

INSPECTION REPORT

LEW TRENCHARD C of E PRIMARY SCHOOL

Lewdown

LEA area: Devon

Unique reference number: 113412

Headteacher: Mr K R Urro

Reporting inspector: Mr J R Francis
17976

Dates of inspection: 21 – 24 January 2002

Inspection number: 194002

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Crossroads Lewdown Okehampton Devon
Postcode:	EX20 4DP
Telephone number:	01566 783273
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D R A Westlake
Date of previous inspection:	6 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17976	Mr J R Francis	Registered inspector	Mathematics, Science, Information and communication technology, Art and Design, Design and Technology, Music, Equal Opportunities	The school's results and achievements, How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
10329	Mr B Sampson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21992	Mrs J Newing	Team inspector	English, Geography, History, Physical education, Religious education, Foundation Stage, Special Educational Needs.	Pupils' attitudes, values and personal development, How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This smaller than average sized primary school has 68 pupils on roll (39 boys/29 girls), aged between five and 11, in three mixed-age classes. This is larger than at the time of the previous inspection when there were only two classes. The 13 pupils in the Foundation Stage (reception) are in a class with 10 Year 1 pupils. The number of pupils on roll has remained fairly stable in recent years. The area served by the school is mainly rural and covers a wide catchment area, with many children being brought to school by minibus or taxi. Many pupils are from a farming background, but there has been an increase in the number of professional families moving into the area. There are no pupils entitled to a free school meal, and no pupils from minority ethnic groups or with English as an additional language. Pupils' attainment overall on entry is in line with the average for the county. The level of special educational needs is very low, and there are no pupils with statements of special educational need.

HOW GOOD THE SCHOOL IS

This is an effective school where pupils make very good progress and attain high standards in mathematics and science by the time they are 11. Standards have risen consistently over the last four years. The good attitudes by the pupils and improvements to the quality of teaching and the curriculum, have all contributed to this. The headteacher, staff, governors and parents all work closely together. The school offers good value for money.

What the school does well

- Standards in mathematics and science are very high by Year 6;
- The quality of teaching for pupils in the Foundation Stage and in Years 4 to 6 is consistently good;
- Pupils develop good attitudes to school and their work, and behave well;
- The provision for pupils' spiritual, moral, social and cultural development is good overall, with very good provision for pupils' social development;
- The governing body makes sure it is well informed about the school: it is very effective in its role as a critical friend;
- The relationships developed between the parents and the school are very good.

What could be improved

- Standards in English, particularly the range and quality of pupils' writing, and the presentation of their work;
- Action taken as a result of monitoring and evaluating the quality of teaching and learning to bring greater consistency throughout the school;
- The use of test and assessment information to identify areas for improvement in teaching and learning;
- The way work is planned for pupils of differing attainment, through reducing the number of common worksheets and allowing more individual responses from pupils, especially the higher attainers;
- The quality of teachers' marking and the target setting that comes from this.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in May 1997, the school has made satisfactory progress overall and good progress in addressing the action points identified at that time, especially in relation to the curriculum and the development of policies and schemes of work. There has been an improvement in the proportion of good or better teaching seen, and as a consequence, standards for 11 year-olds in particular, have risen steadily. This progress is enhanced by the use of specialist teaching in a number of subjects. There are now clearer links between the priorities in the school development plan and the funding available. While there is detailed analysis of test results, and more monitoring of teaching and learning, the information from this is not always used sufficiently well to set clear targets for further improvement. The school has a good capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	E	C	E
mathematics	C	E	A*	A
science	B	E*	A	B

Key	
highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

Test results show that attainment in science is well above average, and in mathematics is in the top five per cent of schools nationally. However, attainment in English is only average and when compared with similar schools, is well below average. No pupil attained the higher level 5 in English. However, with the very small numbers of pupils involved, care needs to be taken when interpreting the data as one pupil can have a considerable effect on the overall result. Nevertheless, even with a dip in test results in 2000, results over the last four years have improved at broadly the same rate as schools nationally. This represents good progress in mathematics and science for these pupils from their levels of attainment at the end Year 2.

Work seen during the inspection from pupils in Year 6 generally reflects the results recorded above, although there is an amount of underachievement in English, particularly in writing. Current attainment is in line with the targets set by the school for this year. For pupils in Year 2, standards are average in reading and mathematics, but below average in writing. As with English at Year 6, too few pupils attained the higher level in reading or writing.

Standards in information and communications technology are broadly in line with those expected nationally for pupils by the ages of seven and 11. Standards in religious education for 11 year-olds are in line with the expectations of the locally agreed syllabus. Pupils are making very good progress in science, and good progress in mathematics, music, geography, and physical education, and in information and communications technology and history at Key Stage 2. In all other subjects, pupils make satisfactory progress.

Children in the reception class make rapid progress. Most will attain the early learning goals and many exceed these before they move into Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and respond well to the work they are given.
Behaviour, in and out of classrooms	This is good. Pupils move around the school in a sensible and orderly way. In the playground, pupils play together in friendship groups, but do not exclude anyone from their games.
Personal development and relationships	These are good. The social development of pupils is very good. They play and work together well, and understand the consequences of their actions on others. Pupils respond well to the responsibilities they are given.
Attendance	Satisfactory. This is currently in line with previous years following a difficult period last year when the school was closed due to a flu epidemic, and the effects of foot and mouth disease in the area.

The school is an orderly community. Pupils are keen to participate, joining in activities and discussions, working independently or collaboratively as required.

TEACHING AND LEARNING

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

Overall, the quality of teaching throughout the school is good. While good teaching was seen in every class, the most consistently high quality was seen in Class 3 (Years 4 to 6), and Class 1 (Reception/Year 1). These two classes accounted for almost three quarters of the good and all the very good teaching observed. This was characterised by good classroom management, good subject knowledge and high expectations. Very good science teaching in Class 3 was exemplified by skilful questioning which challenged and involved all pupils, and the effective use of scientific investigations to extend pupils' understanding. The teachers build on pupils' good attitudes by making effective use of small group work in all subjects. Specialist teaching in subjects such as art and design technology uses the skills of individual teachers well and improves pupils' skills and understanding, and the teachers have a secure knowledge of the national strategies for literacy and numeracy.

The teaching of children in the Foundation Stage is good, and the class teacher works hard to overcome the limitations of the classroom. The needs of these children are understood and the activities planned lead effectively towards the early learning goals, and often beyond these into National Curriculum levels of attainment.

Teachers' expectations of pupils' work and attainment are generally appropriate. However, the overuse of worksheets in many lessons, often the same for all pupils regardless of their age or prior attainment, limits pupils' progress, particularly in writing. This also leads to inconsistencies in the quality of presentation in pupils' books, and in teachers' marking. While the marking is supportive of pupils' efforts, not enough identifies pupils' errors or indicates to them what they have to do to correct these and improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is suitably broad and balanced. Much work has been done to revise and develop schemes of work to give better continuity throughout the school. The very small school hall does not allow the teaching of gymnastics to all age groups and prevents the school from fulfilling the requirements of the National Curriculum for physical education.
Provision for pupils with special educational needs	This is appropriate and allows pupils to take an equal and active part in learning along with others in the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the personal support and guidance of its pupils. The provision for pupils' moral and cultural development has been improved, and the provision for pupils' social development is very good. The overall provision for pupils' spiritual, moral, social and cultural development is now good.
How well the school cares for its pupils	The school makes good provision for the care of its pupils and promotes the social, emotional and personal development of each child. The monitoring and support of pupils' personal development are good. However, while test and assessment results are recorded and analysed the use of this information to monitor pupils' academic performance is not sufficiently well developed.

Parents are very positive in their views of the school and there are good relationships between the school and the parents. The school makes good provision for the care of its pupils. They make good progress in a caring, happy atmosphere where pupils' social, emotional and personal development is well provided for. There is a commitment to equality of opportunity for all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is sound. Day-to-day management is effective and the headteacher provides direction to the work of the school. Other staff take on a wide range of responsibilities which assist in the smooth running of the school. They are well supported by the governing body, and have the confidence of the parents.
How well the governors fulfil their responsibilities	This is good. The governing body is very supportive of the school and except for omissions in some school documentation, meets its statutory responsibilities. Many are regular visitors to school, and there are appropriate mechanisms for governors to report back on these visits, although only recently more formalised. They are heavily involved in school improvement planning.
The school's evaluation of its performance	This is satisfactory. There are systems for monitoring the performance of the school through the analysis of test results. However, monitoring is not sufficiently rigorous and does not identify strengths and weaknesses in teaching and learning and as a result, take the necessary action to address these.
The strategic use of resources	This is good. The budget is well managed and the systems now in place are effective. Funds provided through specific grants are used well. Consideration is given to major spending decisions to obtain best value for money and governors compare the performance of the school with schools in similar circumstances to judge its overall effectiveness.

A good mixture of experienced and more recently qualified teachers, both part-time and full-time, provides a good balance of curricular strengths. While resources are sufficient, the accommodation is barely satisfactory. The classroom for the reception children is too small to allow the full range of activities to be available at all times without using the hall. The hall itself is small and unsuitable for teaching aspects of physical education. Only the more recently built classroom provides good accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school; • Behaviour is good; • Teaching is good and expectations are high; • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside of lessons; • The work given to pupils to do at home.

The inspection findings support most of the positive views of the parents, although in some areas, expectations of pupils' work are not high enough, and further rigour needs to be brought into some aspects of the school's leadership. Parents at the meeting had mixed views on extracurricular activities. Given that many pupils have to travel some distance to school and rely on buses or taxis, the school does try to provide what it can in the way of activities, and additionally arranges visits outside of school. Homework is appropriate and mostly linked to what pupils are doing in lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The latest results from national tests at the end of Year 6 show standards in mathematics and science to be very high, with mathematics being in the top five per cent of schools nationally. Standards in English are average. When these results are compared with schools that have a similar intake, attainment in mathematics is well above average, science is above average, but attainment in English is well below average. Too few pupils attain the higher level 5 in English in comparison with the other subjects. Attainment by boys is generally higher than girls, with boys outperforming girls in all three subjects. Only in English does girls' performance come close to that of the boys. Through analysing test results, the school is aware of these differences and is taking appropriate steps to address this. Results over the last two years have improved in line with the national trend. This represents very good progress for these pupils in mathematics and science from their levels of attainment seen at the end Year 2, and an improvement on standards reported at the time of the previous inspection. The current work from pupils in Year 6 is broadly in line with the results recorded above for English and science, but below that in mathematics. Currently the school is in line with the targets set for this year.
2. For pupils at the end of Year 2, attainment in reading and mathematics is average, but below average in writing. These results show a fall in attainment from the previous year in all three subjects. However, in such a small school, and with the small numbers of pupils involved each year, care needs to be taken when analysing any data as one pupil can have a considerable effect on the overall result.
3. Standards in information and communications technology are broadly in line with those expected nationally for pupils by seven and 11. All aspects of information and communications technology are taught and pupils generally know about word processing and how databases are used. These standards are beginning to reflect the improvements made to the information and communications technology curriculum and planning across the school. Attainment in religious education for 11 year-olds is in line with the requirements of the locally agreed syllabus, but is below expectations for seven year-olds. Here, written work is not of a sufficiently high standard and the overuse of worksheets does not allow pupils to express their own ideas and values. Standards in most other subjects are in line with what is expected for pupils of this age, although above expected standards are seen in art and design in Year 6, through good subject leadership and specialist teaching, and above average standards in music at Year 2.
4. Throughout the school, all pupils make very good progress in science and mathematics, and satisfactory progress in all other subjects. The level of special educational needs is very low and these pupils make the same progress as other in the school. However, little has been done to identify the needs of higher attaining pupils or pupils who are gifted or talented in specific areas of learning.
5. By the time they are seven and 11, most pupils can express themselves well in full sentences, and keep a discussion going. They listen well to each other, and their responses show consideration of others' comments. Reading is particularly good in Year 6. From an early age, pupils have an interest in books and authors and develop the skills necessary to allow them to read for both pleasure and information. They read with expression, and understand what they are reading. Standards in writing are weaker than in reading. Independent writing, for example, ghost stories for the oldest pupils, shows they can structure their stories well, and punctuate their work appropriately but their spelling is not sufficiently accurate. Handwriting and presentation is barely satisfactory, and insufficient practice is given to the correct formation of letters to produce a neat

flowing style. This is further restricted by the heavy use of worksheets that require little writing from pupils to complete.

6. In mathematics, pupils in Year 2 are making satisfactory progress and but do not always achieve as well as they should, and few pupils work at the high level for their age. Pupils of 11 years of age are attaining above average standards. While they are achieving in line with their capabilities, there are still relative weaknesses in their ability to recall number facts and tables quickly. Standards in science are average in Year 2 and well above average in Year 6. A revised scheme of work to support planning for mixed age groups, and the emphasis on investigative and experimental science is having a positive impact on raising standards.
7. For children in the Foundation Stage – the reception class – progress is good. Most will attain the early learning goals¹ and many exceed these by the time they start into Year 1. They enter school with average levels of language and mathematical skills but the good quality teaching builds on these well.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to learning are good and frequently very good in the class for the oldest pupils. Inspectors agree with the parents' view that pupils behave well in lessons, around the school in the playground and when they are out of school. The school promotes successfully a set of values, which affect pupils' attitudes and behaviour. Pupils have high self-esteem and confidently share their views and opinions.
9. Pupils enjoy school. Even the youngest pupils, who have only been in school for two weeks, have settled in well and confidently relate with adults and their peers. Pupils are well motivated and enthusiastic, showing interest and involvement, for example, the oldest class in a geography lesson when they tasted Indian food. Pupils are keen to participate, joining in activities and discussions, working independently or collaboratively as required. They are eager to talk about their work, and explain themselves clearly. Pupils with special educational needs are fully integrated into all aspects of the school's work and display the same positive attitudes as other pupils.
10. Pupils' spiritual development is satisfactory. The school's links with the church and the study of other religions in religious education is allowing pupils to develop and consider their own beliefs. Investigative work in science gives pupils a sense of wonder as they observe changes or recognise, for example, how plants provide us with such a wealth of food. Even the youngest pupils in school develop an awareness of, and sympathy for, others through identifying with characters in a story.
11. The pupils' moral development is good. The school is a well-ordered community and has few formal rules and sanctions: this is a reflection of the school's overarching emphasis on personal and collective responsibility. The school promotes and maintains good attitudes and behaviour through an informal approach. As a result this creates an environment of responsible behaviour in which pupils are aware of what is expected of them and respond appropriately. Pupils treat all adults in the school, and each other with respect.
12. The range of charities supported by the school indicates that they have been helped to consider issues of poverty, greed and racism. Older pupils act as good role models in assemblies, as they move around the school and in the playground showing respect for property, other people and the environment. Pupils talk confidently about the changes that have taken place in the village as well as the proposed developments and discuss sensibly what effect this will have.

¹ These are in the areas of learning that include personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development that children should obtain by the end of reception year.

13. Pupils' social development is very good. They work together well in class, co-operating and supporting each other with their work, for example, when composing a piece of music. Good relationships are a strength of the school. The adults who work in the school work as a team, and relationships are good between teachers and pupils and between pupils and pupils. Behaviour in the playground is good. Pupils play together in friendship groups and include all in their games: no one is excluded from this. No bullying or aggressive behaviour was seen during the inspection and parents and pupils say that if it occurs it is minor and very rare. Pupils know that this will not be tolerated and say they would have the confidence to talk about it to a teacher. There have been no exclusions for poor behaviour.
14. Pupils respond well to opportunities to exercise responsibility but these occasions are limited and this is an area that could be developed. The oldest pupils display a caring attitude towards younger ones.
15. Pupils' cultural development is good. As a mono-cultural school in an area that has few minority ethnic groups, pupils are developing an understanding of the cultural values of others through, for example, religious education and geography. They have a positive approach to culture through art and drama, and have a good understanding of their own culture through world and local history.
16. Although the statistics for the most previous reporting year of 2000/01 show an attendance figure of below the national average there were a number of unique factors that affected this. The foot and mouth crisis meant that many of the children from farming families were isolated, often for long periods, in their homes. The school also suffered a virulent outbreak of flu during the same period. Such statistics in a small school can alter the attendance figures dramatically. Taking into account the fact that the attendance figures for the previous four years, plus those since September 2001, have been above the national average, attendance is satisfactory. The school does not have any unauthorised absences for the most recent reporting period or since September 2001. The majority of pupils come to school and into classes on time and most lessons commence promptly.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching throughout the school is good and similar to that seen at the time of the previous inspection, although the proportion of good or very good teaching has improved. While good teaching was seen in every class, the most consistently high quality was seen in Class 3 (Years 4 to 6), and Class 1 (Reception/Year 1). These two classes accounted for almost three quarters of the good and all the very good teaching observed. Little unsatisfactory teaching was observed, and in over half of the lessons, teaching was good or very good.² Throughout the school, science and music are taught particularly well. Good teaching is also seen in physical education, and in design technology and geography in Year 2 and 3. This is the result of teachers' good subject knowledge and understanding, which gives them confidence when teaching the subject, and of the clear guidance provided by the subject co-ordinators.
18. The best quality teaching and learning comes from a combination of factors. The good organisational skills, classroom management and subject knowledge of the teachers and their high expectations. This was clearly demonstrated in two music lessons observed, one involving pupils from reception and Year 1, the other, pupils from Years 2 and 3. The lessons were lively and pupils were engrossed in the activities. Instruments were used effectively, and even the youngest children were able to come in at the right time and keep time with the beat. Very good teaching seen in a science lesson in Class 3 on separating mixtures was characterised by skilful questioning, which challenged and involved all pupils, and a wide range of well-prepared investigations to draw out pupils' understanding.

² Inspectors make judgement about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor and very poor. Satisfactory means that strengths outweigh any weaknesses.

19. Where teaching is unsatisfactory, or there are weaknesses in otherwise satisfactory teaching, this is because work is not always sufficiently well matched to the individual needs of the pupils. The heavy reliance on photocopied worksheets in some lessons is also a weakness. These often require little of pupils other than filling single words or short phrases in boxes. They are often completed by all pupils, regardless of their age or level of prior attainment and do little to extend, for example, pupils' writing skills, an aspect of English identified by the school as an area of weakness.
20. Teachers make very effective use of small group work in all subjects to assist pupils' learning. In the science activities seen in Year 4/5/6, pupils worked well together, applied themselves to the tasks and derived great enjoyment and success from the work. The good relationships between teachers and pupils contribute well to pupils' learning.
21. The teaching of children in the Foundation Stage is good. The activities planned lead effectively towards the early learning goals, and often beyond these into National Curriculum levels of attainment. The range of free-choice activities for children to select from is limited by the physical size of the classroom, and the lack of easy access to outdoor activities. However, the teacher uses additional space in the hall effectively to compensate for much of this. Under these circumstances, the classroom assistant gives valuable and knowledgeable support. Where there is a weakness, it is when the youngest children, some of whom have only been in school for two weeks, have to sit for too long during oral introductions to lessons and as a result become restless.
22. The medium-term and daily planning used by the teachers for all subjects is satisfactory, but work is not always sufficiently well planned to meet the needs of pupils at different levels. Lessons have clear learning intentions, but these are not always shared with pupils at the start of lessons or revisited in the plenary session at the end of each lesson, which would allow teachers to check on the gains made in pupils' knowledge and understanding. As a result, this does not provide all the information teachers need to plan the next steps in learning. Planning for English and mathematics follows the national literacy and numeracy strategies. Although teachers have a secure knowledge of these there has been a recent move towards more specialist teaching in a number of subjects, including mathematics, aimed at using the curricular strengths of teachers. It is too early to judge the success of these initiatives.
23. Teachers' expectations of pupils' attainment are generally high. However, there are still some inconsistencies throughout the school, for example, in the quality of presentation in pupils' books, and in teachers' marking. While all work is consistently marked, there is little that clearly identifies pupils' errors or tells them what they have to do to correct these and improve. There are few examples where pupils' are set short-term targets for tackling these areas of weakness.
24. Pupils' special educational needs are catered for well within the classroom. Classroom assistants work well with teachers during lessons, and provide valuable, additional support for subjects such as information and communication technology.

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

25. The school provides a broad balanced and relevant curriculum for all pupils. The curriculum provides satisfactory overall coverage of all national curriculum subjects and religious education. There are considerable strengths in mathematics, art and design technology, which are balanced by the weakness in physical education. It cannot fulfil the statutory requirements for physical education for the oldest pupils because of the size of the hall. There is a satisfactory curriculum for the foundation stage: an improvement on what was reported at the time of the previous inspection. A range of visits to Kingwood Adventure Centre, Paignton Zoo, Dawlish Warren and

Woodlands Activity Centre, enhances the curriculum. These trips provide good opportunities for pupils to learn in different environments. Pupils have opportunities to play many sports against other small schools. The Wren Trust and the Baring Gould Foundation provide further musical and dramatic opportunities.

26. Provision for health education is satisfactory. Pupils are taught about the benefits and dangers of drugs. The police and fire service visit the school and teach pupils how to live safely, and the oldest pupils attend a life skills course at Oakhampton Camp. Although the school does not currently have a written personal, social and health education policy, this is covered effectively during circle time and at assemblies and, as part of religious education and science.
27. The school has adapted the national strategies for teaching literacy and numeracy to its particular circumstances, including classes with a mixed age range. The standards show that the strategies are working satisfactorily.
28. The provision for special educational needs is satisfactory and the one identified pupil is making good progress. Some of the youngest pupils are withdrawn for extra literacy support. However, as a consequence they miss lessons, or parts of lessons in a range of other subjects. The school plans to alter the timing of its provision to allow all pupils to receive their full curriculum entitlement.
29. The community works closely with the school. The South West Lakes Trust helped the older pupils and parents to rebuild the school pond. There are good links with the church, which is used for special celebrations at Harvest time and Christmas. The Friends Association is very active and organises events to raise extra money for the school. Recently the school has purchased a field adjacent to the school for games, which has improved physical education provision. The community supports the school in its fundraising. This year's charities chosen by the pupils include Red Nose Day, The British Legion Poppy Appeal, Help the Aged, Christian Aid and the British Heart Foundation.
30. The school has effective links with the village playgroup and with the secondary schools to which the pupils transfer. These are numerous and every effort is made to make the transfer as smooth as possible. Feedback from secondary schools is very positive; pupils from this small school integrate well into the larger institutions and demonstrate confidence and maturity.
31. Provision for pupils' spiritual development is satisfactory. Assemblies, which are led by all the teachers, and sometimes by visitors, for example, the vicar, give pupils the opportunity to explore values and beliefs and the impact these have on peoples' lives. In religious education lessons pupils study Christianity and other major world faiths giving pupils the opportunity to consider the feelings and emotions of others. The very caring ethos of this small school in which good relationships are strength encourages pupils to ask questions and to make connections between their learning.
32. Provision for moral development is good. Although there is no overt moral code displayed around the school, all the adults who work in the school have high expectations and these are consistently promoted. Parents know, and respect the way the school promotes good behaviour, and are supportive. Moral teaching, using suitable stories is a feature of some assemblies. In literacy lessons pupils read fables and discuss the moral of these. Respect for all is part of the ethos in the school and a view that is expressed which is in conflict with this is dealt with sensitively so that no pupil is put down but all pupils have the opportunity to consider both views.
33. Provision for social development is very good. The school's aims are well promoted throughout this small school. There is a strong sense of community, parents, pupils and teachers know each other well and all work together to provide quality education. The school encourages pupils social development through their participation in assemblies, giving them opportunities to compete against

other small schools in a range of sports, residential visits, for example a London trip, an adventure week on the Isle of Wight and a drama club which is held in the Spring term.

34. Provision for cultural development is good, and an improvement on the judgement of the previous inspection. In this small white mono-cultural school there are good opportunities for pupils to learn about their own culture in history – Victorian children, Tudor exploration and World War 2. Photographs showing the changes that have taken place in the village over the past sixty years contribute to cultural development. In geography the oldest pupils compare their lives in the village with a child living in an Indian village. A range of visitors including, a theatre company, the vicar and a practising Hindu living nearby extend the pupils' cultural horizons. Through art, music and literature they become aware of different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school is good at caring for its pupils. It has a caring and secure ethos, which creates a good, positive atmosphere for learning. The procedures for child protection are satisfactory and compare well with the previous inspection. The school follows the local authority guidelines and any relevant documentation is stored securely in the school office. The headteacher is the named person and he ensures that all staff are well aware of their relevant responsibilities. Although the head teacher has received specific training, in the past, no one else at the school is similarly trained, which is a weakness.
36. The school has good procedures to ensure the welfare of its pupils. These procedures are better than those reported at the previous inspection and are now one of the school's strengths. The head teacher is also the trained health and safety person. He has ensured that a clear written policy and an up to date risk assessment have been raised. The school holds and records regular emergency, fire exercises, and all escape routes within the school are accessible and well marked. Accident procedures are efficient and caring. There are sufficient staff trained in first aid and the school will shortly have its own medical room. A specific medicine policy is well adhered to and the staff are aware of any special medical needs of pupils. The pupils have very good support at lunchtime, playtimes and when entering and leaving school.
37. Satisfactory procedures are maintained for monitoring and promoting attendance. Each class has a well-kept register, which is returned to the office after all registrations. Parents are contacted if their child has not come to school and there has been no notification from home. All parents are made very well aware of their relevant responsibilities and regular letters are sent to them concerning lateness or absence. The school has a good system for recording lateness, although rarely used. Good liaison is maintained with the educational welfare officer.
38. Procedures within the school for monitoring and promoting good behaviour and eliminating that of an oppressive nature are both good. The school's behaviour policy is printed in the prospectus. There are appropriate sanctions, for example, reprimand or withdrawal of privileges. However, these are rarely required. All children are so well known by all adults in the school that everyone can follow a consistent policy of praise or chastisement. While bullying has never been a problem in the school, all of the children are taught to have the confidence to report any untoward incidents, and this works. All staff is well aware of how to diffuse potential incidents and should these arise, they are discussed at assemblies and circle time.
39. The school also has good procedures for monitoring and supporting pupils' personal development. However, as with behaviour, this is mostly informal. The teachers and staff know the pupils well and the contact they have with parents every day means they can exchange information or concerns easily. Parents do also receive details in the school report and records are kept in pupils' private files, held in the school office. Good use is made of outside professional help, particularly the community policeman who comes in and talks about 'Stranger Danger'.
40. The monitoring and support of pupils' academic performance are unsatisfactory. The school's assessment and record keeping policy gives a clear breakdown of the assessments used and a timetable for these throughout the year. Very soon after children enter the school at the Foundation Stage they are assessed using the local authority procedures designed for this age range of children. In the intervening period between the national tests in Year 2 and Year 6 the school uses optional tests for Years 3, 4 and 5, similar to the national tests at the end of Year 6. While the results are analysed, the school is at an early stage of using this information to improve teaching and learning. Other standardised tests in English and mathematics are used to track pupils' progress. However, the use of target setting is at a very early stage. The pupils' targets lack precision and are not reviewed often enough to enable pupils to strive for even higher standards. The school is beginning to look at all this information and use it to identify weak areas

in pupils' learning, for example, tackling the underachievement of pupils in English. Teachers review samples of pupils' work in English to reach common agreement on the levels achieved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Overall, the school's links with its parents is good and remain a strength of the school. Such links help considerably towards the success of the children's learning.
42. From talking with parents at the pre-inspection meeting, during the inspection, and from reading additional comments on the returned questionnaires, it is clear, that the majority of parents believe this to be a very good school for their children. Parents were specifically pleased that the school works closely with them and most said that they were comfortable about putting forward questions or problems. There were somewhat more negative views on the right amount of homework being given and the range of activities that the school provided outside of lessons. The inspection findings support most of the positive views of the parents, although in some areas, expectations of pupils' work are not high enough, and some aspects of the school's leadership require further development. However, extracurricular activities are satisfactory. Given that many pupils have to travel some distance to school and rely on buses or taxis, the school does try to provide what it can in the way of activities, and additionally arranges visits outside of school. Homework is appropriate and mostly linked to what pupils are doing in lessons.
43. The quality of the information that the school provides for its parents is good. Each parent receives an up to date prospectus containing both the behaviour and homework policies, and a copy of the home/school agreement. However, neither, the prospectus or the Governors Annual Report to parents complies fully with statutory requirements. The school is now aware of these omissions. The annual reports on pupils' progress contain comments on all subjects of the curriculum. They are easy for parents to understand and have room for both their own comments and that of their child. However, although they do state what the pupil can do, there is insufficient information on what aspects of learning they need to improve, or specific targets for them to work towards. The school holds three meetings a year with parents to discuss their child's progress, and has provided curriculum evenings for both literacy and numeracy. The school provides good information to parents of what is due to be taught through the following term. This allows many parents time to help productively with their children's homework, particularly, specific projects and topics. Very detailed and informative newsletters, often with amusing comments, are sent out regularly, and an 'open door' policy gives parents easy access to staff.
44. The parents make good contributions towards their children's learning, which is appreciated by the school. Regular volunteers come into school and help with reading, and give support on the computers. Many parents volunteer to go out with the children, help with sports day or the bazaar, and make costumes for Christmas plays.
45. The impact of parents' involvement on the work of the school is good. In addition, the school has a very energetic Friends of Lew Trenchard Association, who over the years, by arranging social events and fund raising activities, has raised considerable sums of money towards resources for the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher provides sound leadership and with the support of a senior member of staff forms a good team, which provides clear direction to the work of the school. They are well supported by the governing body, and have the confidence of the parents. The headteacher is responsible for fostering the caring ethos that is found throughout the whole of the school and provides a very good role model for teaching.

47. The systems for monitoring the performance of the school through analysing test results are sound and the information these provide is directed at improving the curriculum, for example, improving the quality of writing throughout the school. Although this is still at an early stage of development. The monitoring of teaching and learning is less well developed and does not yet provide all of the information necessary to bring about the improvements needed or have the necessary impact on raising standards, for example, in English.
48. Development planning by the headteacher, with support from staff and the governing body, is good, and is now closely linked to the budget, addressing a weakness identified in the previous inspection. Subject co-ordinators are approaching their role much more actively and systematically, and most have produced good curricular plans containing detail of what is to be taught at each age, making sure that the needs of pupils in mixed age classes are met. However, the role of co-ordinators in monitoring the progress of their subject is underdeveloped and for many, there has not been sufficient monitoring of standards or quality of teaching and learning. This is one of the reasons for the weaknesses in the development of English in particular, and for its lower standards.
49. The governing body is very effective. It has an appropriate committee structure and meets most of the statutory requirements placed upon it, for example, the curriculum, acts of worship and for pupils with special educational needs. However, there are still some certain minor omissions from the school prospectus and the governors' annual report to parents, identified at the time of the previous inspection. Governors are well informed, ask pertinent questions about the work of the school and have an understanding of the standards achieved. Governors visit the school frequently, but it is only more recently that there has been a more systematic way of recording the outcomes of their visits and reporting back on the information gained. Governors are now much more active in debating issues around school development, and the development of a 'cabinet' of the chairs of the major committees provides a very powerful tool for evaluating the work of the school and providing clear direction.
50. There is little surplus money carried forward in the school's budget from year to year, other than a small contingency. This is the result of the governors' policy of spending to the limit of their capability each year for the benefit of the pupils. Large amounts of money have been spent recently equipping the newly built classroom, including significant contributions from the parents' association. The budget is well managed and the governing body has good quality information on which to base its decisions. The principles of best value are applied where possible to major spending decisions, and governors do compare the performance of the school against schools in similar circumstances to judge its overall effectiveness. Grants for specific purposes are used appropriately. However, there is a very low level of special educational needs in the school and the time given to the organisation and management of this is disproportionate to the needs of the school or the pupils and is not an effective use of resources. A significant amount of money has also been spent on photocopying charges for the very large number of worksheets, which are used throughout the school.
51. There is an appropriate mixture of experienced and more recently qualified teachers, well deployed and providing a good balance of curricular strengths. Effective use is made of the expertise of part-time teachers in teaching subjects such as art and design technology. The work of classroom support staff is effective and is carefully targeted. The classroom assistants are well trained and make a very effective contribution to pupils' learning. The school's strategy for performance management is in place and all teachers have targets, including the headteacher.
52. The accommodation is barely satisfactory, and the very small hall makes it almost impossible to fulfil all the requirements for teaching physical education to the oldest pupils in school. However, the outdoor adventure area and the school field provide good facilities for games and other aspects of physical education. The reception/Year 1 classroom is small and makes it difficult for the teacher to provide the free access to some activities that the youngest children in school require.

However, with good organisation and careful use of the hall, the teacher manages to overcome most of these difficulties. The recently constructed Year 2/3 classroom provides good accommodation and the resource area constructed at the same time gives valuable additional storage space and room for small group work. The current library in the hall is not easy for pupils to use at certain times of the day, and provides only limited opportunity for personal research by pupils. Resources are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the school further, and raise standards to a higher level, the governing body, headteacher and staff should:
- (1) improve standards in English, particularly the range and quality of pupils' writing, and the presentation of their work;*
(paragraphs 1, 2, 5, 19, 23, 40, 47, 61, 67 – 67 refer)
 - (2) monitor and evaluate the quality of teaching and learning more systematically and act on the information gained to bring greater consistency throughout the school;
(paragraphs 47, 48 refer)
 - (3) improve the way work is planned for pupils of differing attainment, through reducing the number of common worksheets and allowing more individual responses from pupils, especially the higher attainers.
(paragraphs 4, 19, 22, 76, 83 refer)
 - (4) use test and assessment information more effectively to identify areas for improvement in teaching and learning;
(paragraph 40 refers)
 - (5) improve the quality of teachers' marking and the target setting that comes from this.
(paragraphs 23, 40, 69 refer)

* The school has already identified these issues in its improvement plan and has put measures in place aimed at addressing these weaknesses.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- assess the impact of pupils being withdrawn from lessons on their curriculum entitlement and continuity of learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		1	10	8	1		
Percentage		5	50	40	5		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	N/A	68
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

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

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	1

Attendance

Authorised absence

	%
School data	8.9
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	11	5	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	94 (83)	81 (67)	100 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	94 (83)	94 (100)	94 (100)
	National	85 (84)	89 (88)	89 (88)

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

Because of the very small numbers of pupils involved, the table of results has been modified for Year 2 to show only the percentages, and completely omitted for Year 6. An interpretation of these is given in the report under the section headed 'The school's results and pupils' achievements'.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	58
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	18
Average class size	21

Education support staff YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	41

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	167,593
Total expenditure	164,509
Expenditure per pupil	2,419
Balance brought forward from previous year	868
Balance carried forward to next year	3,952

Recruitment of teachers

Number of teachers who left the school during the last two years	0.1
Number of teachers appointed to the school during the last two years	0.4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	64
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.	59	41	0	0	0
My child is making good progress in school.	63	31	6	0	0
Behaviour in the school is good.	63	34	0	0	3
My child gets the right amount of work to do at home.	41	38	16	3	3
The teaching is good.	69	28	0	0	3
I am kept well informed about how my child is getting on.	47	47	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	3	0	0
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	38	59	3	0	0
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	59	34	3	0	3
The school provides an interesting range of activities outside lessons.	3	34	44	0	19

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

54. Children in the foundation stage (reception) are taught in a class with ten Year 1 pupils. Currently there are twenty-three children in this class: all full-time. Eight of the reception children started at the beginning of this term. There are two admissions a year, September and January so some of the youngest children will not be five until late summer. Attainment on entry is average and by the end of the year in reception children are in line to achieve the early learning goals in all areas of learning and be ready to work within national curriculum in Year 1. A satisfactory curriculum is provided for these youngest children that includes opportunities for structured play. Teaching is good overall. The classroom assistant makes an effective contribution to the learning of the youngest children.

Personal, social and emotional development

55. Those children who have been in school for two weeks are being encouraged to listen carefully. They are beginning to realise that that they have to take turns to speak and not to talk when somebody else is talking. School routines are being well established so that children feel safe and secure. The children have frequent opportunities to work and play in small groups. Some children are very confident and initiate conversation with adults they do not know. With the good teaching, children are making good progress towards the early learning goals, which they will achieve by the end of the year.

Communication, language and literacy

56. These young children enjoy sharing a Big Book in the daily literacy lesson and are developing early reading strategies of using pictures as clues and using the context of the story. They can recall the part of the story that has been read and predict what might happen next. They take books home to share with parents. All children, even those who have just started this term, are keen to write and most can form recognisable letters. The more able can copy a sentence under the teacher's writing. Good teaching and positive learning attitudes will enable these children to exceed the early learning goals by the end of the year.

Mathematical development

57. Children are making satisfactory progress in this area due to the quality of teaching and the effective support by the classroom assistant and are on course to meet the early learning goals by the end of the year. They can count to 12 accurately and order numbers, and match objects to numbers. They are beginning to add two sets of numbers together. They have a good understanding of the most common shapes and can explain the characteristics of a triangle, square, circle and rectangle.

Knowledge and understanding of the world.

58. No teaching of this area was seen during the inspection but the teacher's planning shows that the children will have opportunities to experiment with wet and dry sand; that they keep a weather chart and talk about suitable clothes for hot and cold weather. They go on walks in the immediate area and notice the changes that take place each season. They use the computer and dress a teddy in suitable clothes for various seasons. As a result of the planned activities the children are likely achieve the early learning goals by the end of the year.

Physical development

59. Children have good opportunities for physical development. In the summer they have frequent access to the adventure play area. This term they are able to use the hall for movement, dance and gymnastics. They demonstrate good climbing, swinging and sliding skills on the apparatus. They listen carefully and follow instructions. As a result of good teaching in this area children make good progress and are in line to achieve the expected standard by the end of the year.

Creative development

60. Children are provided with well-planned opportunities for painting, using several different techniques, for example, to make cold and hot pictures. They make collages demonstrating good cutting and sticking skills. They have satisfactory opportunities for role-play in the home corner, which also helps to develop social skills. They have regular opportunities to sing songs and play instruments. As a result of these planned opportunities, and the sound teaching, children are on course to achieve the early learning goals by the end of the year.

ENGLISH

61. The standards for pupils of seven years of age are in line with national standards for reading, but are below those expected nationally in writing, spelling and handwriting. The standards for seven-year olds are not as good as at the last inspection, nor do they compare favourably with the results of the national tests in 2001. Pupils at eleven are at the expected standard for their age. Pupils make satisfactory progress overall, and those with special educational needs make good progress.
62. Standardised reading tests and other assessments indicate that pupils make little, or no, progress in Year 3, but in Years 4, 5 and 6 they make rapid progress. However, the lack of progress in Year 3 means the more able pupils do not achieve the higher level, (level 5) by the age of eleven.
63. Throughout the school pupils show good skills in speaking and listening and this is consistently promoted. From the outset, pupils learn to express themselves in full sentences. They are keen to answer questions and volunteer information. They speak confidently to visitors. The older pupils participate well in discussion, for example, in a geography lesson where they shared their opinions about various Indian bread and chutneys.
64. From the earliest weeks in school pupils begin to make good progress in reading, developing a range of strategies, using pictures and the context of the story, learning the most commonly used words and associating sounds with letters. They have opportunities to read as a group and individually to adults, and by the time they are seven years of age they read fluently with understanding and expression. Reading for pupils in the oldest class is well managed. They have a good range of attractive books and have daily opportunities to read. The teacher monitors pupils' progress effectively through groups reading sessions. The oldest pupils read for pleasure and discuss books they have read. They are able to use their knowledge of reading effectively to make inferences about the story or the characters. They use dictionaries and thesauri competently and know how to find information in non-fiction books. Pupils read books from a variety of genres and cultures, which also makes a satisfactory contribution to their cultural development.
65. Standards in writing are not as good as in reading. Although writing has been an area of focus for the school, there are still insufficient opportunities for pupils to write at length or improve their work through editing and re-drafting. In many lessons they spend too much time completing worksheets, which do not give them the opportunities to practise the skills they are acquiring in literacy lessons. Literacy is not sufficiently well used across the curriculum because of this and there is limited use of information and communication technology to support their writing through drafting, editing and revising their work.

66. The youngest pupils, (Year 1) are beginning to understand the structure of a story, with a beginning, middle and end. Most can plan a simple story, for example, about Mog, after hearing and discussing the story with the teacher. The oldest pupils are learning to write a good ghost story. They are reading various ghost stories, considering how authors set the scene, create suspense and use powerful words, and are beginning to apply this to their own work.
67. Spelling is taught systematically to the younger pupils. They are developing phonic skills, and can link the sounds of letters with their spelling. They use wordbooks to help them, so that their writing does not contain too many errors of commonly used words. However, in the writing of the older pupils, spelling mistakes are common and not enough emphasis is placed on pupils reading their own work through, or with a partner, to make sure that it is accurate and makes sense.
68. Handwriting is taught using a commercial scheme and pupils have frequent opportunities to copy handwriting sheets, but one handwriting lesson a week is not sufficient practice for many of the oldest pupils to reinforce their letter formation and produce a legible joined script.
69. The quality of teaching is satisfactory overall and reflects pupils' achievements in English. It is good for the youngest pupils, satisfactory for older pupils, but unsatisfactory for pupils in Year 2 and 3. The major weakness in the teaching is that tasks are not sufficiently well matched to pupils' prior learning. There are too many instances where all pupils in the class work on the same task, using the same material. The overuse of worksheets constrains the teaching of literacy for the older pupils and reduces its effectiveness. The quality of planning needs to be improved so that it is clear what each group of pupils are expected to achieve. Many lessons have clear learning objectives but these are not often shared with pupils at the beginning of the lesson or reviewed with them at the end to assess the progress they have made. The quality of marking is inconsistent through the school. In the class for the oldest pupils, it is evaluative and helps the pupils understand what they have done well and what they need to do to improve. However, lower down the school marking is cursory and does not help pupils to achieve high standards. The school has begun to use targets, but at present they are too vague, difficult to evaluate and not sufficiently matched to the key learning objectives of the lessons.
70. The management of English is satisfactory. The National Literacy Strategy has been implemented and satisfactory resources have been purchased. There is a good range of guided reading books for the older pupils, but more variety is needed for the younger pupils. The co-ordinator monitors planning, but realises that this must be more rigorous to ensure a better match of work to pupils' prior learning and to ensure pupils make consistent progress between seven and 11. Discussions have taken place to make regular sampling of pupils work and monitoring of teaching and learning part of her role.

MATHEMATICS

71. Current standards in Year 6 are above average. While this is an improvement on the standards at the time of the previous inspection, it is not as high as those seen in the 2001 tests. However, with such small cohorts of pupils, the variations can be quite marked year on year. There has been an improvement in standards, particularly over the last two years. During this period also, boys have consistently outperformed girls. Although this difference in gender performance has been recognised by the school, again it is often to do with the small numbers of boys or girls in any one year. Progress and achievement for pupils between Years 4 and 6, including those with special educational needs, has been very good.
72. Pupils in Year 6 are beginning to develop a sound ability to use inverse operations, such as addition and subtraction, to check the reasonableness of their answers. Pupils are also able to calculate and recognise equivalent fractions. Work on 2-dimensional shape shows pupils are able to record

and measure different shapes on grids, and when investigating the probability of an event happening, use diagrams effectively to record their results.

73. Pupils in Year 2 attain broadly average standards in all areas of mathematics, in line with the latest national test results. Results over the last four years have been generally below, or well below average. Pupils are currently making satisfactory progress and achieve appropriately. Most pupils can count on or back in tens starting from a two-digit number and can count beyond a 100, and have an appropriate knowledge and understanding of the place value of tens and units.
74. One teacher teaches mathematics in both the classes containing Years 2/3 and Years 4/5/6, a change from the previous year's organisation. The quality of teaching and learning is overall, satisfactory. In the Year 4/5/6 lesson, the teacher shared the lesson objectives for the main activity with the class and ascertained pupils' previous knowledge by asking, "What methods could we use to solve this problem?" The work for Year 6 pupils following on from this, an exercise in partitioning numbers as a way of multiplying them, was very complicated and confused many pupils. For the pupils in Year 3, information and communication technology was used well to practice and reinforce their number skills, but for a few it became a guessing game rather than one in which they worked out the pattern between numbers in a sequence. In both classes, pupils are grouped by age and/or prior attainment, but the work seen does not differentiate sufficiently for this. Better differentiation is seen with the older pupils, but too often, much of the work throughout the school is common to all pupils, often using the same worksheets.
75. In Year 1, teaching is satisfactory: planning is sound, and contains clear lesson objectives. In a lesson to teach pupils how to count on in given steps, number strips were used well to reinforce pupils' understanding. However, some higher attaining pupils were already capable of doing this and the task that followed was not sufficiently challenging for them.
76. The main strength in teaching is the way teachers use the format of the national numeracy strategy. Pupils are organised and managed well during the lessons to ensure good concentration and satisfactory progress. Weaknesses from both an analysis of previous work and lesson observations include a lack of pace and challenge in some lessons. A scrutiny of past work throughout the school indicates an over-use of worksheets to the detriment of pupils' own presentation skills. Pupils' work is sometimes not completed (or the completion subsequently checked on) and presentation of work in pupils' books is untidy, especially the pupils in Year 2/3. Pupils' work is recorded in a number of ways, including photocopied worksheets and commercially produced texts. However, much of this work is undated, and it is almost impossible to track pupils' progress across topics or see where they have improved.
77. The subject is managed satisfactorily, but as the mathematics teacher throughout most of the school, the co-ordinator is effectively monitoring her own work. This is not satisfactory. A scheme of work is in place for both key stages and the subject policy has recently been updated, although it is in a different format, and lacks some of the detail found in other policies in the school. Learning resources are satisfactory, are well used and are appropriately situated in classrooms. Classroom support is used well for helping with information and communication technology and group work, for example, in the reception/Year 1 class.
78. The introduction of the national numeracy strategy has had the effect of giving teachers confidence. Numeracy is used soundly across other areas of the curriculum including geography, science, and information and communication technology in all classes and includes charts, graphs and other data collection work.

SCIENCE

79. Pupils' attainment in Year 6 is well above average, a significant improvement on standards reported in the previous inspection. Improvements throughout the school to planning and the clear focus on teaching investigative science as well as subject knowledge have resulted in all pupils making good, and often very good progress. The attainment of pupils in Year 2 is broadly average in both their subject knowledge and their understanding of experimental science: similar to that reported at the time of the previous inspection.
80. The quality of teaching is good overall, with the best teaching seen in Years 4/5/6. Learning objectives for each lesson are well thought out and provide a suitable basis for assessment. Teachers have good subject knowledge, use technical vocabulary well, and ask probing questions that require pupils to think hard about what they are seeing. In a practical investigation into mixtures, pupils in the Year 4/5/6 class offered a good range of possible approaches. The range of investigations, and the way they were set up provided many opportunities for pupils to use their skills and develop new ones. The regular use of investigative work provides many opportunities for pupils to plan in a variety of ways, but the recording of these investigations is a weakness. While the worksheets used provide appropriate support for lower attaining pupils, for the majority of pupils, recording is not of a high enough standard. These common worksheets limit pupils' responses and do not give teachers a sufficiently clear view of pupils' level of attainment.
81. Lessons have a brisk pace, such as in Year 4/5/6, where pupils investigated the separation of mixtures through physical means or evaporation. In the group activities each investigation was carefully managed, ensuring time for pupils to complete a range of tasks. Discussions between pupils during the investigations were very effective, allowing them time to discuss ideas and come up with suggestions or comments. The good relationships and attitudes allowed good co-operation between pupils and the sharing of ideas. Pupils' good social skills are used well during group work. Pupils attained good standards both in their subject knowledge and their understanding of scientific investigation.
82. For pupils in Year 2/3, an investigation into which parts of plants were edible, was well prepared with a range of common fruits and vegetables for pupils to identify. Pupils knew the major parts of a plant, and with support, were able to identify which parts were the ones they ate. A group activity using pre-prepared picture cards worked well. Pupils co-operated well and discussed their classification before agreeing where to place the card in the set. However, the worksheet used for pupils to record their results was weak. Its complicated layout meant that few pupils knew what was expected of them and it confused rather than assisted pupils in their task.
83. The headteacher, as co-ordinator, has a good understanding of the subject and how it can be taught to best effect, particularly the value of investigative and experimental science. The scheme of work, following national guidelines, is detailed, gives clear guidance for teachers in mixed age classes and provides good coverage of all attainment targets over time. The often overuse of common worksheets for all pupils in a class is a weakness. It limits pupils' responses, especially those higher attaining pupils, and prevents teachers gaining a sufficiently clear view of pupils' attainment. Limited use is made of information and communication technology to support science teaching and recording.

ART AND DESIGN

84. As it was only possible to observe one lesson in art and design, judgements are based on an analysis of pupils' work and teachers' planning throughout the school. The pupils make satisfactory progress overall, but good progress in Years 4 to 6. Standards are average by the age of seven and good by 11. The work on display and examples of previously completed work show the broad range of experiences planned for pupils.

85. The quality of teaching and learning throughout the school is good: a subject specialist does much of the teaching. Pupils get off to a good start in Year 1, where there are well-planned opportunities for them to draw, paint, print, make collages and work with a variety of different materials. Basic skills, such as drawing techniques and colour mixing are taught well. In Year 2, pupils' skills in drawing, painting and collage are satisfactory.
86. Across Years 4 to 6, pupils experience a range of skills and have, for example, produced pastel pictures using smudging and shading techniques successfully to achieve good results. Pupils in the Year 4/5/6 class, using pencils and pastels, skilfully matched half of a photograph to produce good 'symmetry' pictures of people and faces. In the lesson observed on making masks, clear explanations by the teacher, meant that pupils knew exactly what was expected of them, and recognised the need to exaggerate the features of their clay model to allow for the effect of applying the papier-mâché.
87. There are examples in pupils' folders of a range of work, but often this is on individual pieces of paper, rather than in sketchbooks, which would allow pupils to explore the use of colours, develop their ideas, keep these for future reference and provide a valuable record of pupils' progress. However, pupils showed fine detail in their observational drawings. The range of work in three dimensions is appropriately developed, as seen in their masks and the vases linked with lessons in design technology and history. More effective links are now being made with aspects of pupils' cultural development.
88. The co-ordinator provides good leadership in the subject, producing a helpful policy and scheme for each class, in line with national guidance, that provides a good structure to the progressive development of pupils' skills. This is an improvement since the previous inspection. Assessment procedures are satisfactory, although informal, for example, there is no whole school portfolio to show the full range of work covered. The displays around the school reflect the value placed on pupils' artwork. Resources are generally sufficient.

DESIGN AND TECHNOLOGY

89. Little design and technology was observed because of timetable arrangements. However, evidence from work undertaken prior to the inspection, and some photographic records indicate that standards meet expectations for pupils at seven and 11. Discussions with pupils in Year 6 indicated that they have sound knowledge of design and technology and are making satisfactory progress, including those with special educational needs. There is effective specialist teaching for pupils in Years 2 to 6. Pupils are good at designing their models and in writing evaluations of them when finished. They have experience of working in more resistant materials such as wood or plastic and appropriate knowledge of cutting and joining in various ways to suit the material.
90. Pupils are enthusiastic, and take great pride in showing and explaining their work. Pupils in Year 6 talked knowingly about designing and constructing their motor-powered cars. In all classes, models were planned well, carefully constructed with a range of finishes, and suitably evaluated. Pupils in Year 2/3 responded well to their lesson on sandwich making and were enthusiastic when trying the range of sandwiches produced at the end of the lesson.
91. While limited teaching was seen, it is clear from the finished work and teachers' planning, that teaching is at least satisfactory, and often good. Appropriate weight is given to all of the aspects of design and technology, and pupils are keen to discuss and evaluate their work. The resources room has well labelled displays of pupils work often with links to other subjects, for example, musical instruments, and decorated papier-mâché vases from their study of Ancient Greece. Work in food technology, seen in Year 2/3, is linked well to other work in science on topics such as healthy eating, and appropriate attention is given to health and safety aspects of the subject.

92. The co-ordinator manages the subject appropriately, and as the specialist subject teacher, can monitor pupils' progress through the school. There is a good scheme of work, based on national guidelines, providing appropriate coverage of topics. Resources are satisfactory, and provide pupils with enough equipment to experience a range of cutting, drilling and joining techniques. The accommodation is a limiting factor with little space in classrooms to work, store part-finished models or display finished work to best effect, although the recently completed resource area does provide additional space for this.

GEOGRAPHY

93. Standards in geography for pupils of seven and 11 years of age are in line with those expected nationally. This standard has been maintained since the last inspection. However, in the two lessons observed during the inspection, pupils demonstrated knowledge and skills above those expected for their age.
94. Pupils in Year 2 have a secure knowledge of cities, countries and continents and can locate these on a world map. They have a good understanding of climatic zones. They can name countries and describe the weather of those countries in the zones. Pupils in Year 6 compare village life in India to that in England. They discuss the differences in the way people shop, and compare the facilities in India with their own area. They study maps of their village and the Indian village and discuss the differences in development. These lessons made a good contribution to pupils' social and cultural development.
95. The overall quality of teaching is good, and reflects that seen in both the lessons observed. Highly motivating introductions, for example, tasting Indian food; unpacking a suitcase to decide what sort of holiday the person was going on, captured the pupils' interest so that they worked with enthusiasm and concentration. Pupils are developing good geographical skills. Year 2 pupils use atlases competently. Older pupils use mathematics in geography when they study the temperature over a period of time in London, Oslo, Sydney and Bombay. The analysis of work did not reflect this good teaching – there was an overuse of worksheets and as a result, tasks were not matched well to pupils' age and ability.
96. Geography is managed by the headteacher. His monitoring role needs to be more rigorous so that the quality of pupils' work consistently reflects the quality of teaching seen during the inspection. There are adequate resources to enable teachers to prepare interesting challenging lessons to meet the needs of all pupils.

HISTORY

97. During the inspection no lessons were seen for younger pupils, but analysis of pupils' work and teachers' planning indicate that attainment is in line with the standards expected nationally for pupils by the age of seven. This is a similar picture to that found at the last inspection. Standards for pupils of 11 years of age meet the standards expected. In fact, during the lesson observed, pupils demonstrated more understanding than was evident from looking at their work. The older pupils are acquiring a secure knowledge about Ancient Egypt and developing historical enquiry skills. They use the Internet to research information. They look at pictures and artefacts carefully, and record their information accurately.
98. Teaching is good in the class for the oldest pupils. The teacher captures the pupils' interest, the lesson moves at a brisk pace. The activity was motivating and as a result pupils worked with enthusiasm, both independently and collaboratively, to complete the task in the given time. They were proud of the result. The teacher valued their work when he promised it would be displayed by the end of the week.

99. History is managed satisfactorily by the headteacher who is the coordinator. The school is using national guidance for their scheme of work and has sufficient resources to teach the units. However, much of the teaching of history throughout the school is heavily dependent on worksheets and the monitoring is not aimed sufficiently at raising the standard of teaching throughout the school to that seen during the inspection. Through their research and collaboration, history makes a positive contribution to pupils' social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards of attainment are in line with those expected for pupils at seven and 11, although this is not as high as reported at the time of the previous inspection, (the requirements on schools are greater now) pupils are generally achieving well. Much of this is due to the quality of teaching and additional adult support, the use of information and communication technology across the curriculum, and the detailed planning now in place throughout the whole school. Many pupils also benefit from regular use of a computer at home, and this shows in their skills, for example, when using a keyboard.
101. With the well-resourced and timetabled computer room, pupils have regular access to computers, which are often used to good effect to support other lessons. The direct teaching of skills is generally good and pupils use these effectively. Teachers make appropriate links with other subjects such as science and mathematics through the use of tables and graphs, or through using CD-ROM or the Internet to search for information in subjects such as history and geography, and links to music through pupils composing their own tunes. Less effective use is made of information and communications technology to support pupils' work in English, writing and editing work on screen. Where it is used, for example with the youngest pupils, a combination of weak keyboard skills, and a lack of confidence in writing and spelling, makes the task quite laborious for them. Nevertheless, the pupils enjoy using the computers and work well together, helping each other where necessary. There are fewer examples of pupils being used to teach each other new skills, for example, older pupils with younger pupils, or higher attainers working with less knowledgeable pupils.
102. Older pupils in Year 6 are keen and suitably knowledgeable, and many bring skills and techniques from home, for example, regular use of the Internet and e-mail. Pupils have been introduced to the Internet and the use of e-mail at school as a way of communicating with others, but its benefits have not been fully developed.
103. The co-ordinator is knowledgeable and provides a good model for other teachers, although she has little opportunity to demonstrate this knowledge through classroom monitoring or support. The scheme of work, using national guidance, has been adapted to meet the needs of pupils in the mixed age classes found throughout the school. However, it lacks the detail found in other schemes of work throughout the school, and at present there is no method of recording pupils' progress in these skills as they move through the school other than examples of their own work saved on the computer.

MUSIC

104. Pupils throughout the school thoroughly enjoy music, make good progress and by Year 2 many are attaining above average standards. Because of timetabling, it was not possible to see music being taught to pupils in Years 4 to 6, other than a small recorder group, and listening to their singing in assembly. Therefore, no judgement is given on the pupils' attainment by the age of 11.

105. The pupils sing with enthusiasm and skill, matching their voices to the requirements of different songs. For example, lively action songs in Year 2 or reflective hymns in assembly, performing both with equal enjoyment. Their composing skills are developing well. When writing a group song, pupils in Year 2/3 counted syllables in their lines to match the tempo of the music and co-operated well to produce their completed piece. Pupils in Year 1 were able to keep time when playing a range of instruments, and improve their technique through carefully targeted teaching, which reinforced the correct way to hold and strike each instrument. The teacher's good use of technical language enabled pupils to learn the correct terms such as vibrate, and they were able to identify louder/softer, higher/lower notes well.
106. The quality of teaching and learning in the lessons observed is good and helps all pupils to sustain concentration and to make good progress. The good relationships enabled all pupils to participate at their own level and achieve success. It was not possible to observe any class music lessons for pupils in Years 4 to 6. However, during their assembly pupils responded with enthusiasm and sang a variety of songs. Their singing shows good control of pitch, dynamics and rhythm and a good understanding of timing where one age group led and another echoed the line.
107. The updated policy and scheme of work following national guidance, addresses all the National Curriculum elements. The subject is well resourced with a good supply of percussion and tuned instruments. Information and communication technology is used effectively to allow pupils to compose and save their own tunes. Additional activities and visits and opportunities to entertain others in school productions add to the range of experiences. Pupils also listen to and sing reflective pieces of music from a range of cultures, which enhances their knowledge of many different styles of music.

PHYSICAL EDUCATION

108. Standards in physical education for pupils of seven and eleven years of age meet the nationally expected standards in the areas that the school can teach, including swimming. The very small hall limits the teaching of gymnastics, movement and dance for the older pupils. In the last inspection no judgment was made about standards in physical education as the only lesson seen was swimming.
109. The younger pupils, those in Year 1, listen carefully and follow instructions. They are aware of the need to recognise each other's space so that everyone is safe. They use the large apparatus confidently, climbing, sliding and swinging. The older girls are learning the rules of High Five in preparation for playing the game when the weather allows. Older boys enjoy their lessons outside, even in inclement weather, and demonstrate good running and stopping skills.
110. Teaching in physical education is good. Lessons are carefully planned so that pupils and teachers are clear about the skills to be developed and as a result pupils work hard and try to improve their skills.
111. Physical education is managed effectively by the headteacher who is the co-ordinator. He is very enthusiastic and has considerable expertise. Pupils' participation in inter-school matches in football, netball, athletics, tag-rugby, and Kwick Cricket and cross-country enhances the physical education curriculum. The school has a good quality adventure playground, which makes a good contribution to pupils' physical development.

RELIGIOUS EDUCATION

112. Standards in religious education for pupils of seven years of age are below those expected in the locally agreed syllabus. Standards for pupils of 11 years of age are in line with those expected. Standards for seven year-olds are not as good as at the last inspection, but the standards for eleven year-olds have been maintained. The co-ordinator teaches religious education to the youngest pupils, and to pupils in the oldest class and in this way is able to monitor their progress.
113. The youngest pupils can explain the word disciple, and name some of Jesus' disciples. They know that Christians believe Jesus is special, that He is God's Son and came to teach us about God. They consider the qualities of friendship and suggest how they could become a good friend. Pupils in the oldest class study Christianity and the other major world faiths and this makes a good contribution to their cultural development.
114. Only one lesson was seen during the inspection and this was in the class for the youngest pupils. Teaching is satisfactory for the oldest and youngest pupils but unsatisfactory for pupils in Years 2 and 3. An analysis of pupils' work and teacher's planning supports the judgment. In this class the written work is of a very low standard. Even if recording is not a high priority as was explained by the teacher, what is planned is not recorded sufficiently carefully and show what pupils understand. The weakness within the satisfactory teaching is the overuse of worksheets and the fact that all pupils in the oldest class, regardless of their age and ability, all work from the same worksheet. This style of teaching does not give pupils the opportunity to express their ideas and values. There are too few opportunities for pupils to use their literacy skills.
115. Resources are satisfactory, but more artefacts are needed to teach Christianity effectively.