

INSPECTION REPORT

HAZELDOWN PRIMARY SCHOOL

Maudlin Drive, Teignmouth

LEA area: DEVON

Unique reference number: 113224

Headteacher: Mrs M. Wakely

Reporting inspector: Mr D.Nightingale
OFSTED Inspector Number: 18911

Dates of inspection: 5th – 8th June 2001

Inspection number: 194441

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: community

Age range of pupils: 4 to 11

Gender of pupils: mixed

School address:
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Appropriate authority: the governing body

Name of chair of governors: Mrs S. Shircliff

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18911	Mr D. Nightingale	Registered inspector	religious education; special educational needs	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9327	Mr S. Vincent	Lay inspector	none	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18344	Mr D. Earley	Team inspector	science; physical education; English as an additional language	How good are the curricular and other opportunities offered to pupils?
4109	Mr J. Barley	Team inspector	mathematics; information and communication technology;	
27602	Mr R. Perkins	Team inspector	English; history; equal opportunities.	
30773	Ms J. Whitehead	Team inspector	art; design and technology; geography; music; the foundation stage curriculum	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is for children aged 4 to 11 years and is bigger than many primary schools. There are 382 pupils on roll with slightly more boys than girls, particularly in the reception year and Years 2 and 4. In Year 1 there are nearly twice as many girls as boys. Information from the statistics available indicates that when children enter the school their overall attainments are about those expected of children of their age. A significant number of children join the school after the reception year. Overall about 18 per cent of children either join or leave the school during the course of a school year. Thirteen per cent of pupils are eligible for free school meals; this is about the national average. There are 78 pupils on the register of special educational needs which represents a below average proportion of children compared with schools nationally. There are four pupils with statements of special educational needs and this is about average. There are no children from minority ethnic groups or with English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school where the clear vision of the school's leadership is resulting in steady improvement in the quality of education provided, particularly in the quality of teaching. This, together with pupils' positive attitudes, is beginning to improve the standards achieved by pupils. The school provides good value for money.

What the school does well

- The headteacher and deputy headteacher work in partnership to provide excellent leadership in the continuing aim of raising standards and providing a high quality of education.
- The quality of teaching is very good in most classes for children aged seven to eleven
- A very well planned curriculum provides very good opportunities for all children to learn through a wide range of interesting activities.
- The school has very good procedures to help pupils to become mature and responsible with the result that relationships between pupils are very good.
- Procedures for assessing pupils' progress and monitoring their behaviour are very good.
- Parents are very well informed about the work their children are given, the progress they make and the activities in which they are involved.

What could be improved

- Levels of pupils' attendance.
- The consistent implementation of the procedures and strategies for monitoring and evaluating the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Although progress on dealing with the issues raised at the previous inspection was initially slow, there have been significant improvements since the appointment of the current headteacher so that progress is now good. The new headteacher has inspired improvements in the quality of teaching and the curriculum. Teaching is more consistent across the school, with no unsatisfactory teaching and a higher proportion of very good or excellent teaching. Standards in information and communication technology (ICT) have improved and are now at the expected level in most aspects of the subject as planning now covers all the required elements. There have also been improvements in standards in English and science by the time children are aged seven and in physical education and religious education across the school. A daily act of collective worship is now held and this, together with improved planning, has led to more opportunities for developing pupils' spiritual development.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	A	C	C
Mathematics	A	C	B	A
Science	B	C	D	E

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

The table shows that, with the exception of science last year, pupils perform at least as well as the national average. There are variations between year groups as pupils do better in some years than in others. Last year's cohort of children had a significant number of pupils with special educational needs. Over the past few years pupils' overall performance has been slightly better than that of schools nationally although it has not improved as well as schools have improved nationally. When compared with similar schools pupils' achievements are satisfactory overall; they do much better in mathematics than children in similar schools but perform well below the average of similar schools in science. The inspection noted that the improvements in teaching were beginning to help raise standards. By Year 6 pupils work at the levels expected for their age in English and in science and many pupils exceed the expected level in mathematics. Standards in ICT are in line with those expected of pupils by the time that they leave the school. Standards in physical education and religious education are above those expected of eleven-year-olds. Pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children have consistently positive attitudes to lessons. They enjoy coming to school and talk positively about their work.
Behaviour, in and out of classrooms	Behaviour is good in general and often very good. Pupils work and play together very well. Those children who find it difficult to concentrate and behave are sensitively managed so that they take part fully in lessons.
Personal development and relationships	Relationships between adults and pupils are very good, resulting in a positive atmosphere for learning. Pupils develop very good personal and social skills. Pupils become increasingly mature and confident as they progress towards Year 6.
Attendance	Unsatisfactory. Attendance levels are below the national average

The positive attitudes, good behaviour and level of responsibility shown by pupils reflect the school's values well. The very good relationships between adults and children are a significant feature of the school. Pupils, particularly some with special educational needs, who find it difficult to behave are managed well so that they learn to accept rules and participate sensibly in lessons. The higher than average number of absences due to holidays taken in term time have a detrimental affect on the school's attendance levels and on the continuity of pupils' learning.

TEACHING AND LEARNING

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

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

The overall good quality of teaching helps children to learn well. Teaching was good in 51 per cent of the lessons seen. It was very good in 33 per cent of lessons and excellent in 5 per cent. It was satisfactory in 11 per cent of lessons. There was no unsatisfactory teaching. Teaching was very good in the junior classes where all the excellent teaching was seen. In mathematics, science and physical education with the older children teaching was very good. It was good in these subjects in the infant classes, as was the teaching of English throughout the school. Teaching of ICT in the junior classes was also very good. Children under the age of six receive consistently good teaching.

Very good relationships between teachers and pupils underpin the good management of classes and help establish a purposeful working atmosphere. Children with special educational needs and others who find learning more difficult benefit from the very effective use of the high level of expertise of the very good teaching assistants. In the best lessons teachers' very good knowledge of the subjects being taught helps them to set challenging tasks. Teaching of basic skills is very good. There are high expectations of how children should behave, what they should achieve and the pace at which children should work. Teachers use a range of very effective methods such as revision of previous work, good use of questions and clear explanations. As a result of the good teaching older pupils have very good knowledge of their own learning. Most pupils show interest in their work so that they concentrate well and work sensibly when not directly supervised.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good range of well-planned and stimulating learning opportunities in order to enrich children's experience. The literacy and numeracy strategies are implemented well and all the requirements of the National Curriculum and the local authority Agreed Syllabus are met.
Provision for pupils with special educational needs	Good. Individual education plans take account of pupils' needs but targets for children to achieve are not specific enough.
Provision for pupils with English as an additional language	There are no children with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. School makes very good provision for pupils to learn about and to experience taking responsibility and to prepare them for the experiences of adult life. Provision for the development of pupils' behaviour, personal initiative, responsibility and social skills, is particularly good.
How well the school cares for its pupils	Very good. The school provides a strong network of care based on the trust between adults and pupils. All the necessary procedures are in place to ensure that pupils are safe and well cared for in terms of both their academic and social needs. Procedures for assessing pupils' progress are very good.

The curriculum is very well planned to ensure that all pupils have equal opportunity to succeed. A good range of extra-curricular clubs enrich the curriculum, as do the variety of visits out of school and the interesting and informative visitors who come into school. The school works well with other schools locally. Good links with the local secondary school ensure that pupils' transfer to secondary education smoothly. The school provides

parents with good quality information about their children. Parents are consulted on important issues. They contribute very well to school activities and encourage and support their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear vision of how the school should develop. She is very effectively supported by the deputy headteacher so that they provide excellent leadership for the school. Team leaders and subject co-ordinators give good leadership to their areas of responsibility.
How well the governors fulfil their responsibilities	Very good. The governing body's well organised and effective committee structure gives them a very good understanding of the school's strengths and weaknesses. Governors have a clear understanding of their role, support the school well and make a significant contribution to the leadership and management.
The school's evaluation of its performance	Good. Senior teachers use a range of strategies to monitor strengths and weaknesses in pupils' attainment and in the quality of teaching. These have successfully helped to improve the quality of teaching. The governing body regularly review the school improvement plan. Subject co-ordinators have not yet fully implemented their role in monitoring work in their subjects.
The strategic use of resources	Very good. The very effective deployment of classroom assistants contributes significantly to the standards achieved, particularly by children with special educational needs. Financial planning is good.

Excellent leadership by the headteacher has given a clear direction to the good improvements the school has made. A well written school improvement plan sets clear targets for development for each year and provides a secure base for longer term planning. Financial and school administration is good. The accommodation overall is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable to approach the school with questions or concerns; • The school expects children to work hard and achieve their best; • The teaching is good; • Their children like school; • The school is helping their children to become mature and responsible; • Their children are making good progress. 	<ul style="list-style-type: none"> • More consistency in the amounts of homework set; • The number and range of activities outside lessons, particularly for younger children.

The inspection supports these generally positive views. The school has the confidence and strong support of parents. The amount of homework set is broadly similar to that which would be expected in most schools, although it is not always set consistently from class to class. The range of extra-curricular activities is good and compares well with what most schools offer. A good range of visits to places of topical interest further enhances the curriculum. Overall there is a good range of interesting activities outside normal lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' performance in the National Curriculum tests for eleven-year-olds in 2000 was above average in **mathematics**, close to the average in **English** but below average in **science**. These results, overall, were consistent with those achieved in previous years with the exception of science where results were not as good as previously. Although test results over the past few years have generally been at least as good as the national average and sometimes better, the school's overall performance has not improved as much as schools nationally. Results in recent years have been influenced by a number of factors. The influence of new housing in the area, the significant number of children who join or leave the school, particularly in the junior classes, and the increase in numbers of children with special educational needs have depressed results. Evidence from inspection shows that this trend is changing as the good, and often very good, teaching children receive is beginning to positively influence standards which were at least at the levels expected in **English** and **science** and better than this in **mathematics**. This improvement is more noticeable with the younger children for whom the results of the National Curriculum tests for seven-year-olds show a steady improvement, so that they are now above average in **reading** and **mathematics** and well above average in **writing**. Results show that at the age of seven girls attain higher levels than boys, particularly in reading and writing, but inspection evidence found this difference to be less obvious.
2. The attainment of children when they start school is about what would be expected for children of their age. They make sound progress in the reception classes so that by the end of their first year in school they attain the nationally agreed standards in the early learning goals for knowledge and understanding of the world, creative development, personal, social and emotional development, communication, language and literacy, mathematical development and physical development. By the end of Year 6 pupils have maintained their steady progress in most areas and have made good progress in mathematics. They achieve standards that would be expected for their age in English and mathematics but not in science as is shown by comparing results of national tests with the results of similar schools. The school comfortably achieved the targets set in English and mathematics in 2000 and inspection evidence indicates it will do so again this year.
3. Pupils with **special educational needs** make good progress towards the targets set for them in their individual education plans (IEP). This is particularly evident in lessons where they receive additional support from skilled teaching assistants, notably in literacy and numeracy. Pupils who have problems sustaining good behaviour or concentration are well managed so that

they participate fully in activities. The sensitive support they receive enables them to achieve well in lessons.

4. Inspection found standards in **English** to be about average although several children were working at levels higher than those expected for their age, particularly in the infant classes. Most children express ideas confidently in discussions and listen well to the contributions of others. Children read accurately and the more able children read fluently and talk knowledgeably about books they have read and their favourite authors. They write in a variety of styles and use increasingly complex sentences to record their ideas.
5. In **mathematics** standards were above average with most children working at or above the levels expected for their age. Children have a good understanding of number processes by the age of seven and improve this so that they use a range of strategies for solving multiplication and division problems involving two- and three-digit numbers, as well as using positive and negative numbers. By the time they leave the school most pupils have become competent mathematicians. They use their knowledge successfully to help them confidently solve problems and try new ideas of their own.
6. Standards in **science** are about those expected for their age by the time children leave the school. This is better than indicated by last year's test results. Infant pupils have a good understanding of methods of scientific enquiry. They have a good knowledge of the areas of science about living things, materials and forces through carrying out a range of simple tests. They understand the importance of making these tests fair. By the end of Year 6, most children have a thorough understanding of how to conduct investigations and use fair tests, although they do not have enough opportunities to select and devise their own investigations. They record their findings in well-presented tables. Pupils have acquired an appropriate body of knowledge about the different aspects of science.
7. Standards in **information and communication technology** have improved since the last inspection and are now in line with those expected for seven- and eleven-year olds. Pupils know how technology is used in everyday life. They attain well in all areas of learning except in the use of the Internet at school, although many children use it at home, and in some elements of control technology which have not yet been fully developed. Pupils make effective use of their ICT, literacy and numeracy skills in other subjects. Standards in **religious education** have also improved since the last inspection. By the time they leave the school children have a knowledge and understanding of religious beliefs, traditions and how they influence people's lives that exceed the expectations of the locally Agreed Syllabus for religious education.
8. Standards are above average in **physical education**, which is a significant improvement since the last inspection and reflects the improvements made in the quality of teaching and to the planning. Pupils attain the standards

expected for their age in **art and design, geography, history, design and technology** and in **music**.

Pupils' attitudes, values and personal development

9. Pupils' positive attitudes to their work and their willingness to learn are significant factors in the standards being achieved by the school. In over three-quarters of the lessons observed their attitudes were judged to be good or very good. They are keen to please their teachers; they get on with their work without fuss. They work hard to come up to the expectations and meet the targets they are set. They think Hazeldown is a good school and enjoy being there.
10. Behaviour is good and often very good. Relationships at all levels are very good. The atmosphere in the school is relaxed, friendly and welcoming. In lessons, around the school and in the playground, boys and girls get on well together. A few pupils do occasionally have difficulty with their behaviour, but the school manages this well and pupils generally respond and improve. This means it is very rarely necessary to resort to exclusion although it was used once last year. The school functions as a very harmonious community. Parents express their approval of the standards of behaviour achieved and they also say their children enjoy school.
11. Pupils' personal development is very good. Children join the school with social skills which are about what might be expected. They continue to develop very well throughout the rest of their time in school. They speak confidently and are respectful to adults. They share resources, help to organise their classrooms, take their turn and work co-operatively in pairs and groups. Through the target setting they are increasingly aware of their own progress and are taking responsibility for their own achievements. They are increasingly aware of the needs and feelings of others and willingly organise charitable fund-raising activities. They are pleased to have responsibilities around the school and they enjoy helping the younger children in the playground. The School Councillors take their responsibilities seriously. By the time they finish their time in the school, they are articulate and confident young people.
12. Attendance is below the national average. This is due mostly to the additional holidays which some families take during term time. It is made clear that the school will not automatically give its approval to holiday requests.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching is good and makes a significant contribution to the good quality of pupils' learning and to improving standards now evident in lessons, though not yet reflected in the school's test results. The effects of monitoring and support by the senior staff have brought about greater consistency in the quality of teaching. Teaching was good or better in 89 per cent of lessons and in 33 per cent it was very good. It was excellent in five per cent of lessons. There was no unsatisfactory teaching. This is a significant improvement since the last inspection, when

11 per cent of lessons seen were unsatisfactory and 16 per cent were very good or better. Teaching of physical education has improved significantly: in all lessons observed it was at least good and in over half of those was very good or excellent. Teaching was also good in English throughout the school, in religious education in the junior classes and in mathematics and science in the infant classes. It was very good for children aged 7 to 11 in mathematics, science and ICT. The teaching of children in the foundation stage and in the infant classes was also good. Teaching of children in most junior classes was very good. It was not possible during the inspection to see sufficient teaching of art, design and technology, geography, history and music to make a judgement.

14. Teaching of children under six is good. Well-planned lessons are supported by good organisation, so that children make the most of the activities provided. Teachers and other adults support children well during the interesting range of activities that they given. All staff use questions to good effect to encourage children to talk about what they have learned. Good use is made of adult help and visitors to work with children or to provide relevant information - for example, in helping them learn about the past. In the best lessons very good use is made of the short discussions at the end of lessons to help children reflect on how well they have achieved.
15. One of the main strengths in teaching is the very good relationship between teachers and children. It establishes a purposeful working atmosphere in each class so that children settle quickly to work. This gives pupils the confidence to answer questions, offer explanations or to ask relevant questions. The management of children is very good. Teachers make sensible use of the school's behaviour strategies in most classes. This is particularly effective with children who find it difficult to sustain concentration and follow the classroom conventions. For example, in a Year 2 class the teacher quietly insisted on appropriate behaviour and used questions to target children to keep them involved in the lesson.
16. Most lessons are well planned with clear statements of what children are expected to learn and brief descriptions of the activities that will help them do this. This helps teachers to use time efficiently, set high expectations and ensure that children learn at a good pace. In most lessons planning makes clear how the work will be amended for children of different levels of attainment. This is particularly noticeable in English and mathematics lessons. Teachers usually share the objectives of lessons with children so that they know what they are expected to learn. In many lessons the objectives are written on the board for children to refer to, while in other lessons, particularly with the younger children, the teacher weaves the objectives skilfully into the lesson introduction. As children know what it is they are expected to learn they make judgements on how well they have learned. At the end of the best lessons teachers encourage children to assess their work against the original objective. An excellent example of this was seen at the end of an English lesson in Year 5 when children were asked to check whether their writing had conveyed the feelings of the character that they were representing. Teachers use their good knowledge of different subjects to plan interesting work. Where they are confident in what they are teaching, teachers stimulate pupils' interest and imagination. For example, a teacher's good knowledge of religious education enabled her to organise a good set of resources well to capture children's interest and hold their attention while a Hindu shrine was created. By working together to produce good planning teachers ensure that all classes in a year group receive similar work.
17. Good and very good teaching is characterised by the use of a range of effective methods. Lessons have a good pace, challenge, and interest; this was seen, for example, in a mathematics oral session in Year 3 that led to pupils extending the range of numbers they could double successfully. Introductions to lessons are good. Teachers often revise what pupils have learned in previous lessons, as, for example, in a science lesson when the teacher not only reminded children of what they knew about light but also reviewed how to conduct a fair test. As a result,

children responded well to the high challenge set in the lesson. Teachers use questions very well to encourage children to use their prior knowledge to provide thoughtful answers. The pace of lessons is maintained and kept brisk so that pupils stay on task and sustain their interest. For example, in a Year 2 science lesson the good organisation and use of resources and support staff ensured that children worked well and produced a suitable amount of work. The teaching of basic skills, particularly in literacy and numeracy, is good - for example, when teaching letter sounds in Year 2 or improving children's use of number skills in Year 6.

18. A feature of many of the most successful lessons is the very effective use made of the very efficient support staff. They are well organised before lessons and have a clear understanding of what they are expected to do. For example, one teaching assistant worked very effectively with a small group to help them consolidate their knowledge of different letter sounds because she was well prepared with suitable resources. Pupils with special educational needs benefit particularly from the good support they receive from enthusiastic and hard working teaching assistants. They provide support both in the classroom with the main class activities and in small groups when targets in IEPs are successfully addressed. Teaching of small groups by support assistants is of a high standard and makes a significant contribution to the good progress made by children with special educational needs. Resources to support learning are used well. Sometimes these are used to help illustrate good explanations and others to help children to respond to questions, such as by using individual whiteboards.
19. Teachers make good use of assessments they make during lessons. For example, in a Year 6 science lesson the teacher assessed very well how well children understood their work and used this to prompt and suggest what they might do next. In the most successful lessons teachers have used knowledge gained from these assessments to modify the work for the next lesson. Teachers make good use of the short discussions at the end of lessons to encourage children to share what they have learned and to celebrate their success. This helps teachers to assess how well children have learned and, in the best lessons, helps children to consider for themselves how successful they have been.
20. Homework is set regularly in all classes. The amount set is usually appropriate for the age of the children but there are inconsistencies from class to class. Tasks are set sufficiently far in advance to allow pupils enough time to complete the work successfully. Most children enjoy the work they are asked to do at home. In the best lessons effective use is made of this homework to follow through ideas taught in lessons. A very good example of this was seen in a Year 5 English lesson when children used the work they had done at home to extend their understanding of how prefixes change the meaning of words.
21. Although teaching overall is good there were some weaknesses in a few lessons. Planning does not always show how work will be adapted for the lower attaining children and consequently the teaching strategies used are not always appropriate. The introductions to some lessons lasted too long with the consequence that some children lost concentration and did not listen sensibly. In these lessons pupils were kept sitting on the mat too long. When this happens the lesson loses pace, as the teacher has to remind pupils about the behaviour expected of them. In a very few lessons the teacher does not always include all children in the questioning with the result that a few children lose interest and do not concentrate fully on the discussion. In a very few lessons inappropriate strategies, such as the exhortation to "shush", did not result in a quiet working atmosphere. While teachers' subject knowledge and understanding of children are generally good, in a few lessons, particularly religious education, teachers provided pupils with incorrect facts or spellings.

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

22. The school provides a very broad and balanced range of very well planned and interesting learning opportunities. It is very successful in ensuring that all children have equal access and opportunity to succeed in all subjects and that the curriculum meets the needs of all pupils. The school has successfully rectified a weakness mentioned in the previous inspection by ensuring that the planning of work in ICT and physical education helps children to build securely on previous work. The school does all that it is required to do in teaching the National Curriculum and the locally Agreed Syllabus for religious education. It makes good use of national guidance in its planning.
23. The school has good strategies in place for teaching literacy and numeracy. These are helping to raise standards. The school makes good provision for children to use their literacy and numeracy skills in other subjects of the curriculum. For example, in their discussions in history, children in Year 2 compare seaside resorts in the past and present and record their findings on charts. In Year 6 work in geography, children use their research skills to consider issues concerning the future of the rain forests and write letters to the President of the United States to explain their concerns. In work in science Year 5 children use mathematical skills in measuring height and distance in investigating the relationships between light and shadows. In music lessons Year 1 children use their mathematical skills when using percussion instruments in keeping time and making fast and slow patterns. Junior children throughout the school combine their ICT and mathematical skills when, for example, they use computer programs to work on reflective symmetry to create rangoli patterns.
24. Provision for children with special educational needs is satisfactory. Those pupils have full access to the curriculum and receive good quality support during numeracy and literacy lessons. The children work alongside their peers but have additional guidance from the teaching assistants. In some sessions pupils work on specially produced programmes to help them meet the targets set in their IEPs. Teachers are careful to ensure that the children do not miss out on work when they are withdrawn for additional support. Teachers write pupils' IEPs and these are reviewed each term. In many of them the objectives are too general and do not provide specific enough targets for pupils to achieve. This does not help teachers make accurate assessments of children's progress, although the support assistants monitor pupils' progress carefully.
25. The school makes good provision for personal and social and health education. It provides many opportunities for children to learn how to accept responsibility and prepare themselves for the experiences of adult life and citizenship. For example, older children have opportunities to be involved in the School Council. Monitors take the initiative in such aspects of school life as looking after the library and preparing the hall for assembly. Older children help to care for younger ones at lunchtime and are assigned to help and seek

assistance for children who have accidents at play times. Children in Year 4 organise a club for Reception children and throughout the school children willingly accept responsibility for helping with the smooth running of the school. Sex education is taught as part of the science curriculum and with a separate focus for older children. The school encourages children to adopt a healthy life style, including education about the use and misuse of drugs. This is included in science and physical education and supported by visits from the police and the Life Education Caravan. The school provides opportunities for children to develop habits of healthy eating in its provision of healthy snacks at break time.

26. With the help of staff, parents and volunteers the school provides a good range of extra-curricular activities in order to enrich the curriculum. These include chess club, recorder club, choir, tag rugby, football, netball, athletics, table tennis and art club. The school makes use of a wide range of visits outside the school in order to extend children's learning. These include such places as Teignmouth Museum, Plymouth Dome, Buckland Abbey, Combe Valley and the theatre in Exeter. Children also have opportunities to participate in residential experiences at Okehampton, where in addition to a wide range of activities they learn to live and work together. In order to support its work in the curriculum the school welcomes a wide range of visitors such as authors, screen printers, puppet makers, artists, theatre groups, the police, fire brigade and coast guards.
27. The school has sound links with the local community in order to enhance children's learning. Children visit local churches and local clergy come into school to take part in worship. Pupils make use of the local beaches and town for work in such subjects as science, history and geography. Community volunteers come into school to assist with such activities as piano accompaniment and music clubs. The choir performs for senior citizens and the school welcomes the local community to such events as the summer fayre and children's parties. The school has good links with partner institutions such as local pre-school providers and primary schools. There is a close working relationships with secondary schools. For example, children visit a secondary school for workshops and clubs in mathematics, music and English. There are further joint initiatives to ensure close links between the school and secondary schools in English and mathematics. Transfer arrangements ensure that most children are generally well prepared for the move to a new school.
28. The school now provides very well for the development of pupils' spiritual, moral, social and cultural education. Since the last report, arrangements for a daily act of worship have been improved. These are now planned to recognise the celebrations of the main faiths of the world, at appropriate times. Pupils consider the lives of others who live in different circumstances, often less favourable than their own. They reflect of the work of inspirational people, such as Mother Theresa and Martin Luther King. There is a strong element of performance by the pupils who sing and play music and the celebration of achievements is a constant theme. The planning for lessons in all subjects has been reviewed to ensure that there are deliberate opportunities for pupils to

experience moments of wonder. During the inspection it was seen in a Year 1 art lesson when children first saw the results of their pattern printing and in the ICT lessons when pupils saw the power of the computer to create multi-coloured images, as if by magic. Overall, the school now provides well for spiritual development.

29. Provision for moral development is very good and pupils clearly know what is right and what is wrong. The school's behaviour policy plays a key part in this and adults provide very good role models for pupils to follow. Assemblies are used well to discuss whole-school issues of behaviour and personal conduct. In their lessons too, pupils as they get older, debate moral issues such as apartheid, religious persecution, and the destruction of the rainforests.
30. Provision for social development is also very good. Pupils gain confidence by performing in assemblies and are encouraged to speak about their work in front of their classmates. All have targets for development which help them to achieve personal goals. Throughout the school year they are encouraged to raise funds for charities and they enjoy doing so. They have many opportunities to work unsupervised as monitors and older pupils are encouraged to help the younger children. The School Council gives a forum for them to think about their own community and to take a part in its workings.
31. Provision for cultural development is good. Music, poetry, theatre visits and art all figure highly in this and there is evidence in the displays of work around the school. In history and geography they study the lifestyles of other cultures past and present and see artefacts from Africa, Asia and the East. Pupils learn about their own local culture, they visit local museums and participate in local events. The work done with local poets and authors to celebrate the twenty-fifth anniversary of the school's founding was very successful. The religious education curriculum allows pupils to understand the beliefs, culture and faiths of others in different parts of the world. They understand that their own country also has faiths other than Christianity. Unfortunately, there are few practical opportunities for the pupils to meet or visit people of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides a strong network of care based on the clearly evident trust which exists between pupils and adults. The systems which are used to monitor pupils' academic and social development ensure that teachers know the children very well as individuals and respond quickly to their needs.
33. The procedures for child protection are very well organised and all staff, including teaching and mealtime assistants, have been trained and are aware of the importance of these matters. The school's health and safety policy and procedures are also carried out very thoroughly. Individual responsibilities are defined and classroom safety, fire drills, first aid, medicines and general welfare are dealt with very consistently and with obvious care.

34. The systems for the monitoring and management of behaviour are very effective. The policy and practices were reviewed during last year, with the intention of improving consistency and clarity. The general rules are clear and applied effectively by all staff. The expectations are always stated positively and they are clearly understood by pupils. The 'anti-bullying policy' is currently under review by a working party of staff, governors and parents. Standards of behaviour are high, but just occasionally, it may be necessary to give a pupil targets to improve behaviour and this is done with the full involvement of parents. Teachers, teaching and mealtime assistants are very good role models and relationships are very good. Parents strongly approve of the standards of behaviour achieved.
35. The procedures for recording and promoting attendance are good and the school works closely with the education welfare officer. Parents are frequently reminded that regular attendance is an important factor in achieving good standards and that holidays taken during school time will not necessarily be authorised by the head teacher. Further incentives and rewards for pupils achieving good attendance are being considered.
36. The school has now established very good systems to assess pupils' academic progress, which given time will serve the school well. Assessment occasions are identified clearly in the medium-term teaching plans. In the core subjects of English, mathematics and science, two assessment tasks are set each term. In each of the foundation subjects there is a single task, and the tasks taken all together provide a very clear picture of progress and achievement. The records which the teachers keep allow them to set group and individual targets and also help them to write an annual report for each child which is clear and precise and tells parents how their children can improve further. Pupils are increasingly aware of their own progress in learning by the use of these targets, which are expressed in language which pupils can easily understand. However, assessment is not always used consistently by all teachers to modify the work in future lessons to take account of previous successes. Similarly, there are some very good examples of marking which involve pupils in a dialogue with teachers, but again not consistently applied throughout the school.
37. Pupils' personal development is also monitored very well. Class teachers keep records of any concerns about individual children. Often these concerns are temporary, but they are referred through the teachers' weekly team meetings where they are shared and recorded. As a result all teachers and staff are very well informed and this allows help to be given at the earliest opportunity.
38. All these monitoring procedures ensure that pupils receive very good support during their time in the school, by the application of a variety of methods. Examples of these methods include the deployment of teaching assistants to help at particular times, particularly with children with special educational needs, the support of social services where necessary, individual behaviour plans and class discussions to address general problems. All pupils have personal targets which become more specific as they become older and able to

take more personal responsibility. The school works very well to help all pupils achieve their best.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The number of questionnaires returned by parents was exceptionally high and this is an indicator of the good relationships between home and school. Similarly, the parents' meeting, held before the inspection, was well attended. The questionnaires and meeting together show that parents have very positive views about what the school does for their children and the quality of education it provides. They approve of the progress their children make, the behaviour, the quality of teaching, the information provided, the approachability of staff and the leadership and management. Just a small number are unhappy with the amount of homework given and the range of activities outside of lessons.
40. Parents are given a very good range of information about the school and what their children are doing. As their children join the school parents receive the prospectus which explains how the school is organised and describes the curriculum. At the beginning of each school year there is a meeting for them to see the classroom, meet the teachers and resolve any queries. At the beginning of each term a curriculum and topics guide is issued, which includes the potential homework and explains how parents can help. It is comprehensive and exemplary. Most information about day-to-day matters is passed on through the newsletter, which is issued about every three weeks. All older children have a Home/School Note to record homework or other information and this also allows parents to send notes to class teachers.
41. There are opportunities for parents to talk to staff informally at the start and end of the day and parents confirm that they are confident to approach the school at any time. More formal meetings with class teachers take place each term and these are well attended by parents, accompanied by their children if they wish. The pupils' annual reports give a very clear picture of progress, showing strengths, areas for development and targets for the next year. The issuing of these reports has just be brought forward to March, so that parents can encourage their children to meet their targets before the end of the academic year. Feedback so far shows that the change meets with their approval. Parents of children with special educational needs are kept fully informed about progress and involved in discussing their children's targets. Overall, the information given to parents to explain about what is going on and being achieved by pupils is very good.
42. The very positive links between the school and home ensures that parents make a very good contribution to the life of the school and what it achieves. The parents' and teachers' association (PTA) organises many events during the academic year. The recent celebration of the school's 25th Anniversary was particularly successful. Their efforts also have a direct benefit on the resources that are available to the children. For example, PTA funds will help

to re-equip the newly opened library. The school also seeks parents' involvement directly in the classroom; a number of parents help with art, reading and other activities. Others help run the Chess Club, teach recorders and lead the choir. Parents also help with visits away from the school.

43. Parents feel very positive about the education their children receive and give good support to their learning. Most approve and support the homework policy. Most give their support to school events involving their children. Most are keen to attend and discuss progress at consultation evenings, particularly those whose children have special needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. One of the main reasons for the good improvement made by the school over the past eighteen months is the excellent leadership provided by the headteacher working in a very effective partnership with the deputy headteacher. They share a clear vision for the future direction of the school. This is firmly fixed on raising standards in all subjects. The other senior teachers give very good support, so that the school is given very positive leadership. Through their personal example in lessons, assemblies and their presence around the school the team of senior staff promote the development of good relationships and support staff in their day-to-day work. As a result the school has positive and purposeful leadership. The success of the school's aims in providing a caring place for children to learn and to grow into mature individuals and in raising standards is evident through the work in classes.
45. Team leaders and subject co-ordinators value the enhanced role they now have as the result of the confidence placed in them by the headteacher. As a result of their increased involvement in planning and monitoring the work of the school there is a much more consistent approach to teaching and in what children learn. This was clearly evident in many lessons. The monitoring of teaching by the senior staff has been effective in improving the quality of teaching. At the last inspection 11 per cent of lessons seen were unsatisfactory. At this inspection no unsatisfactory teaching was seen and there was a significant increase in the number of very good and excellent lessons. Evidence in lessons is that this improvement in teaching is beginning to bring about a rise in standards but the strategies had not been in place long enough to affect last year's test results. Most subject co-ordinators are well organised and clear about the priorities for their subject. They monitor children's work and in some subjects, mainly English and mathematics, they observe teachers in lessons. This monitoring role of most subject co-ordinators is at an early stage of development. Not all co-ordinators see examples of pupils' work from every year group often enough and most co-ordinators have not yet had a chance to work with or observe colleagues in their classrooms. The school has plans to remedy this: they need to be consistently and rigorously implemented so that co-ordinators have a suitably broad picture of their subjects to help them plan further developments and to provide appropriate support and guidance to teachers.
46. The governing body meets its statutory duties through an effective committee structure and the appointment of individuals to oversee key aspects of the school such as literacy and numeracy. This helps the governing body to make a very effective contribution to the leadership of the school. Governors are very well informed by detailed reports from the headteacher, which not only give relevant information but also evaluate the progress made in achieving the school's targets. This, together with their oversight of the monitoring done by the senior teachers and some subject co-ordinators, helps the governing body to effectively monitor how successful the

school is in achieving its objectives for development. As a result the governing body has a very good understanding of what the school does well and what it needs to improve. This is reflected in the very relevant targets for school improvement. Some governors visit to see the school at work but this is an aspect of monitoring the governing body acknowledge needs to be developed further.

47. The school improvement plan provides good detail for developments each year and provides a secure base for strategic planning over subsequent years. It is firmly based on what has been identified as needing to be improved. Priorities are set out so that it is clear who is responsible for leading each development. The success of the plan is regularly monitored through the committees of the governing body and adjustments made when necessary. Financial planning is good. It is linked well to the school's priorities and regularly and effectively monitored. The governors have a very good understanding of the school's situation and an awareness of the financial consequences of the reduced number of children at the school. Financial contingencies have been considered for the next three years. Grants and funds for special educational needs are used to good effect for the purposes for which they are provided. There is also a clear understanding of the need to ensure 'best value' in all that the school does. At a practical level, all expenditure and operating costs are closely monitored. However, at the more strategic level, the governing body is not yet fully evaluating the educational outcomes of all of its spending strategies. Taking account of the available resources, the improvements made by the school and the quality of education provided, the school provides good value for money.
48. Financial and school administration is good. The headteacher and administrator very carefully manage the day-to-day management of finances. Office routines are very well organised and appropriate financial controls are all in place. The efficiency with which the school office is run enables the headteacher and staff to concentrate on the central purpose of teaching pupils and developing their learning. Computers and other information technology are used effectively to support administration and in developing children's learning.
49. The school has an appropriate number of experienced and qualified teachers to deliver all aspects of the National Curriculum and religious education. They are helped by a well-qualified team of teaching assistants, who make a significant contribution to the high standards of teaching within the school. Staff development, appraisal and induction of new staff are very effectively organised and carried out. The school has well established and effective procedures for supporting students studying to be teachers.
50. The school stands on a large and very pleasant site and has buildings that are in good condition, clean and cared for very well. The building of an ICT Suite, a new library and a new staff room has made recent improvements. However, some of the classrooms are small, access is not always good and the hall is not really large enough for events involving the whole school and parents. Nevertheless, the accommodation is good overall. The school has a broadly satisfactory range of resources for the teaching of all subjects of the curriculum. The ICT Suite has recently been equipped with computers and printers to meet the demands of this important part of the curriculum. In addition, there are future plans to improve the stock of books in the new library and to improve the range of large outdoor play equipment for the youngest children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to continue to raise standards the headteacher, staff and governors should

- Raise levels of pupils' attendance by
 - Providing rewards for those children whose attendance improves
 - Continuing the present strategies for promoting good attendance
(refer to paragraphs 12, 35)

- Implement fully the newly established procedures for monitoring and evaluating the work of the school by the subject co-ordinators.
(refer to paragraphs 45, 70, 92, 96, 100, 109, 120)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Providing children under the age of six with appropriate resources for outdoor play.
- Improving the quality of individual education plans for pupils with special educational needs by
 - writing targets which are more specific in what children need to achieve
 - providing more precise information to help assess progress.
(refer to paragraphs 24, 50, 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	33	51	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		382
Number of full-time pupils known to be eligible for free school meals		52

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		78

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	37
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.1

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	30	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	24	24
	Girls	28	28	29
	Total	49	52	53
Percentage of pupils at NC level 2 or above	School	89 (89)	95 (91)	96 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	23	23
	Girls	28	28	29
	Total	52	51	52
Percentage of pupils at NC level 2 or above	School	95 (91)	93 (91)	95 (95)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	35	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	23
	Girls	28	27	27
	Total	51	51	50
Percentage of pupils at NC level 4 or above	School	75 (80)	75 (76)	74 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	20
	Girls	26	24	22
	Total	47	46	42
Percentage of pupils at NC level 4 or above	School	69 (82)	68 (86)	62 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	325
Any other minority ethnic group	1

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	1	
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)	14
Number of pupils per qualified teacher	27
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	169

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	2000/1
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	£
Total income	676958
Total expenditure	662497
Expenditure per pupil	1753
Balance brought forward from previous year	8080
Balance carried forward to next year	22541

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	760
Number of questionnaires returned	227

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	51	4	1	0
My child is making good progress in school.	38	54	6	1	1
Behaviour in the school is good.	30	61	5	1	3
My child gets the right amount of work to do at home.	23	49	19	6	2
The teaching is good.	48	48	2	0	2
I am kept well informed about how my child is getting on.	38	50	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	62	30	7	0	1
The school expects my child to work hard and achieve his or her best.	54	42	3	0	1
The school works closely with parents.	38	53	7	0	1
The school is well led and managed.	39	52	4	1	4
The school is helping my child become mature and responsible.	43	50	4	1	3
The school provides an interesting range of activities outside lessons.	23	45	21	4	7

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

52. Children are admitted to the reception classes in the September and January of the year in which they become five. Almost all have attended a pre-school group in the local area. The school ensures that pupils visit the school before they start, to help them settle more quickly. On entry to school, the children's attainment is similar to that expected for their age.
53. The children in the reception classes get off to a good start because of consistently good teaching through well-planned and organised learning experiences. A good quality curriculum is planned for the pupils. Teachers have a good understanding of how children learn. Using their knowledge of the children they provide a wide range of 'hands-on' practical experiences that match pupils' stages of development in learning. Support staff and teachers work very effectively as a team in support of the children. The atmosphere created is happy and relaxed, yet purposeful. All children make sound progress and by the end of their time in the reception classes they achieve the nationally agreed standards (the early learning goals) in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development,.

Personal, social and emotional development

54. This is an integral part of day-to-day classroom life. The well-planned provision in all areas of learning entuses children to confidently try out new ideas. Teachers organise the rooms so that everything is easily accessible, helping the children to make choices and work well with each other both in free choice and in taught activities. The children understood the special nature of a much loved toy bear when a visitor shared that with them. They showed real understanding as they held the bear, listened to each other and talked about what is special to them. Through the story *Andrew's Bath* children are encouraged to talk about the different ways they keep clean. They know that it is important to wash their hands before eating and when they have been to the toilet. Children are consistently praised when they succeed. The very good relationships between adults and children, together with the very good support they give, make sure that all children are enthusiastic, enjoy learning and maintain high levels of concentration. Staff expect the children to behave well and they respond willingly, so that they have developed very good attitudes to school life. The staff's calm, warm and supportive approach underpins the consistent progress made by all the children, including those with particular needs.

Communication, language and literacy

55. The children make satisfactory progress overall. By this time in the school year almost all the children are achieving the nationally agreed targets for this area of learning and a small number exceed them. Planning for developing children's language is very good. All staff ensure that children have many opportunities to talk about what they are doing. As the children explore how different toys move adult support engages their attention and interesting questions helps them explain significant features such as a toy's movements. Children listen attentively and talk confidently to adults about what they are doing. They enjoy listening to stories and take part in role-play with confidence as, for example, they 'mend toys' in the 'Toy Workshop'. Children talk enthusiastically about the illustrations in their reading books and are able to follow the theme of the story. They handle books carefully and know where the story begins. Most children read simple text and the more able read their choice of appropriate library book confidently and expressively. Most children recognise some letters and know their sounds. Children's independent writing shows accurate formation of both lower and upper case letters. They write for a variety of purposes. For example, they write labels explaining their displayed zoo models, and captions about people in school. Children enjoy exploring rhyming words as they share the book *Sanpan* and successfully spell simple rhyming words such as: *map*, *cap* and *tap* using word fans. They write their own name and a significant number spell and write simple words when writing independently. Many words are recognisable and the more able write clear, simple sentences in which the majority of words are correctly spelt.

Mathematical development

56. Children make steady progress and the majority are on course to meet the standards expected by the end of the year. The class, group and individual activities allow children to achieve a sound mathematical understanding. Children are given many opportunities to work with numbers up to twenty, counting forwards and backwards, counting in 2's. A more able child was allowed to take the lead in counting up to 50. They add numbers to 10 in practical ways and some children make simple recordings. They confidently make 'sensible guesses' about how many children will fit on a mat, or soft toys fit in a basket. They work in pairs estimating the contents of different containers and whether some have more or less than others. Teaching is good. Lessons are well planned and organised to make sure that children understand what they are learning. A strong emphasis is placed on learning in a practical way, through 'hands-on' activities. Children learning about positional number build towers with Duplo and place them in order, using mathematical language. A range of activities is provided for children to explore during times of their own choice, including sand, water, large construction kits and different sizes of equipment, which fit together. These give children good opportunities to develop and use mathematical language as they explore the materials. Using boxes from recently delivered computers gave children the chance to explore shape, size and position as they planned and made their models. Learning extends to play times, when, using money in a real context, children choose and pay for their snacks alongside other children in the school.

Knowledge and understanding of the world

57. Children make sound progress in this area. Through well-planned learning opportunities teachers make good links with the knowledge that pupils bring

with them from home. For example, the children bring toys from home to show how toys move. They show an understanding of simple mechanisms as they recognise how different toys move. Good teaching using the story of *Old Bear* challenged children to find a way of rescuing him. They successfully worked in groups to solve the problem, agreed a plan and made a life-sized model. Children showed a good understanding of the materials available, making very good use of them to build towers and ladders to rescue 'Old Bear'. This activity helped them to make good progress and achieve well. Children record the day of the week and choose an appropriate symbol to represent the weather. They showed an understanding of how people change over time when, with the help of a visitor they placed themselves, her and their parents in the correct order according to age. Having planted seeds they are concerned that birds may eat the seeds they have planted and decided to design and make scarecrows to protect their seeds. This helps with their understanding of the effect of their own actions.

Physical development

58. Progress in this area of learning is satisfactory. Children make sound progress towards the targets in the use of cutting and making tools and the control of materials such as dough and construction kits. They move around the classroom and playground safely and sensibly. They control their actions well, stepping over items on the floor and avoiding others as they get what they need. Many show good co-ordination of hand and eye in using dough, jigsaws and pencils, brushes, scissors and other tools as part of day-to-day classroom life. They cope easily with the basic controls on the tape recorder. In a physical education lesson they worked with concentration using a bat to move a ball round markers; they threw a beanbag over a bar into a hoop. They discussed whether they were successful and what they might do next. Children have opportunities to dance and move in a variety of ways including rolling, stretching and jumping. Teachers make good use of outside space to plan a range of activities including sand, water, construction kits and a range of balls, hoops and small equipment. However, the provision for outdoor play using tricycles, scooters and sit-in cars and large climbing apparatus to further develop children's skills is limited. The small amount of equipment is old and in need of replacement. Storage is very unsatisfactory, presenting significant difficulties in gaining access to equipment and putting it away. This restricts the learning opportunities for young children to develop good control and co-ordination.

Creative development

59. The provision for the children's creative development is sound. Support staff and parents help to supervise these activities so that the play is well organised. Through helpful discussion children observe closely and some achieved detailed drawings of their toys. Children's interest was actively gained as teachers worked together to show children how Matisse came to use paper collage. They were eager to have a go and made a good range of paper collage patterns. The children like singing and are quick to remember tunes. They sing action songs to warm up for physical education lessons. They enjoy listening to music and respond well in dance, producing movements that reflect

the music. Children are taught different techniques and skills for using tools and materials.

ENGLISH

60. By the time they leave the school pupils attain standards that are in line with those expected for children of their age. Standards in Years 4 to 6 are similar to those found at the last inspection but better than this in Year 3, where they are above average. Although there has been a recent marked improvement in teaching, planning and assessment, there has not yet been enough time for them to affect the standards achieved by the oldest children. By the end of Year 2, at the end of the infant stage, children attain standards that are better than those expected of seven-year-olds. This is an improvement since the last inspection, when standards were in line with national averages. Inspection findings are consistent with the results of the National Curriculum tests in 2000.
61. A difference in levels of attainment between boys and girls by the age of seven has been eliminated. The 2000 National Curriculum test results showed that Year 2 girls' attainment was significantly better than the boys'. This was identified by the school as an action point. Through successful directing of support, particularly from classroom assistants, to the children with lower levels of attainment, as well as providing reading material with greater appeal to boys, the difference is no longer as apparent. The children's work seen during the inspection and teachers' assessment records indicate that the difference has been eliminated.
62. Pupils' speaking and listening skills are at least as good as would be expected of seven- and eleven-year olds. They confidently express their ideas and listen sensibly to the contributions of others. By the end of Year 2 standards in reading are above average. The best readers have a good range of skills, exemplified by the Year 2 child who read *My Naughty Little Sister* by Dorothy Edwards with outstanding fluency and expression. Below average readers are surprisingly limited to books in a reading scheme, which are very similar in appearance and offer little variety. Work done in shared and individual reading is supported by reading at home which makes a valuable contribution to reading standards. All children keep a record of the books they have read and these notebooks travel between home and school. By Year 6 the best readers are articulate, interested in books, often bringing them from home such as two girls who read with great fluency from *Dog Tales* by Myron Beck and *Stonestruck* by Helen Cresswell. The older children tend to develop an allegiance to a favourite author or two such as Roald Dahl, J K Rowling or Jacqueline Wilson. All children keep a record of the books they have read and these notebooks travel between home and school until Years 3 and 4. Letter sounds and how they help with reading are particularly well taught. A good example of this was in Year 4 where a teacher taught the class how to find different phonemes of 'ou' with a set of display cards.

63. Pupils at the end of the infant stage write well. Their handwriting is generally neat and consistent in size and many children are beginning to join their letters consistently. They write for a variety of purposes such as accounts of a walk, letter writing or newspaper stories of a local event. The more able writers choose words for their effect and use a range of punctuation including speech marks. Most children spell common words correctly. Those children who need additional support do not consistently join their writing, find it difficult to spell common words but use basic punctuation correctly. Pupils in Year 6 produce written work that is of a standard expected for their age. The best writers use complex sentences and a variety of lively writing styles, seen in their poetry anthology about seven legendary birds based on each of the planets in our solar system. Many children in the juniors do not join their letters consistently. There was only limited evidence in the children's workbooks of the teaching of handwriting skills.
64. Overall, the children's attitudes and behaviour are very good. Most children listen carefully when the lesson is well prepared, the teacher's introduction is snappy and tightly focused and helps the children to build on previous knowledge. When children show poor behaviour, teachers successfully use appropriate techniques. Particularly effective use is made of classroom assistants in managing children whose attention span is limited. Teachers have very good relationships with the children, which means that the children are eager to learn and want to please. This worked very well in a Year 1 and 2 class where the teacher divided the class into two groups in order for them to take on the roles of Emily and Greenpeace from the book *Dear Greenpeace*. The children read the dialogue co-operatively with enthusiasm and responded well to the teacher's gentle, persuasive style.
65. The overall quality of teaching is good, particularly in the junior classes, where it is sometimes very good. This compares favourably with the 1997 inspection when teaching was sound and often good. The teaching of English has many strengths now. Lessons are well prepared and organised, following closely the structure of Literacy Hour, which has been introduced with enthusiasm and commitment by teachers. They use appropriately the different parts of the lesson; text, word, sentence level work as well as the shared group and individual work. The latter was best seen where the teachers ensured the independence of children and the avoidance of interruptions. Teachers use good questioning techniques in order to promote and check learning, seen in a Year 3 lesson about the story *A Walk with Granny*. At the end of lesson discussion the teacher asked questions such as, 'What have we learned?' and, 'Have we achieved our aims?' This helped children understand how well they had achieved in the lesson. In this lesson the teacher also gave an excellent example of how to teach the use of a thesaurus and as a result the children quickly grasped the idea. Where lessons were not of the general high standard it was because planning and preparation for the lesson were not thorough enough and the methods used were not always successful.
66. Teachers make good use of on-going assessment to check understanding before new work is attempted, to ensure understanding as a lesson proceeds

and to be able to adjust future learning activities appropriately. However, the school's marking policy continues to be applied inconsistently. Where it is good, it offers supportive as well as evaluative and constructive comment such as 'You need more imperatives in your writing,' or 'Underline capitals and full stops please,' or 'Please set out the lines as the poet did.' For longer-term assessments, each child has a progress book, which is particularly useful for plotting a child's development in writing. The co-ordinator has collected data on the pupils who leave or join the school so that patterns of attainment and achievement identify why standards have not progressed so well in the juniors.

67. Good support is provided for children with special educational needs, often involving a classroom assistant. They are used very successfully in teaching groups in the Literacy Hour. One of them, a former teacher, used her skills very effectively in teaching children how to write a letter after they had examined the *Dear Greenpeace* text. Another skilfully developed a small group of lower ability children's understanding of the similarities and differences between two contrasting texts.
68. Pupils use their literacy skills successfully in other subjects. For example children in Year 1 and 2 used their understanding of how to compile lists to help them compare postcards of Teignmouth in past and present. Homework is given inconsistently. Where it is most successful, it is given as a direct consequence of something learned at school, such as in the Year 5 lesson where homework done on prefixes was used to good effect to extend the children's knowledge of prefixes in a lesson.
69. Resources for English teaching are generally good. A new library has recently opened providing a very good opportunity to develop the fiction and non-fiction sections. The PTA has provided resources to supplement the school's realistic budget for the library. There is a good range of sets of group readers to support the Literacy Hour. There is also a collection of books, which appeal to boys but there is a need for more books with a multi-cultural theme.
70. English is well led by an enthusiastic and recently appointed co-ordinator who is keen to further develop her role. She has made significant contributions to the school improvement plan following successful monitoring of pupils' work and some lessons. This recent development in monitoring has been used efficiently to review pupils' work, look at planning and to observe lessons. Monitoring of that kind has yet to become firmly established, although appropriate time is now allocated for this work.

MATHEMATICS

71. Pupils in Year 2 and in Year 6 attain above the standards expected for seven- and eleven-year-olds. This maintains the standards from the previous inspection and is broadly similar to the results achieved in last year's National Curriculum tests.

72. By the age of seven most pupils are able to count sets of objects reliably and are able to add and subtract to twenty in order to solve problems involving larger numbers. When measuring and weighing they use standard metric units of length and mass. They are developing various ways of solving problems mentally and are able to explain their methods.
73. By the time they leave the school most pupils have become competent mathematicians for their age. They are able to multiply and divide whole and decimal numbers by 10, 100 and 1000 and are able to use non-calculator methods for solving multiplication and division problems involving two- and three-digit numbers. When using coordinates pupils are able to express them using negative as well as positive numbers. They have developed their own strategies for solving problems and are able to try new ideas of their own. They are not yet checking their answers by using the inverse. Pupils are able to use language associated with angles and know the metric equivalent of common imperial measures. Year 5 pupils are already able to recognise and know the properties of *quadrilaterals* and are able to use a formula for finding the area of a rectangle. Pupils understand the *mean*, *range* and *mode* of discrete data and are able to construct and interpret tables and graphs from the information.
74. Progress in both infants and juniors is good. In the infants pupils make particularly good progress in number and are able to recall facts associated with the 2, 3, 4, 5 and 10 times tables. In the juniors progress is particularly good in the development of pupils' own strategies for solving problems mentally. Pupils identified as having special educational needs are very well supported by able classroom assistants, who work closely with the teachers to ensure that all such pupils make good progress.
75. The quality of teaching in the infants ranges from very good to satisfactory but is overall good. In the juniors it is never less than good and is overall very good. In all lessons the learning objectives are shared with pupils and this enables them to have a good and clear understanding of what is required. All lessons are planned in the three-session model recommended by the National Numeracy Strategy. Each lesson begins with a mental and oral session, which is usually taken at a good pace. Occasionally, the pace of learning is lost when the teacher has to spend too much time dealing with the misbehaviour of a small minority of pupils. This was seen in a Year 2 class when the teacher did very well in containing the behaviour of some very challenging pupils but nevertheless lost some of the pace of the learning in doing so. Where the good pace is maintained pupils are constantly challenged and the teachers are skilled in increasing the levels of challenge in response. For instance in a Year 2 mental mathematics session pupils began by counting in 10s and when the teacher realised that they could all do this she challenged them to count in 100s and 1000s. The main activities are generally well adapted for the different ability groups within each class and the usual pattern is to provide extension activities for those who finish early. In the best lessons teachers set clear time limits and expectations of work to be done, which ensures that pupils

make maximum effort. All lessons are founded on very good relationships between teachers and pupils. These relationships enable teachers to confidently challenge pupils without their being intimidated. Pupils respond accordingly, safe in the knowledge that they will not be chastised for having a go and failing. Discussions at the end of lessons are used very effectively in the best lessons, where the teacher returns to the learning objective and assesses pupils' progress against them. This very good practice needs to be established in every lesson. Teachers provide a good range of interesting and challenging activities in which pupils participate with enthusiasm and interest. They are very positive in their attitudes and most enjoy the challenges set by the teachers.

76. The co-ordinator is an able teacher with good knowledge of the subject. He has worked very hard to promote the subject and to improve standards. He has reviewed the policy and scheme of work and has identified how numeracy can be used in other subjects, such as in science for tables and graphs and in history for timelines. He is developing his analytical skills to use the information from test results to target groups of pupils and to track pupils' progress. The results of his analysis help the school to set appropriate school targets. Information gleaned from monitoring the work of teachers helps to ensure that there is a common approach to teaching and learning. The co-ordinator regularly meets the governor responsible for numeracy to keep her fully informed.
77. The school has maintained the high standards identified at the last inspection mainly through the consistently good and very good teaching that is a feature of mathematics in the school. This consistency has been brought about by the hard work of the co-ordinator and the commitment and support of the senior staff in the school. There remains a collective will to improve still further.

SCIENCE

78. By the time children reach the end of the infant stage attainment is above what would be expected nationally for children aged seven. By the time children reach the end of the junior stage attainment is in line with what would be expected nationally for children aged eleven. Attainment at the end of the infant stage is better than was found in the previous inspection and is in line with the National Curriculum teacher assessments for 2000. Attainment at the end of the junior stage is broadly in line with the findings of the previous inspection. However, it is better than the results of the 2000 National Curriculum tests indicated.
79. A significant factor in the improvement in attainment has been the greater emphasis the school has recently placed on the teaching and learning of science. An important aspect of this emphasis is the school's success in improving the quality of teaching. It is never less than good and mostly very good. This has already helped to raise standards in the infant department and is leading to improvements in the juniors. However, here it has not yet had

time to make the same impact throughout the four junior years. Children's learning is good and mostly very good. Also important are the developing assessment procedures used by the school and the importance the school attaches to children deepening their skill and understanding of methods of scientific enquiry. Teachers have worked hard to ensure that the planning of the science enables children to build securely on work that has gone before. Other important aspects of the action taken by the school leading to improvements in attainment are the careful monitoring of children's work and the booster classes provided for older children.

80. By the end of the infant stage most children have a good understanding of methods of scientific enquiry and a thorough grasp of scientific knowledge in the appropriate programmes of study. Year 2 children carefully draw sketches of flowers and label and describe the functions of the different parts. In their work on the cooling of ice in different conditions Year 2 children begin to develop an understanding of the importance of fair testing. In Year 1 children systematically observe and record the development of seeds over a period of time, showing an understanding of the importance of water, food and light. However, the work of lower achieving children is less well presented. Most children know how to set up and use electric circuits and Year 2 children understand the relationship between the number of batteries and the brightness of the light produced. Year 1 children know about the effects of forces on the shape of different materials and how forces can be used to change direction and speed. Year 2 children accurately sort and describe the properties of materials.
81. By the end of the junior stage most children have a thorough understanding of how to conduct investigations and use fair tests. For example, in Year 6 investigations into the relationship between light sources and shadows most children understand which elements need to remain constant and which are variable and why they need to repeat their experiments. Year 4 pupils produce clear, labelled sketches and careful descriptions in their investigations into friction. They also record their findings in well-presented tables. However, the school recognises the need to increase opportunities for pupils to select and devise their own investigations. As they move through the school most children develop a comprehensive knowledge and understanding of the different aspects of science studied in the programmes of study. Children in Year 3 know about the relationship between exercise, heart rate and the oxygenation of muscles. They understand how animals adapt to different habitats and the role of different links in the food chain. In their work on materials children in Year 4 make accurate measurements and record their findings in charts when they investigate thermal insulation. They describe the properties of solids and liquids and know that there are liquids other than water. In their investigations into the dissolving of solids in water children in Year 5 conduct fair tests. They classify materials accurately and produce well-presented line graphs to show the effects on a ball of clay when dropped from different heights. By the age of eleven most children make appropriate predictions when conducting experiments on evaporation and condensation. They know about reversible and irreversible changes in materials. In their

work on gravity they make accurate measurements in newtons and compare equivalent weights on the earth and moon. Most children know about reflection and that light travels in straight lines. Higher achieving children confidently explain the principles of reflection in the use of mirrors. Most children draw detailed, labelled sketches of the human eye and conduct their own research on predators.

82. Most teachers have a very good knowledge of the subject which they use very effectively to help children to raise their attainment. For example, in Year 3 the teacher clearly explains her knowledge of solids and liquids and uses the appropriate scientific language. This enhances children's understanding, and when they use words such as, *opaque*, *transparent* and *properties*, they extend their own vocabularies. Teachers plan work carefully so that children build securely on previous understanding. For example, in Year 5 at the beginning of a lesson the teacher shared the lesson objectives with the children and thoroughly revised with them the elements necessary for fair testing. This resulted in the children's having a clear understanding of what was required of them, and their skills in fair testing were reinforced when they applied them to investigations on light and shadow. Teachers usually have high expectations of their children. For example, in Year 2 work on forces, children are expected to listen attentively, answer probing questions and work independently. This helps to extend their knowledge and increase their independence. Children are usually confident to ask and answer questions. This is because relationships are very good and teachers value their contributions. In Year 4, pupils are confident to use their speaking and listening skills when they discuss the properties of solids and liquids and collaborate well when investigating a range of materials.
83. Where teachers plan work which is suited to the different abilities of children, including those with special educational needs, pupils' learning is increased. For example, in Year 2 their understanding of forces in action was increased when children of different abilities were given different tasks and different levels of support from the teacher and classroom support assistant. However, this practice is not consistent throughout the school. Teachers usually control children very well and organise lessons efficiently. In Year 3, for example, the teacher's very good control ensured that the children behaved very well and her organisation of a variety of solids and liquids ensured that the lesson ran smoothly and children worked hard. During lessons teachers usually make good use of on-going assessment in order to guide children on the next steps to take. For example, in Year 6 children's skills in fair testing were improved when the teacher moved from group to group questioning and advising them.
84. The co-ordinator works very hard to organise the subject and support colleagues. She carefully monitors teaching and learning and ensures that throughout the school children's work builds systematically on previous work. She has a very clear understanding of the direction to be taken by the subject in order to raise attainment.

ART AND DESIGN

85. Pupils at ages seven and eleven attain the standards expected for their ages. Standards have not been maintained since the last inspection, when art was seen as strength of the school. The difference in standards is due to the change from specialist teaching at the time of the last inspection to every teacher now being involved in teaching art. In addition, a new statutory curriculum introduced in September 2000, which extended art to include design, is still in the early stages of development. By the age of seven pupils make good use of sketchbooks to experiment with patterns. They make simple observational drawings of shells. Pupils achieve well in exploring pattern through screen-printing using a paint, collage and crayon rubbing. By the age of eleven pupils design and draw posters depicting the arguments for and against destroying the rain forests. They design and produce three-dimensional masks, using a range of materials. Pupils' knowledge of the work of other artists is sound. Year 6 pupils confidently name a range of artists including Picasso, Van Gogh, Matisse, and Esher.
86. The quality of teaching is good. In Year 2, well-planned activities enthused pupils as they made observational drawing of shells and drew William Morris style patterns on polystyrene tiles. They then printed their patterns using roller and multi-layers of paint. They experienced a good sense of achievement in the finished result through good use made of parent expertise and help in the classroom. Clear links through homework and their earlier study of William Morris patterns helps pupils understand the task and work well together. In Year 6 an informative and lively introduction to making tiles for a community art project made a very good beginning, challenging pupils to achieve well. The very effective use of other pupils' work to demonstrate the different stages involved enabled them to identify key skills in designing and making a tile. Teachers make good use of art in other areas of the curriculum, particularly in geography, religious education and history.
87. The member of staff in charge of art has a sound overview of the subject. The recently introduced scheme of work has helped to develop teachers' confidence and expertise. Pupils work at similar levels so that enough attention is paid to extending the development of skills. This area has been identified as needing improvement. There is a limited variety of three-dimensional work.

DESIGN AND TECHNOLOGY

88. During the inspection it was possible to see only two lessons at the junior stage. However, from discussions with teachers and pupils, and from an analysis of planning and children's work, the evidence is that attainment is as nationally expected for children aged seven and eleven. The school fulfils the statutory requirements for teaching the programmes of study and as they move through the school children develop a sound understanding of the process of

idea generation, planning, designing, making and evaluating. They experience a suitable range of materials, tools and techniques.

89. Children in Years 1 and 2 make surveys of the school playground facilities and record their observations in simple graphs and sketches. Children construct models such as swings and use a range of materials and joining techniques to produce attractive finished products. They understand that playground equipment is made from a variety of materials and that the use of some materials may be dangerous. They make and decorate simple fabric puppets and use a satisfactory range of construction kits.
90. Children in Year 5 make careful descriptions and sketches of different kinds of shelters. They make scale drawings with accurate measurements and make appropriate evaluations of the quality of the designs and the materials used. Year 4 pupils use pneumatics to design and make moving toys. They take torches to pieces in order to understand how they are made and function and then make their own well-constructed working models from a variety of materials. Pupils in Year 6 follow the full designing and making process to produce well-finished and attractive slippers.
91. In the two lessons seen in Years 3 and 4 the quality of teaching was good. Teachers' planning was clear and objectives were shared with children so that they knew what was expected of them. Teachers used clear explanations to enable children to understand the process of making money containers. They managed children well so that they sustained their interest and concentration.
92. The co-ordinator works very hard to organise the subject and support colleagues, although she has not used opportunities provided to monitor teaching and learning in lessons. She monitors planning and children's work in order to ensure that children build securely on what has gone before. The co-ordinator has a clear understanding of how the subject is to develop further and has successfully dealt with a criticism from the previous inspection by ensuring that sufficient emphasis is placed on the subject throughout the school.

GEOGRAPHY

93. Standards seen in geography by the age of eleven are similar to those found in most schools. This has changed since the previous inspection, when standards were judged to be above average. By the age of seven standards have been maintained since the previous inspection and match those found in most schools. The school has adapted recent national guidelines as a basis for planning and is now integrating them with the latest National Curriculum changes.
94. Throughout the school pupils experience a satisfactory range of activities that enable them to develop their geographical skills and knowledge. In the infant department, for example, pupils follow the exploits of Barnaby Bear as he 'travels' around the world. They make effective links with the places they travel

to on holiday. This raises pupils' awareness of faraway countries. They use a story about the fictitious Isle of Struay and the characters who live and work there to explore features of an island and begin to make comparisons with their own town. By the age of eleven pupils research different climates around the world. They discuss the destruction of the rainforests and have a clear understanding of the effects of the changes on the native population, the plant and animal population and the wider consequences on the world's climate.

95. Not enough lessons were seen during the inspection to make an overall judgement about the quality of teaching. Scrutiny of pupils' work and teachers' planning indicates that teaching is at least satisfactory. Good teaching in a Year 3 lesson observed helped pupils make good use of an interesting range of maps. Through effective links to pupils' historical knowledge they compared maps from Tudor times with current day maps. They enthusiastically took on the role of cartographer as they designed their own exploration map, demonstrating good use and understanding of maps.
96. The teacher in charge of geography has not yet a clear overview of geography in the school. He has recently taken on this responsibility and has not yet had the opportunity to monitor many aspects of geography. Resources are satisfactory but need to be developed to meet the range of demands of the developing curriculum, particularly the greater emphasis on developing geographical enquiry skills. This aspect of the subject has not yet been systematically planned to make sure pupils build on what they already know and extend their understanding.

HISTORY

97. During the inspection it was not possible to see enough lessons to make a secure judgement about the quality of teaching. Evidence from teachers' planning, children's written work and classroom displays as well as discussions with pupils show that pupils learn appropriate knowledge and skills. By the ages of seven and eleven standards are in line with the expectations for their age. This is a similar finding to that of the previous inspection.
98. By the end of Year 2 children have a sound knowledge of famous historical characters such as Dr Barnardo. Most children retell episodes from the story of Florence Nightingale and the more able children write detailed analysis of the conditions under which she worked. They are beginning to understand differences between the past and present and, by looking at postcards, describe how some things have changed in Teignmouth over the past 100 years. By the end of Year 6 children have extended their knowledge, understanding and use of historical skills. They clearly describe aspects of life in times past, such as in ancient Greece or Britain during the Tudor era. Children have a good understanding of how to find out about the past using artefacts such as pottery, books and buildings. Most children present balanced views about aspects of their work - for example, comparing the best and worst features of Spartan and Athenian life. All children describe

significant historical events such as what happened at the Battle of Marathon. The more able children infer information from pictures such as describing conditions in ancient Greece from illustrations.

99. In the only two lessons seen teaching and learning were at least good. The lessons were well-planned and used pupils' knowledge from previous lessons effectively. Work was set so that the more able had challenging tasks and those who found learning more difficult received appropriate support. As a result, pupils showed very good attitudes towards their work and behaved well. Children enjoy studying the past, as was apparent when discussing the Victorian Day when Year 2 children dressed in period costume. Effective links are made with some other subjects. For example, pupils in a geography lesson compared historical maps of the world with a map from the present day. An appropriate curriculum is in place, which meets the requirements of National Curriculum 2000. The quality of planning continues to be good.
100. A well-qualified and enthusiastic teacher gives very good leadership to the subject. This is an improvement since the last inspection. She now needs to use the opportunities, time and resources to develop the subject across the school. The quality and quantity of resources are satisfactory and the co-ordinator is aware of the need to buy resources to support the teaching plans for each year group. Some use is made of visits to places of local interest as well as visits from a historian/storyteller. The frequency of such visits has declined in recent years owing to the increased cost to parents.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. It was possible to observe only one lesson of ICT in the infants and therefore no judgements will be made on standards or on the quality of teaching and learning. However, planning documents indicate that a full programme of ICT is planned to cover all the required areas.
102. By the age of eleven standards of attainment are in line with those expected for eleven-year-olds, which represents an improvement since the last inspection. By the time they leave the school most pupils are very aware of the uses of ICT and how it can be used in our modern society. They are able to use many elements of a word-processing program, including cutting and pasting, and are able to choose appropriate font style and size for particular purposes. When designing posters, greeting cards or labels for their work they mix text with pictures and images from *Clipart*. They are able to use a graphics program to produce landscapes in art or to create designs for Grecian urns in history. They use CD-ROMs for research in history, geography and religious education. They are able to create databases and interrogate information from them in the forms of graphs and tables. Many pupils are familiar with using the Internet at home but the schools links have been delayed and at present pupils are unable to use it in school. This should be rectified very shortly. Pupils

have some experience of control technology and the area of sensing physical data but not enough.

103. The school made a conscious decision to introduce a graphics program throughout the school in order to ensure that all staff and pupils were familiar with it. Consequently, the content of all lessons seen was based on the same graphics program.
104. The quality of teaching in the junior classes is generally very good, occasionally excellent and never less than good. All lessons follow a similar and successful pattern. On entry into the ICT suite the pupils are reminded of the rules of the suite such as 'Listen when the teacher is speaking', 'All hands off the mouse when told to stop' and not to leave their place unless they have a good reason. In one Year 5 lesson the teacher reminded pupils of the health and safety issues when around any electrical appliance. Pupils respond well to these rules and only occasionally do teachers need to remind them. Lesson objectives are shared with pupils so they have a clear understanding of what is expected. Each stage of learning is carefully explained and assessed before the teacher moves onto the next stage, thus ensuring that new learning builds securely on previous knowledge and understanding. Very effective use is made of extra adults who possess good knowledge of the program. In the best lessons teachers return to the objectives and assess with the pupils the success of the lesson. Occasionally, towards the end of a lesson when the pupils' work is being printed, pupils become a little restless and some minor misbehaviour occurs. The school has recognised this problem and is already considering ways of reducing the numbers in the suite at any one time.
105. Pupils enjoy using the suite of computers and the graphics program used had an immediate impact upon them as they realised its potential. Behaviour is generally very good, with pupils being keen to experiment with the various elements of the program.
106. The very recent addition of an ICT suite will prove invaluable in the development of the subject when it is fully up and running. The establishment of the suite has been the responsibility of the recently appointed deputy headteacher. A very detailed action plan shows a clear awareness of the needs of the subject and sees the development of staff training in the use of new hardware and software as the major element of future developments. The new long-term plan ensures that all the shortcomings in the subject are addressed and that all elements are effectively taught.

MUSIC

107. Only three music lessons were observed during the inspection. Children were also heard performing in an achievement assembly. This evidence, together with further evidence obtained from speaking to the teacher with responsibility for music, looking at planning and speaking to pupils in Year 6, indicates that standards in the singing aspect of music are broadly average. In other aspects of music such as creating and developing musical ideas and listening and appraising skills standards are also average and progress is satisfactory. This is not as good as

at the time of the last inspection for pupils aged eleven, when standards were judged to be high. This is largely due to the fact that a team of specialists taught older pupils in the school during the previous inspection. The school is now committed to all teachers taking responsibility for music.

108. In a well-planned lesson in Year 2 pupils used a range of untuned percussion instruments to explore rhythm and pattern in music making. They successfully followed the 'conductor' cards, demonstrating good levels of control as they play their instruments. In the lessons observed in Year 6, well-planned lessons engaged pupils' attention. They enjoyed singing a range of football songs and successfully composed lyrics in the same style. They have a good awareness of phrase and expression. They showed a good understanding of how the control of the phrasing, the loudness and the speed at which songs are performed can be used to create moods and how songs can be used to create a sense of identity for some groups. Provision is made through the peripatetic music service for the teaching of the flute enabling a musically gifted pupil to achieve well. An interested former parent takes a choir and recorder club. Their achievements are shared through performing in the school's Achievers Assembly.
109. The subject leader for music has no specific expertise in music but has made good use of parents with expertise to develop clubs. She has a sound overview and is aware of areas for development. A scheme of work and policy are recently in place and the staff are developing confidence in the teaching of music. Monitoring of music is not yet taking place. From the evidence of the inspection, singing has a stronger focus than creating and developing musical ideas through composing. The systematic development and extension of skills in all areas of music do not yet exist to ensure that pupils make good progress over time.

PHYSICAL EDUCATION

110. Attainment is above that expected for children aged seven and eleven. This is an improvement on the findings of the previous inspection. The quality of teaching is never less than good or very good and is sometimes excellent. This is an improvement on the findings of the previous inspection and is a significant factor in the good, very good and sometimes excellent learning of pupils.
111. In the gymnastics lessons seen in the infant department most children explored the use of space with control and co-ordination. They join their movements into more complex sequences involving different body parts, directions and levels. Most pupils understand how to plan, then perform and evaluate their movements in order to improve performance. This is further developed when pupils evaluate each other's performance.
112. The school has worked hard to meet a criticism from the previous inspection and now children achieve good standards in games lessons. For example, in Year 3 children learn the skills and rules of simple pre-cricket games. They show increasing co-ordination in throwing and catching and quickly learn the rules and skills of simple games. Year 5 children increase their skills in such sporting activities as shot putting, hurdling, jumping, throwing and running long

and short distances. They show particularly good use of their mathematical and literacy skills in measuring, recording and comparing performances and in discussions where they evaluate their own and others' efforts in order to improve. In Year 6 gymnastic lessons most pupils effectively adapt their floor skills in moving symmetrically and asymmetrically to the apparatus. They show good control and imaginative response to the challenges set by the teachers. Year 3 children create a wide variety of stretch patterns and make good use of space. The school provides opportunities for children in Year 4 to learn to swim. Information gained during the inspection indicates that most pupils learn to swim by the end of the year. Year 5 children show precision, control and fluency in rising to the challenges set by the teacher in their balancing, sequencing and turning movements. Children in Year 5 respond imaginatively to music in their work on warriors and in their movements show an understanding of such elements as action – reaction, strength and power. Throughout the school a strong feature of children's work is their ability to give and receive advice as part of evaluating how they might improve. This is significant in the high standards they achieve.

113. Most teachers have a very good knowledge of the subject. They combine this with very good skills in observing, analysing and explaining to pupils how they might improve. For example, the teacher in Year 4 enabled children to improve their skills in combining actions and maintaining the quality of their movements when he evaluated their work and used his own and children's demonstrations to show how it could be improved. Teachers frequently share their planning with children, as in a Year 5 games lesson, where children knew clearly what was expected of them. This helps to develop their independence and enhance their performance. Teachers organise lessons very effectively, so that, for example, children in Year 6 used their initiative in setting up the apparatus quickly and efficiently. This helped the lesson to run smoothly and helped children to exercise vigorously. Relationships are usually very good and this enhances performance. For example, children enjoyed their dance in Year 5 and worked rigorously while children in Year 3 worked well together to improve their cricket skills.
114. Teachers generally have high expectations. For example, in Year 2, the teacher challenged children to combine three movements in their sequences. This encouraged them to work harder and expend more energy. Teachers usually control children very well so that they generally behave very well and work hard. Where teaching is excellent, as seen in a Year 4 class, children are asked to indicate how well they have done. This leads them to reflect on and gain an understanding of their own learning, which helps to improve their performance. In the excellent teaching seen in a Year 6 class the teacher and children engaged in a continuing dialogue concerning how they might improve. This led children to combine movements on the apparatus with consistent precision and control.
115. The subject is very well co-ordinated. The co-ordinator has worked very hard to monitor teaching and learning and to ensure that throughout the school planning enables children to build on what has gone before. She organises

the subject and the good resources well and works very hard to support colleagues. She has very clear ideas on how the subject is to develop.

RELIGIOUS EDUCATION

116. Standards in religious education have improved since the last inspection. Pupils now cover all aspects of the local education authority's Agreed Syllabus so that by the age of seven they have knowledge and understanding of religious beliefs and traditions that are appropriate for their age. By the age of eleven pupils' knowledge and understanding are better than those expected of children of their age.
117. Through exploring ceremonies and festivals infant children know what happens in special events such as baptism. Teachers extend children's understanding of the reasons for baptism by telling children the story of John the Baptist. Good use is made of visits to local churches help pupils explore ideas about special places. They know some of the significant features of a church. They further their understanding of special places by considering places that are important to them. Children know the sequence of events in the Christmas and Easter stories. More able children record these well in their books while those who find learning more difficult show that they understand the events, although they are not able to present their ideas as clearly as other children. Pupils have an appropriate knowledge of other religions. Through their study of Sikhism, Judaism and Hinduism children develop a growing awareness of the significance of symbols in religious celebrations. For example, when creating a Hindu shrine in their classroom they discussed the significance of each object as it was put in its place. Children enjoy studying about religion and different beliefs because teachers plan interesting topics and activities. Teaching of children in the infant classes is at least satisfactory and sometimes good. The well thought out lessons on Hinduism, where resources were used to good effect, inspired a high level of interest and excitement. This provided a good opportunity for children to develop their spiritual understanding as they watched in awe as candles were lit. These lessons were well managed as some children found it difficult to contain their enthusiasm when the candles and incense sticks were lit.
118. Through the generally good teaching that they receive the children in the junior classes develop a deeper understanding of religious customs and beliefs. Teachers' planning, particularly with the oldest children, is good. It takes account of the different levels of ability within the class. As a result children are given work that is appropriate to their level of understanding. For example, children in Year 6 were set different, yet challenging, tasks to develop ideas they had discussed after listening to a well-told version of the story of the *Good Samaritan*. The oldest children respond well to challenges in their work, as teachers set tasks clearly so that pupils know what it is they are expected to do. Through the topics they study children develop a good understanding of how religious belief can affect people's lives. They explore sensitive themes such as prejudice to consider why people seem to be different. The more able children produced some very sensitive writing on slavery and apartheid as a result of this work. In discussion children showed a good knowledge of how people of different race and religion have been persecuted. After listening to Martin Luther King's "I have a dream" speech children wrote their dreams for the future. These showed a depth of sensitivity to the views of others and a growing understanding of the equality of different peoples. As one pupil wrote – "All people will realise that everybody is equal." Although some children find it difficult to write their ideas, discussions showed they had developed appropriate understanding of these sensitive topics.
119. Teachers make good use of questions to help children develop their thinking. Pupils confidently express their views, as they know the answers they give will be valued. In some lessons pupils share their ideas with a partner to produce appropriate information. For example, after hearing a

story of a girl attending church, children in Year 4 produced a list of the activities that she may have taken part in. When looking at other religions children identify features that are common to many faith groups. For example they know that most religions have a sacred book such as the *Torah* (Judaism), the *Bible* (Christianity) and the *Qu'ran* (Islam). They develop a greater appreciation of the significance of different symbols in worship, for example, through their study of Judaism. They describe the contents of the Sedar plate used to celebrate the Passover meal and the symbolism of the artefacts used to celebrate Rosh Hashanah. Although teachers provide interesting topics there are occasions when incorrect facts are given to children.

120. The subject is well led by an enthusiastic co-ordinator who plans the work well and is sensibly reviewing plans in readiness for introducing topics from the new Agreed Syllabus. Effective use is made of the good level of resources. These are supplemented by the co-ordinator's own resources, some of which are made especially for lessons. The budget available for developing religious education has been significantly increased this year by a grant from the Jerusalem Trust to enable the school to buy resources for teaching Christianity. Although the co-ordinator has begun to monitor and evaluate work in the subject, this aspect of her role is still under-developed, as she has not yet had the opportunity to observe teaching or examine the work of children in every year group.