve presentation of pupils' written work and spelling across the curriculum and this is due to be addressed in the school improvement plan.
44. Performance targets for the headteacher and both other teachers have been agreed with the governing body, with targets recorded carefully. Through this action, clear priorities for development have been identified and many improvements in the school have been brought about since the last inspection. One very positive step has been to share learning objectives thoroughly with pupils at the beginning of all lessons, so that they understand fully what is expected of them. Another has been to implement a course of staff development, which has been successful in raising standards in literacy and numeracy.
45. Assessment information has guided accurately target setting in all subjects. In particular, pupils' work is assessed and monitored on an annual cycle and teachers adjust their planning accordingly.

Individual pupils and groups of pupils are tracked in a variety of ways from baseline, through Key Stage 1 and then Key Stage 2 Outcomes of the end of key stage assessments in English, mathematics and science are analysed thoroughly. Local authority data is also analysed thoroughly to provide comparative data with similar schools in the area. The headteacher and other staff work energetically, and as a close team, to bring about school improvement and, because of their efforts, the school is in a good position to improve even further. The provision for inducting new teachers into the school is good. Through careful and close teamwork, they receive good support and guidance from all the staff. A comprehensive staff handbook is also available.

46. There are very good systems for financial planning, which are monitored effectively by the governing body and the local education authority. The school's educational priorities are supported very well by these financial systems, which are linked clearly to the school's improvement plan. Spending is monitored by the school's very effective administrative assistant and governors are presented with regular 'management figures' to enable them to track expenditure and income. The school makes very good use of technology, both in its administrative procedures and to support learning across the curriculum. Accounts, records and attendance are all recorded electronically and good use is made of computer technology to produce reports and documents. The school has made good use of specific grants, including the New Opportunities Fund for information and communications technology training, and National Grid for Learning money for new computers. This expenditure has had a positive effect on standards in information and communications technology, which are now good and an improvement since the last inspection. The school is making good progress in applying the principles of 'Best Value' and has worked well with other small schools to assess school improvement in relation to the small schools' grant. The school provides good value for money.
47. There are sufficient, suitably qualified staff to meet the needs of the school. Learning support assistants make a very good contribution and are an important part of the staff team. This, together with the good work of the part time special educational needs teacher, has a very good impact on the learning of pupils with special educational needs.
48. The last report said that the school could not deliver all aspects of the required curriculum because, for example, it was not possible for it to cover the complete range of the physical education syllabus within the school building, particularly gymnastics, and the situation remains the same in this present inspection. Although the main school building is maintained in a very clean condition, its split level site still presents problems for pupils with physical or auditory problems.
49. Learning resources are good overall and have improved since the last inspection. The school is now well stocked with books, including a very good range of big books. These are supplemented regularly through lending from the local school library service. Resources for information and communications technology are now very good overall. Items, such as videos, slides and guest speakers are provided through a contract with the Devon Learning Resource Centre. Resources for music are adequate, but instruments are well used and some are old. There are some areas where provision of resources is weak. This is particularly in the provision of wheeled toys and climbing apparatus for outdoor play and the provision of suitable large apparatus for gymnastics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to improve further the quality of education provided, the governing body, headteacher and staff should:

- a) Improve the quality of pupils' writing and presentation as planned by;
 - i) Ensuring that standards of handwriting are at least in line those expected nationally;
 - ii) Placing greater emphasis on neat presentation and correct spelling in pupils' work across the curriculum;
 - iii) Having a consistent policy for presentation, handwriting and spelling, which is applied in all year groups.

[Paragraphs: 3, 60, 66]

- b) Improve the provision for children under five as planned by;
 - i) Ensuring there is sufficient outdoor equipment for their physical development;
 - ii) Providing a safe outdoor play area.

[Paragraphs: 49, 55]

- c) Improving provision for physical education, as required by the last inspection, by;
 - i) Ensuring there is sufficient large gymnastics equipment to develop this area of the physical education curriculum and meet statutory requirements;
 - ii) Managing the accommodation provision so that the full physical education curriculum can be met;
 - iii) Remedying the minor health and safety issues raised during the inspection.

[Paragraphs: 48, 49, 105, 106, 107]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	41	55	5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	45
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	10

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	2.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000			12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	83 (100)
	National	83 (82)	84 (83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	92 (100)	83 (100)	92 (100)
	National	84 (82)	82(86)	88 (87)

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

Figures for boys and girls have been omitted as they are less than ten and it may be possible to identify individuals if the numbers were included.

The table for Key Stage 2 is omitted as no pupils took the test in 2000.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	45
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	15
Average class size	22.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	66

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	135,864
Total expenditure	136,865
Expenditure per pupil	2,852
Balance brought forward from previous year	7,035
Balance carried forward to next year	6,034

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	46
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	6	0	0
My child is making good progress in school.	31	59	6	3	0
Behaviour in the school is good.	22	66	3	6	3
My child gets the right amount of work to do at home.	28	56	6	6	3
The teaching is good.	41	47	0	3	9
I am kept well informed about how my child is getting on.	56	31	3	9	0
I would feel comfortable about approaching the school with questions or a problem.	56	31	3	3	6
The school expects my child to work hard and achieve his or her best.	47	44	3	0	6
The school works closely with parents.	44	41	3	6	6
The school is well led and managed.	41	50	3	6	0
The school is helping my child become mature and responsible.	34	53	9	3	0
The school provides an interesting range of activities outside lessons.	28	50	6	6	9

Other issues raised by parents

Some parents were concerned about Year 3 pupils in the Key Stage 1 class. A few parents thought that homework was not marked regularly enough. There was some concern about the facilities for physical education.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Provision for children in the foundation stage who are under five is good overall. Children enter the reception class twice a year, in September and January. They are taught in a class with Key Stage 1 pupils. Currently, there are no children in the school at the foundation stage.
52. There is currently no nursery provision in the area and the closing of the one local playgroup has had an adverse effect on children's levels of attainment. Early assessment shows that many children enter school with skills that are below average, especially in speaking and listening and social skills. The school is very aware of this problem and seeks to forge good home-school links well before children enter the reception class. This includes visits to the homes of every child on the waiting list and visits into school. Difficulties are identified, discussed and recorded at this time and measures are taken to try to resolve them, even before the children enter school.
53. Formal baseline assessment, undertaken in the first term in school, is thorough and is used to start the tracking of the progress of individual children. Recent evidence shows that boys attain at a lower level than girls. Teachers have revised their planning in order to deal with this, and so meet the needs of all children.
54. The foundation stage curriculum is currently under review and new resources and guidelines have been purchased to assist with this, in order to be ready for the new intake in September 2001. Teacher planning is also under review.
55. The school lacks a well-equipped secure area, where children under five can take part in outdoor play in order to develop good body control, confidence and mobility. This is an area for concern. The school has no storage facilities and has not yet purchased any wheeled toys or climbing apparatus. This issue, identified during the last inspection, has not been addressed and provision for physical development at the Foundation Stage is unsatisfactory.

ENGLISH

56. Standards are good throughout the school. At the end of Key Stage 1, standards exceeded the national average in reading and writing in national tests in 2000. The percentage of pupils achieving Level 2 or over was 100%. This was a small cohort, with girls achieving slightly better than boys, and comparisons with similar schools are difficult, although standards appear to be at least in line. Trends over time show that reading has been above average since 1997, with a significant improvement in writing and spelling since 1998. The school says standards in English have improved due to the successful implementation and rigor of the National Literacy Strategy, and this is confirmed by the inspection evidence.
57. No pupils at the school took national tests at the end of Key Stage 2 in 2000. In 1999, results in these tests were low. Fifty per cent of pupils who did the tests were identified on the special educational needs register, most with serious learning difficulties. Evidence shows that these pupils had made good progress from a low baseline. Lack of opportunity to write in subjects across the curriculum was identified in the last inspection, when standards overall were in line with those one would expect nationally in both key stages. Overall, results show a significant improvement since then. All groups of pupils, including those with special educational needs and the most able, because they are taught effectively and because they benefit from the extra funds made available for learning support assistants, make good progress and achievement is good.
58. Speaking and listening skills are good at both key stages, because of good teaching and the interesting well-planned activities that pupils undertake. Pupils are keen to enter discussion and are very confident when talking about their work in all subjects across the curriculum. Working in pairs and groups to develop this aspect is well established. A good example of this was when pupils in Year 2 created their own plays, based on the story of 'Not Now Bernard', recording them on tape. They then set up the listening station in the hall for other pupils to listen to their

stories and enjoy them. Another good example was when pupils at Key Stage 2 delivered speeches they had prepared, on a topic of their own choice. Other pupils questioned them about it effectively. Simple rules of formal debate are used to ensure all pupils have appropriate opportunities to listen to the views of others, to express their own views and to argue their opinions.

59. Standards in reading are good throughout the school because of the high priority that teachers give to reading and the efforts they make to involve parents in supporting their own children. Pupils at both key stages read enthusiastically and competently, with fluency and expression. They enjoy their books and are eager to talk about the characters in them and the plot. Although they know sounds very well, some younger pupils, and pupils with special educational needs, are reluctant to use them to build new words, and this is a weakness. A strength of reading is the very good opportunities that pupils are given to use their reading from an early age to find out about things. As a consequence of this strategy, the majority of pupils are familiar with both fiction and non-fiction materials. Older pupils say they particularly enjoy researching topics on the Internet and CD-ROM and give examples, such as when they found out about the Ancient Egyptians in history. Reading diaries provide useful dialogue between parents and teachers and have a good effect on pupils' progress.
60. Standards in writing are satisfactory overall, but there are some weaknesses. The content of pupils' writing is interesting and purposeful at both key stages, due to the good teaching that pupils receive. Pupils are encouraged to write. They enjoy expressing their opinions and recording their knowledge, as seen in the many good examples of open-ended writing in subjects across the curriculum, such as in history, geography and religious education. The practice of note taking, in order to report back to other pupils in plenary sessions is also well-established in older year groups at Key Stage 2. The main weakness in the teaching of writing, is that not enough attention is given to helping pupils at both key stages to improve the presentation of their work, with good handwriting and spelling. Handwriting, therefore, is often untidy and scrappy and letters are not formed neatly. Spelling difficulties often mar the quality of pupils' writing. The school has identified this as a weakness and plans are in hand to address it through action set out in the school improvement plan.
61. Pupils have positive attitudes to their work in the subject. They work hard and are enthusiastic about the activities they undertake. Relationships are good, both between pupils and teachers and between the pupils themselves. They support each other well and, frequently, older pupils will help younger ones, by explaining problems to them patiently. Behaviour is almost always good and pupils follow instructions promptly. All pupils make good progress in their learning, irrespective of their prior attainment, including those with special educational needs.
62. The quality of teaching is good overall. Teachers have a secure knowledge of the Literacy Strategy and, because learning objectives are shared with pupils and work is set at the right level, learning for all groups of pupils is good and the majority achieve well in lessons. Marking of pupils' work is thorough and positive and sometimes indicates to pupils where they can improve their work. Homework is set regularly and has a good impact on learning. Management of pupils is generally good because texts in lessons are chosen for their interesting content and there is a good balance of practical activities, which motivate pupils successfully. Plenary sessions are used well for pupils to share and celebrate their learning. The quality of pupils' learning is good and all pupils are making good progress in their reading, speaking and listening. However, as pupils do not pay enough attention to developing their handwriting and presentation skills, their progress in this aspect of the subject is less marked.
63. Leadership in the subject is good and directed appropriately to the raising of standards. Monitoring of teaching and learning is used to set realistic targets for improvement. A new handwriting scheme has been introduced recently to try to improve presentation of written work, but it has yet to have an impact on standards.

MATHEMATICS

64. Standards are above average by the time pupils leave the school at age eleven. This is an improvement since the last inspection, where standards were found to be similar to the national average. Pupils enter the school with levels of attainment which are below average. There were no children under five at the time of the inspection.
65. In the 2000 national test at Key Stage 1, standards were above the national average, but very close to average in comparison with similar schools. The number of pupils gaining the higher Level 3 was well above average. As the cohorts taking the test are very small, year to year comparisons are unreliable, but there appears to have been consistently good test results in the subject over the last three years. Observed standards are good. Pupils have good basic arithmetical and mental skills. They can add, subtract, multiply and divide single and double figure numbers reliably. Younger pupils count sets of objects accurately and can recall their 'number bonds' up to ten. Older, more able pupils show a good grasp of place value up to 1,000 and can round up numbers, such as 46 to 50. Pupils choose the right operations to find out the sum of two numbers and understand that the difference between two numbers is found by subtraction. Pupils have a good understanding of data handling. In one lesson observed, pupils in Year 2 extracted information from a table to construct bar graphs. They explained accurately how each bar on the graph represented a different quantity on the table. Younger pupils use pictographs to show the favourite toys of pupils in the class. They understand that the longer the row of pictures, the more children like the toy.
66. At Key Stage 2, no pupils took the national tests in 2000. Observed standards show that standards are above average by the end of Year 6 and, in numeracy, they are well above average. Higher attaining pupils use their understanding of place value well to multiply and divide whole numbers by 10, 100 and 1,000. For example, when calculating currency conversion rates, pupils used these skills to convert UK pounds into Turkish lira at a rate of 958,000 lira to the pound. The answers ran into millions. Pupils understand the common equivalencies between fractions and decimals, converting, for example, three-quarters into 0.75, easily. They are well aware, too, that 0.75 is also 75 per cent. Pupils are able to use calculators with accuracy to solve difficult equations, when appropriate. Younger pupils use a number of different ways to solve problems when difficulties arise. They organise their work well and check their results accurately. Pupils can explain their thinking well to inspectors and use an appropriate range of mathematical symbols to explain their working. One weakness observed is the general untidiness of pupils' work. This, occasionally, leads to errors, as examples are laid out inaccurately. Diagrams lack attention to detail and lines drawn with rulers are frequently crooked. When pupils' work is tidy, it is accurate and of a high standard.
67. Pupils have very positive attitudes to their work in the subject. They work hard and are enthusiastic about the activities they undertake. Behaviour is almost always good and pupils follow instructions promptly. Relationships are good, both between pupils and teachers and between the pupils themselves. They support each other well and, frequently, older pupils will help younger ones, by explaining problems to them patiently. Pupils work well independently, making good use of information and communications technology to support their learning in the subject. All pupils make good progress in their learning, irrespective of their prior attainment, including those with special educational needs. Overall, levels of achievement are good and pupils gifted in mathematics are given many opportunities to develop their skills.
68. Teaching is good overall. Teachers use a wide range of techniques to make the subject interesting and imaginative. As a consequence, pupils are making good gains in their acquisition of number skills, mathematical knowledge and understanding. Teachers employ fast-paced question and answer sessions to increase pupils' mental skills, which are of a high order. This aspect of teaching is a particular strength of the subject. Planning for lessons is good, sharply focussed on what pupils should learn and understand. Learning objectives are frequently shared with pupils, which helps them gain a good knowledge of their own learning. All teachers have high expectations of pupils' behaviour and levels of achievement. As a consequence, pupils concentrate well in lessons and work effectively on their own, when necessary. Support staff make a significant positive contribution to standards in the subject, by providing groups with close supervision and well-timed instruction. Homework is used effectively to support learning in the subject and prepares pupils well for the next stage in their learning.

69. The whole staff manage the subject, led very well by the headteacher. The school's strategy for numeracy is very effective and has led to improved standards in all areas of the subject. There is an effective scheme of work and systems for monitoring teaching and learning are good. The school has worked well with other schools in the areas to monitor numeracy and this has led to improvements in the way the subject is taught. Detailed evaluation of individual pupils' test results leads to well-focussed targets for improvement. Information gained from assessment and lesson evaluations lead to relevant adjustments in planning. Information and communications technology is used well to support learning in the subject, as for example, when pupils were observed using the Internet to get currency conversion rates to use in their calculations.

SCIENCE

70. Observed standards are good at the end of both key stages. At Key Stage 1, in the 2000 teacher assessments, 92 per cent of pupils reached Level 2, which indicates that standards are above average. There were no pupils in Year 6 last year, but the indications are that standards have improved since the last inspection, where standards were generally average.
71. There are currently no children under the age of five at the school, but indications are that pupils generally enter the school with a limited knowledge and understanding of the world. At Key Stage 1, pupils are developing a good understanding of materials and their properties. They can sort them into sets, using criteria such as 'smooth', 'rough', 'hard' and 'soft'. The standard of their written work is variable and presentation is often untidy. Pupils also have a satisfactory knowledge of the properties of common materials and use an appropriate range of scientific terms to describe their observations. Pupils' understanding of physical processes is well developed. They can make accurate predictions as to what might happen when a toy car is propelled down a ramp. In recording their results, they concluded that the steeper the ramp, the faster the car moved. Pupils are developing a good understanding of the principles of sound and light. Overall, pupils have well developed investigative skills. They understand well the need for accurate measurement and the use of consistent units. Pupils with special educational needs make good progress in the subject.
72. At Key Stage 2, pupils recognise that ideas are based on evidence. In their investigations, pupils choose appropriate questions to test their theories. For example, in an investigation into parachute canopies, they asked which design would offer the most resistance to the air. Pupils understand that in order for a test to be fair, whilst some things will have to change, for example the size of the canopy, others remain the same, for example, the height from which the parachute is dropped. Pupils make accurate predictions about the likely outcomes of their experiments. They select and collate information from a variety of sources and use information and communications technology well to support their learning in the subject. Older pupils have a good understanding of the idea that light travels fast, but that stars are still a long way off. They can explain accurately the cycle of the moon. Higher attaining pupils give a detailed explanation of the composition of the sun. Pupils draw accurate diagrams to explain how the earth tilts on its axis and that the length of the day changes at different times of the year as a consequence. Overall, pupils with special educational needs make good progress and generally achieve well in relation to their prior attainment. All pupils make good use of their literacy skills in the subject and by the end of Key Stage 2, pupils know how to set out a report or 'write up' an experiment. Pupils also make good use of their numeracy skills, making careful measurements when necessary.
73. Pupils' good attitudes to the subject contribute significantly to the improved standards. They are enthusiastic about their investigations and discoveries. In lessons, nearly all pupils participate well, helping one another and making constructive comments when others are struggling to understand scientific concepts. In most lessons, behaviour is generally good, pupils have good relationships with each other and the teacher and this has a positive effect on their learning and the standards they achieve.
74. The quality of teaching is good throughout the school. Teachers' good subject knowledge is used well to ask the kind of questions which extend pupils' knowledge and understanding. Planning is good generally, with well-focussed objectives. These are sometimes shared with pupils and, when they are, it greatly increases the pupils' understanding of their own learning. Teachers'

expectations are usually high, both in terms of pupils' behaviour and their academic work. As a consequence, pupils are making good progress in their knowledge and understanding of the subject. Teachers take great pains to ensure that all pupils are included in practical work and support those with special educational needs well by explaining the lesson to them personally. Overall, teaching methods are good, using an effective mix of whole class presentations and discussions, small group and paired work, as well as individual investigations. Appropriate consideration is given to health and safety and all pupils are aware of the procedures to be followed when using equipment. The management of pupils is good generally and this produces a working environment where pupils work hard and concentrate well. The pace of most lessons is brisk and business-like. As a result, pupils concentrate on the task in hand for considerable periods. This has a positive effect on the standards they achieve.

75. The subject is well led by the co-ordinator and all staff contribute to the effective management of the subject. There is a clear educational vision for what needs to be done to improve standards. There is a shared commitment by staff to improve the quality of science education and raise standards further. Systems for assessment are good and teachers make effective use of the information gained to adjust lesson planning and match work to the needs of pupils.

ART AND DESIGN

76. Standards are better generally than those expected nationally throughout the school. This is a similar position to that found at the time of the last inspection. Pupils enter the school with limited experience of creative work and standards are below the expected level.
77. Although no teaching of the subject was seen at Key Stage 1, from the scrutiny of work, it is evident that pupils make good progress in their learning and, by the time they are seven, achieve standards which are good in most aspects of the subject. They can draw well and use these skills effectively to illustrate their work in other subjects. They made some good detailed observational drawings of fruit. Pupils use paint well to produce faces and these demonstrate a satisfactory use of colour. More able pupils use a range of media to produce collages which demonstrate a good design sense. There is little evidence of large-scale, three-dimensional work.
78. Pupils make satisfactory progress overall in their learning at Key Stage 2 and standards are above the expected level in Year 6. At the lower end of the key stage, pupils' drawing skills are good and are used well in illustrations for other subjects. The drawings they had made of sections of fruit were particularly well executed. Older pupils are making rapid progress and generally produce good work. Pupils' design skills are good and they are able to develop their ideas through a series of experimental drawings to a finished work. More able pupils produce detailed portraits, which show a growing understanding of design conventions. They have also looked in detail at traditional African designs, Indian rangoli patterns and Egyptian art. Pupils' skills in modelling and using three-dimensional materials is good and the work seen on display shows considerable skill. However, there is little evidence that pupils work regularly at a large scale, although their pastel paintings of Egyptian mummies were of a reasonable size. Good use is made of information and communications technology to support learning in the subject and pupils' ability to use electronic media and design programs is well developed. Pupils with special educational needs make good progress.
79. Pupils have positive attitudes to the subject and this has a good effect on the progress they are now making. Behaviour in lessons is good generally, and pupils act responsibly when using media and tools. This means that staff are able to plan ambitious lessons. The contribution made to pupils' personal development is significant. The subject has a particularly positive effect on pupils' cultural development. Good emphasis is also placed on the different design traditions and these are celebrated in displays throughout the school.
80. Teaching is good overall. Teachers' subject knowledge is good and is used well to extend pupils' skills, knowledge and understanding. Pupils respond positively to the calm learning environment by concentrating well generally and putting considerable effort into their work. Planning for the subject is good and, although largely informal, assessment is used well to help pupils improve their

artistic skills and talents. Good use is made of time and resources, so the rate of pupils' learning is good.

81. The co-ordinator is providing good leadership for the subject. There is a good scheme of work, which provides teachers with useful guidance for their planning. The school's values are reflected well in its creative work and there is active celebration of various design traditions. There is appropriate monitoring of the subject and the school management is aware of the need to develop aspects of the subject further. Although satisfactory overall, resources lack sufficient materials for three-dimensional work.

DESIGN AND TECHNOLOGY

82. Standards are in line with the expected levels at the end of both key stages. This is an improvement since the last inspection, which found that aspects of the subject were not covered adequately. Pupils enter the school with very limited technical skills and standards are below the expected level.
83. No lessons were seen during the inspection, but from the scrutiny of pupils' work, it is judged that standards are at the expected level at the end of both key stages. At Key Stage 1, pupils make satisfactory progress overall, and their levels of achievement are satisfactory. Pupils design simple textiles based on their drawings of fruit. They assemble these with help and the resulting products are of a good quality. Pupils in Key Stage 2 generate suitable designs for parachutes by collecting ideas and using different sources of information. They take appropriate account of the needs of the user. Younger pupils design appropriate picture frames, using resistant materials, such as wood. However, the finish of these products is sometimes poor, showing a lack of attention to detail. Most pupils are enthusiastic about the subject. All pupils, including those with special educational needs make satisfactory progress in the subject. Pupils make appropriate use of their numeracy skills in measuring their work and using standard units when constructing plans and diagrams.
84. No teaching was seen, but from the standards observed in pupils' work, the quality of teaching is satisfactory. Planning is sound and is based on national guidelines. Assessment is satisfactory and, although largely informal, provides teachers with information for adjusting plans appropriately. The co-ordinator is providing good leadership and has a clear educational direction. Resources are sufficient and appropriate use is made of information and communications technology to support learning in the subject.

GEOGRAPHY

85. The last time the school was inspected attainment in geography was good in Key Stage 1 and satisfactory in Key Stage 2. There has been a slight decline in Key Stage 1, where the majority of pupils now achieve standards that are average by the end of Year 2. At Key Stage 2, the situation is similar to last time. This is mainly because the development of the subject has not been a priority for the school, and so it has not adjusted the scheme of work sufficiently to meet the new curriculum orders and time is still spent on areas of study that are no longer relevant. Evidence from the scrutiny of work and talking to pupils, indicates that, at both key stages, there is insufficient study of pupils' own locality to enable an in-depth comparative study to occur.
86. Teaching and learning at Key Stage 1, in the one lesson seen is very good, due to the high level of challenge in the task, which was set. In their groups, pupils are beginning to use secondary sources purposefully, as they observe large colourful photographs. They are beginning to ask effective geographical questions, as for example, when examining photographs of Ethiopian women searching for water, they create lists of questions they might ask, such as, "Is your water clean?" and "How far do you walk to get your water?"
87. No lessons were seen at Key Stage 2, but it is evident from the scrutiny of work and conversations with pupils that standards are in line with those expected nationally by the end of Year 6. Pupils thoroughly enjoy the school's approach to geography teaching. They look forward to lessons because they are given so many opportunities to find out about places, by independent

research in books, CD-ROM and on the computer. Pupils show insight and maturity as they describe what they have found out, in good detail, using appropriate geographical vocabulary. There are also occasions when they have been encouraged to put their own points of view in discussion. They have a very good recall of information that they have gleaned about countries such as Kenya, Canada and Thailand. Knowledge and understanding of physical and human features, gained through fieldwork investigations of their own locality, however, is less secure, although some is included in their written work. They recognise that humans can damage the environment, as has happened in the Brazilian rainforest. Pupils' written work is not well organised and is often marred by poor handwriting, spelling and punctuation. All pupils, including those with special educational needs make satisfactory progress in their learning.

88. Leadership of the subject is good overall. The co-ordinator has a good grasp of geographical knowledge and work is usually interesting and challenging. Learning is supported well by good quality resources, trips into the locality and residential trips, that enable pupils to have first hand geographical experiences. Information and communications technology is used well to raise the pupil's awareness of the wider world. The subject makes a satisfactory contribution to pupils' literacy and numeracy skills, offering opportunities for them to write geographical accounts and use data to produce graphs and charts.

HISTORY

89. Pupils in both key stages attain standards that are above that which is expected nationally, which means the school has maintained its good position since the last inspection. Pupils are very interested in historical study, and are well motivated, in both key stages, due to the very good subject knowledge and enthusiasm of the teachers and their efforts to bring the subject alive. History is taught in alternate terms, so no lessons could be seen during the inspection. Evidence from scrutiny of pupils' written work, teachers' planning and talking to pupils, shows that all pupils attain well, including pupils with special educational needs.
90. Standards at the end of Key Stage 1 are above those expected nationally. Pupils have a good grasp of events associated with World War II, especially of the life of evacuee children. Pupils are keen to share their knowledge and understanding of life in the past, such as in their study of the 1930/40's. They describe well, for example, how frightening it must have been during an air raid in the war. Pupils enjoy visits by local people, who describe their experiences as an evacuee during the last war and empathise with them. In their writing, for example, pupils describe well the evacuees' sadness when missing their mothers or when their favourite toys were taken away.
91. At Key Stage 2, pupils continue to make good progress in the subject and by the end of Year 6 achieve standards which are above the expected level nationally. Pupils are eager to show visitors their work, of which they are justifiably proud. They are able to compare accurately modern mathematics to the Egyptian system and are very knowledgeable about the ways in which the Egyptians calculated the angle of the sun, for example. They enthusiastically create their own messages in hieroglyphics and consider why modern writing is better. In art, they create colourful, intricate masks to represent the different gods and very detailed drawings of sarcophagi and other artefacts. They devise accurate maps to show the development of life around the Nile during the age of the Pharaohs and its importance to the livelihoods of the people. They show in their writing and information and communications technology work that they have a good knowledge of Tutenkhamun, after undertaking personal research on the computer. Pupils effectively create their own questionnaires, interview local people and compile a record of the information gathered. When they reflect on their work on the second World War, they conclude that life was hard in 1945 with much unemployment, poor housing and the detrimental effects of rationing. They also decide that some positive improvements happened, such as free health care for all.
92. Although very little teaching was seen, from the scrutiny of pupils' work, interview with staff and examining teachers' planning, it is evident that teaching is good. Teachers have good subject knowledge, which they use well to extend pupils knowledge of historical events and people. All pupils, including those with special educational needs make good progress in their learning. They are enthusiastic about the subject and this has a positive effect on the progress they make.

93. Overall, leadership of the subject is very good, due to the headteacher's very good grasp of the subject, the enthusiasm of other staff and the exciting way that the programme of work is planned to include subjects across the curriculum. The school has experienced some difficulties in adapting the Key Stage 2 curriculum for the pupils in the cross phase class, as, sometimes, the concepts are too difficult for the younger pupils in the class to grasp. In the main, however, these difficulties have been resolved, due to careful planning and provision of work at all ability and age levels. Monitoring of the subject identified the need to include more personal research, and more use of information and communications technology. This is being addressed successfully and, already, is having a good impact on learning at Key Stage 2. The poor presentation of written work is also being addressed, but as yet this has not improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Standards are above the expected level generally at the end of both key stages. This is an improvement since the last inspection, where standards were found to be just satisfactory. Pupils enter the school generally with very limited experience of computers and technology.
95. No lessons were seen at Key Stage 1. However, from observing pupils working at computers, talking to them and from the scrutiny of their work, it is evident that they have a good level of information and communications technology skills. They use a 'mouse' and keyboard well and are thoroughly familiar with the 'windows' desktop. They produce simple word processed documents, using a variety of type faces and styles. Older pupils at Key Stage 1 have used graphics packages to produce detailed pictures, which show good 'mouse' control and design sense. Pupils use a database well to enter data and choose the appropriate graph to display the information for others. They are able to explain well why the bar graph displays the information better than the pie graph. One girl explained, 'The bar graph makes it clearer to see who has the most. You can't see it on that!' (pointing to the pie graph).
96. At Key Stage 2, pupils have well developed communications skills. They open an e-mail client from the 'windows' desktop without help and enter in passwords accurately. They then access their own e-mail in box and download messages from pupils in another school. All pupils observed have good keyboard skills, know the 'windows' working environment well and some show exceptional knowledge of computer operating systems. Nearly all pupils use computers effectively in their work in other subjects and are well on their way to seeing them as essential tools in their learning.
97. Pupils behave well when using computers and learning in classrooms. Pupils support each other well when working together at computers and show a high degree of concentration. They are responsible when using equipment and work well independently, using the Internet effectively to research information for other subjects. All pupils make good progress in their learning, including those with special educational needs. Information and communications technology is used well to support learning in most subjects of the curriculum and pupils are enthusiastic about using computers to present and illustrate their work.
98. There has been a great improvement in the quality of teaching of the subject. Overall, teaching is good. Generally, teachers have satisfactory subject knowledge, which they use well to extend pupils' skills, knowledge and understanding of the subject. Their management of pupils is good and they are effective in maintaining good levels of discipline in lessons. As a consequence, the rate of learning in lessons seen is generally good and there are detectable signs of continued improvement in standards, especially at Key Stage 2. The use of assessment to adjust teachers' planning to meet the needs of all pupils is good and teachers are aware of those pupils who have computers at home and those who do not. This ensures that those who need extra time to develop their skills are given it.
99. The co-ordinator provides good leadership for the subject. Planning is based on national guidelines and provides a good foundation for teachers' planning. The school has invested wisely in good quality equipment and this is having a positive effect on the standards pupils achieve. Training has been well targeted and the current action plan has details of future professional development, which will further increase teachers' expertise effectively.

MUSIC

100. Pupils make good progress throughout the school in both key stages and standards are above those expected nationally. This shows an improvement at Key Stage 1 since the last inspection. The school has maintained its good position at Key Stage 2.
101. Pupils with special educational needs particularly enjoy their music making and make progress that is in line with their age and ability. Although only one lesson was seen at Key Stage 2 during the inspection, evidence was gained from other sources, such as informal music making, singing in assembly and in classes, talking to pupils and observing videos. Standards in singing are good at both key stages. Pupils are enthusiastic, tuneful singers, with very good pitch and breathing control, even younger singers at Key Stage 1. The school is particularly proud of being chosen to participate and demonstrate musical skills in a video of rural Devon life, which was shown at the Plymouth Dome.
102. Teaching at Key Stage 1 is good and, as a result, pupils talk freely about their music making activities in a knowledgeable way. They describe well how they play instruments and show how they use body parts, such as tapping, clapping and stamping, to create sound. They have good recall of occasions when they use everyday things around the school to make sound, for example, pouring water from one jug to another and tapping an empty bottle. They enjoy singing, particularly when able to choose their own instruments to accompany their rhymes and songs. They name most of the percussion instruments on the trolley accurately and know if they should be tapped, struck or shaken. The majority of pupils belong to the beginner or advanced recorder groups and standards are good, with pupils playing tunefully in two parts.
103. Teaching is good in Key Stage 2 also, and, as a consequence, pupils are enthusiastic about their skills and eager to show them off to visitors. They respond very well to the many opportunities provided for them to work in small groups and express themselves in non-verbal ways. After listening to a wide range of music, for example, pupils create their own pictures to express their feelings about it. They create effective tunes to accompany their own verses about the school and play simple ostinato patterns on percussion. After listening to 'The Planets', they draw simple cartoons to illustrate each one. They pick out the contrasting moods successfully after listening to the music of Wagner. Leadership in music is good. Teachers plan and work closely, helping each other to develop their own skills.

PHYSICAL EDUCATION

104. Standards are in line with expectations generally at the end of Key Stage 1. A judgement could not be made about standards at Key Stage 2, as it was not possible to observe any lessons at this key stage. Overall, the position is very similar to that found by the last inspection. Pupils enter the school with levels of physical development which are below average generally, and some boys seem particularly underdeveloped in their co-ordination skills.
105. At Key Stage 1, pupils move around the hall with appropriate agility. They run and jump, landing on the spot and generally stop under control. However, a significant number of boys in Year 1 still have poor co-ordination skills and cannot skip or hop effectively. All pupils move appropriately to music and are able to perform a simple country dance competently. Most pupils use different levels in their dance work and have a suitable range of fine and large movements, which they use well to make characterisations, as for example, when pretending to be rats in a dance about the 'Pied Piper of Hamelin'. Pupils swim regularly in the Autumn term and the majority are able to swim 25 metres by the time they leave in Year 6. The school has suitable facilities for games and athletics, but the accommodation does not have adequate provision for gymnastics. In addition, the school does not have any large apparatus for these activities and, as a consequence, pupils' experience of gymnastics is limited. All pupils make satisfactory progress, including those with special educational needs, except in gymnastics, where the unsatisfactory provision is inhibiting progress.
106. Teaching at Key Stage 1 is satisfactory overall, although only one lesson was seen and the conditions under which the lesson was taught were difficult. The management of pupils is good and effective use is made of support staff and recorded radio programmes to support learning.

Generally pupils concentrate well and this has a positive effect on the progress made in lessons. Planning is satisfactory and identifies appropriate learning objectives. The teachers' on-going assessment of pupils' performance enables them to set targets for improvement and, generally, pupils make satisfactory progress in their learning.

107. Leadership for the subject is satisfactory overall and there is an appropriate scheme of work which helps teachers in their planning. However, insufficient progress has been made in addressing an issue raised by the last report. The school does not have a hall for physical education and uses the village hall for dance and gymnastics. The hall is unsuitable for this purpose, as it has a number of minor health and safety hazards. The floor is dirty and there appear to be a number of small, sharp stones on its surface. This prevents pupils from working on the floor and makes activities in bare feet dangerous. There are also a number of heavy loose boards at one end of the hall, which could collapse on a pupil if struck. These issues have been brought to the attention of the school, although the management of the hall is outside their direct control. In addition to the weaknesses in the provision of the accommodation, the school does not have any suitable large gymnastics equipment to develop pupils' jumping, balancing and landing skills.

RELIGIOUS EDUCATION

108. Attainment is above that expected by the locally agreed syllabus for religious education. This is an improvement since the last inspection, when attainment was in line with expectations. There is a good link to teaching in personal and social education lessons and the strong moral ethos of the school, which encourages pupils to reflect on religion and moral and social issues both in their own lives and those of the wider community. The very good emphasis on spirituality is a strength of teaching. Pupils with special educational needs make good progress, in line with other pupils in their age groups.
109. The quality of teaching and learning is good throughout the school. Good teaching in personal and social education lessons has a very good impact on teaching and learning in religious education lessons when, through careful and sensitive planning, teachers create many opportunities for pupils to reflect and think about the issues involved. A good example of this is when pupils explore the feelings of the different characters involved in the Easter story. They conclude that although Jesus was happy at the acclaim he received on his entry to Jerusalem, he would have been nervous too, and they describe why. They respond thoughtfully, and in a mature way, as they discuss the feelings of Mary as she watches her Son suffer. They give examples, such as 'laughter' and 'kindness' when they consider what 'precious' means to them. Pupils enjoy their lessons and talk enthusiastically about the topics they have covered. They have a good knowledge of Christian stories and understand that Jesus told parables, because he wanted people to learn when they could not read or write. Pupils at Key Stage 1 describe well, in simple terms, the deeper meaning of stories such as the Prodigal Son.
110. The teaching programme builds well on previous work, with a good focus on Christian moral values and, as a result, pupils show a good ability to reflect on life and the meaning of Christianity. In discussion and in writing, pupils express opinions and listen to other viewpoints well. After studying, for example, the work of George Fox and the Quakers, pupils conclude that violence is sometimes acceptable, such as when Jesus became angry with the traders in the temple.
111. Pupils are excited by their study of other religions, particularly when this is linked to artwork and other subjects. They were stirred by the peaceful atmosphere on a recent visit to Exeter cathedral and enjoyed the stillness as they sketched parts of the interior. They talk enthusiastically and are very knowledgeable about the gods that the Ancient Egyptians worshipped and whether they would have any relevance today. The local vicar makes a good contribution to pupils' learning. The school also benefits from visits by the Methodist minister, who takes assemblies on a regular basis.
112. Leadership and commitment to the subject is very good and the school is in a good position to improve even further. Monitoring of the subject has identified that, although the content of pupils' written work is often good, presentation is marred by poor handwriting, spelling and punctuation, which sometimes makes work difficult to read. This is being addressed.

