

INSPECTION REPORT

DRAKE'S C of E PRIMARY SCHOOL

East Budleigh, Budleigh Salterton

LEA area: Devon

Unique reference number: 113429

Headteacher: Mrs J Griffiths

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 18th – 19th June 2002

Inspection number: 194766

Short inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: East Budleigh
Budleigh Salterton
Devon

Postcode: EX9 7DQ

Telephone number: 01395 443871

Fax number: 01395 443871

Appropriate authority: The governing body

Name of chair of governors: Mr J Smith

Date of previous inspection: 9th June 1997

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
7269	Mr P Kemble	Registered inspector
9780	Mr J Massey	Lay inspector
23024	Ms S Whitehead	Team inspector

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
PART C: SCHOOL DATA AND INDICATORS	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Drake's Church of England Primary School is a smaller than average school. There are 80 pupils on roll, including 12 full-time and 4 part-time children in the Foundation Stage. There are 41 boys and 39 girls. The number of pupils on roll is appreciably higher than at the time of the previous inspection. This reflects the increased popularity of the school within the locality since then. The communities that the school serves are a mixture of owner occupied and rented housing. Overall, the social circumstances of homes within the school's catchment area are favourable. Children's attainment on entry into reception varies from year to year, but is generally above average. Virtually all pupils (98.5 per cent) are from white ethnic backgrounds. Eleven pupils (13.4 per cent) are on the register of pupils with special educational needs, a figure which is well below the national average. Two pupils (2.4 per cent) have statements of special educational needs, which is above the national average. Five pupils (6.1 per cent) are eligible for free school meals, a figure well below the national average.

HOW GOOD THE SCHOOL IS

Drake's Church of England Primary School is a very effective school with many strengths. Standards in English and mathematics are very high by the ages of seven and eleven. When these standards are judged against levels of attainment on entry into school, pupils of all abilities make good and often very good progress. The school places a strong emphasis on the creative and performing arts and pupils achieve very well in art and design, dance, drama, music and physical education. The good progress that pupils make is the result of very good quality teaching throughout the school. The headteacher and staff have high expectations of pupils' academic and social achievements. Pupils benefit from very good provision for their personal development, strong teamwork amongst teaching and non-teaching staff, an interesting and varied curriculum and an excellent commitment amongst all staff to improve further. Parents are very pleased with the life and work of the school and its excellent links with the local community. The school gives very good value for money.

What the school does well

- Standards in English and mathematics are very high. Pupils also do well in science, art and design, design and technology, information and communication technology, dance, drama, music and physical education.
- Leadership and management by the headteacher are excellent, and she is well supported by staff and governors.
- The quality of teaching and learning is very good overall, and is sometimes excellent.
- Pupils' attitudes to school and to their work are very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Standards of care are excellent.
- Pupils' benefit from excellent links with the local community and the very good involvement of parents in the life of the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and has made a very good improvement since then. This is mainly due to the headteacher's leadership, improvements to the quality of teaching and learning and the raised expectations of pupils' academic and social achievements. The weaknesses highlighted in the previous inspection report have been successfully rectified. Problems associated with staffing have been resolved. Standards in geography, history and information and communication technology have been raised and are now at least satisfactory. The balance of the curriculum is very good, with appropriate amounts of time allocated to all subjects. The standard of presentation of pupils' work is

much improved and pupils take considerable care with their writing and drawing. Compared with judgements made at the last inspection, procedures for the monitoring and evaluation of the quality of teaching and learning, and for assessing pupils' achievements, are significantly more effective. Standards in English and mathematics have made a good improvement. Good provision is now made for children in the Foundation Stage. Pupils benefit from a computer suite, an art studio and improved outside facilities for children in the Foundation Stage. Attendance levels are well above the national average.

STANDARDS

The number of boys and girls taking the end of Key Stage 1 and Key Stage 2 national tests and assessments each year is often less than ten. Consequently, comparison of the school's results with national averages and those of similar schools is not a reliable measure of achievement. What the results at the end of Key Stage 2 do show is that, over time, they have risen in line with the national trend and that they are often above or well above the national average. In 2001, results were very high, in the top five per cent nationally in English and mathematics, and were well above average in science. Results are linked to pupils' levels of attainment on entry into school and, as a result, there are occasions when results are lower, for example in 2000, when English and mathematics results were in line with the national average and science results were below average. However, school data shows that, in this instance, pupils made good progress from a low starting point assessed when they entered reception. Standards in English and mathematics at the time of the inspection in Year 6 were similar to the very high standards obtained in the 2001 national tests.

Children in the Foundation Stage make good progress and achieve well in communication, language and literacy and mathematics. By the age of seven, standards are very high in reading, writing and mathematics. By the age of eleven, standards in English and mathematics are very high and are well above average in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. In the Foundation Stage and in Years 1-6 pupils have good levels of concentration, work hard and show evident enjoyment of lessons.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous to staff and visitors to the school.
Personal development and relationships	Very good. Co-operation is very good in group activities and team games. Pupils show considerable respect for each other and all adults in the school.
Attendance	Very good. There is very little unauthorised absence. Registration procedures meet statutory requirements.

Pupils' very good attitudes to their work are particularly evident on the occasions in lessons when several pupils work unsupervised while their teachers focus on other groups. They maintain a good pace to their learning as a result of their responsible and mature approach to their tasks.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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.

During the inspection, 15 lessons were observed. Teaching and learning were at least good or better in about eighty-five per cent of these, including examples of very good and excellent lessons. Very good lessons were seen in all three classes. Excellent lessons in English, mathematics, music and physical education were seen in the Years 5 and 6 class. There was no unsatisfactory teaching.

The quality of teaching and learning is very good overall and meets the needs of all pupils well. The teaching of basic skills in literacy is very good. Teachers make effective use of other subjects of the curriculum to develop pupils' literacy skills, particularly pupils' ability to write imaginative stories and poems. Numeracy skills are taught very well because teachers plan motivating activities that stimulate pupils' interest. The quality of teaching and learning is very good in art and design, design and technology, information and communication technology, music and physical education. Teachers have high expectations of pupils' academic and social achievements and activities are matched closely to pupils' needs. Pupils who need additional support benefit well from the high levels of teamwork and co-operation amongst staff. Resources provided in lessons are often of good quality and quantity. Teachers treat pupils with respect, valuing their opinions and their work. Consequently, pupils have very good attitudes to their work and achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The Foundation Stage curriculum is well planned and covers all nationally agreed areas. Personal, social and health education, together with an extensive programme of visits, visitors and residential trips, effectively extend and enrich pupils' learning in all classes. There is a strong emphasis on provision for pupils' creative development through art, drama, music and dance.
Provision for pupils with special educational needs	Very good. Pupils' special needs are often identified at an early age. Individual education plans contain manageable targets and progress towards these is regularly reviewed with both pupils and parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' all-round development is promoted very well. Provision for pupils' social and moral development is particularly effective, actively encouraging pupils to be responsible, show initiative and work hard. The school council provides a very good forum for pupils to express their views and opinions.
How well the school cares for its pupils	Excellent. The attention given to pupils' welfare and safety is of a high standard, with excellent support and guidance for pupils. Procedures for assessing pupils' academic and social achievements are excellent. Information gained is used very effectively to match activities closely to pupils' needs.

Parents' views of the school are very positive and they contribute very well to the life of the school. The school's partnership with members of the local community is excellent, involving them at every opportunity.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very clear direction to the life and work of the school. Her excellent leadership has been instrumental in establishing strong teamwork, a commitment to high standards and raising the status of the school in the local area. All members of the school community are involved in establishing targets for improvement and monitoring progress towards achieving these.
How well the governors fulfil their responsibilities	Very good. Governors have a very good knowledge and understanding of the school's strengths and weaknesses. They give very good support to the work of the headteacher and staff.
The school's evaluation of its performance	The headteacher, staff and governors look critically at how well the school is doing. They take decisive action when necessary to bring about school improvements.
The strategic use of resources	Very good. Finances are managed very well and best value sought in all expenditure. Staffing and accommodation are used very effectively to promote high standards.

Very good use is made of teachers' specialist expertise in art and design, design and technology, music and physical education. Alterations and improvements to the interior of the school building have been very effective in accommodating increased numbers of pupils in a stimulating and interesting environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, make good progress and behave well. Standards of teaching are good and teachers have high expectations of children's academic and social achievements. Children are helped to become mature and responsible. The school works closely with parents and deals effectively with questions or problems. The school is well led and managed. There is a good range of activities outside lessons. 	<ul style="list-style-type: none"> The amount of homework set is not appropriate. The school does not keep parents well enough informed about their children's progress.

Inspectors endorse all the aspects that please parents. A small minority of parents considers the amount of homework to be either too little or too much. Inspectors judge the amount to be typical of most other primary schools. Inspectors consider procedures for keeping parents informed about their children's progress to be very good and are particularly impressed with the report card sent home to parents about their children's achievements at the end of each week.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are very high. Pupils also do well in science, art and design, design and technology, information and communication technology, dance, drama, music and physical education.

1. There is a strong commitment amongst staff to raise standards further in all areas of pupils' academic and social development. Teachers have high expectations of what pupils can achieve and provide a broad, balanced and relevant curriculum for children in the Foundation Stage and for pupils in Years 1-6. As a direct result of this, pupils make good progress and achieve well in relation to their level of attainment on entry into reception. Parents are pleased with the standards that their children achieve.
2. When children enter the reception class, their levels of attainment in language, mathematics and social development are generally above average. The quality of teaching is very good overall and teachers take full advantage of these attainments. Children benefit from well-planned activities that are based closely on the six required areas of learning for the Foundation Stage. Children make good progress and achieve well and, by the time they enter Year 1, have exceeded the nationally expected standards in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. They are well prepared for work in Years 1 and 2. For example, children speak confidently and listen well to adults. They enjoy books and recognise and read a wide range of words for their age. They count and recognise numbers confidently. They use computers with increasing confidence.
3. Only a small number of pupils take the national tests and assessments each year at the ages of seven and eleven and so a comparison of results with those of other schools nationally and with similar schools should be treated with caution. However, results show that, over time, standards are often above average or better in the core subjects of English, mathematics and science. For example, results for seven-year-olds in writing have remained consistently very high since 1998, with very high results in mathematics between 1998 and 2000. The 2001 results show that, by the age of eleven, standards in English and mathematics are very high, and well above average in science, both nationally and when compared with similar schools. Variations in test results are linked closely to pupils' levels of attainment on entry. School test and assessment data shows that, when compared with their levels of attainment on entry, pupils make at least good, and often very good, progress.
4. Inspection evidence, based on lesson observations, a scrutiny of pupils' work, displays in classrooms and discussions with pupils, shows that, by the ages of seven and eleven, standards are very high in English, mathematics and science. Effective implementation of the National Literacy and Numeracy Strategies, improvements to the quality of teaching and learning, and an extension to the quality and range of extra-curricular activities have helped raise standards from average levels reported at the time of the previous inspection to the present very high levels. Effective use of teachers' subject expertise has had a positive effect on standards in other curriculum areas. Inspection evidence shows that standards in art and design, design and technology, information and communication technology, music and physical education have improved since the last inspection and are above those expected by the ages of seven and eleven. Pupils' standards in information and communication technology have improved significantly as they were previously below expectations.

School data and parents' views indicate that standards in geography and history have made a good improvement since the previous inspection but, due to timetabling arrangements during the inspection, not enough evidence could be gathered to verify this. Overall, the improvement in standards reflects the high expectations that teachers have of pupils' achievements and the very good attitudes pupils have to their work.

5. In English, reading is taught very well throughout the school and, as a result, pupils achieve well and make good progress. A considerable amount of time is allocated to reading-based activities, in literacy and other lessons. For example, the school library is used regularly by pupils to look for information to support their learning in class projects. Consequently, pupils in Years 1 and 2 confidently use the index and contents sections of non-fiction books to search for relevant information. By the age of eleven, pupils are confident readers. Many read with expression. The close liaison between home and school, with parents regularly hearing their children read and writing comments in reading diaries, is helping to improve standards further.
6. Pupils throughout the school are provided with many opportunities to speak and to express their views and opinions. The quality of discussion during whole-class sessions at the beginning and end of lessons is often very high as pupils take part keenly and with enthusiasm. For example, at the end of a literacy lesson for reception and Year 1 pupils, a child took on the role of a visiting gardener, and other pupils asked questions about gardening. Pupils enjoyed the session and joined in well, asking questions in complete sentences and choosing their words carefully. This effective strategy helped pupils to develop their speaking and listening skills well. Drama is used very well to promote speaking skills throughout the school, with pupils involved in role-play situations in lessons, whole-school dramatic productions and a drama club.
7. Writing standards are high because teachers make very effective use of a wide range of strategies to encourage pupils to write freely and at length. For example, pupils are familiar with writing their initial thoughts down quickly in draft form, often writing short notes or phrases, without undue concern for correct spelling and punctuation. Work is then re-drafted into a more accurate version, with closer attention paid to punctuation, spelling, paragraphs and the use of interesting words and phrases. There are numerous examples in pupils' books and in classroom displays of writing of a high standard resulting from this process, with neat handwriting and carefully presented work. Pupils benefit from using their writing skills in other subjects, for example by writing letters and accounts from the viewpoint of historical characters. Teachers provide many opportunities for pupils to express their feelings in prose and poetry and much of this work is characterised by effective use of vocabulary. For example, one Year 6 pupil wrote: 'I love Christmas. I can smell it in the air'.
8. Pupils achieve well in mathematics. This is mainly because of a clear structure to lessons and teachers' good subject knowledge and enthusiasm. Planning shows teachers follow a similar lesson format. As a result, pupils in all classes benefit from motivating whole-class introductions, interesting group activities and helpful review sessions at the end of lessons when important learning points are discussed. In opening mental sessions, pupils respond well to the challenging questions and infectious enthusiasm of their teachers. In group activities, pupils enjoy the challenge of finding solutions to problems and respond well to teachers' insistence that they explain the methods used to reach their answers. By the age of seven, pupils confidently subtract two-digit numbers mentally. Higher attaining pupils check their answers themselves and know that, for example, $11 - 17$ gives a minus result. Pupils

recognise patterns in numbers and recall multiplication tables and number facts quickly. By the age of eleven, pupils make very effective use of their previous knowledge and understanding to solve problems. For example, in a Years 5 and 6 lesson, pupils made good gains in their knowledge and understanding of symmetry as they applied previous learning well to decide whether or not a selection of two- and three-dimensional shapes had rotational symmetry.

9. Only one science lesson was seen during the inspection. However, evidence from pupils' work and discussions with staff and pupils shows that, by the ages of seven and eleven, standards are well above average. Much of the work is of a practical nature and this is a key factor in promoting high standards. Pupils gain good skills of scientific enquiry as they apply their knowledge and understanding to investigations and experiments.
10. Teachers' very good subject knowledge and flair in art and design, design and technology, information and communication technology, dance, drama, music and physical education help pupils to achieve better than average standards in these subjects. The quality of work displayed throughout the school shows the strong emphasis on promoting pupils' art and design skills and the high standards achieved. Pupils benefit from regular use of an art studio, which is always open and used by pupils at break-times and lunchtimes. Visiting specialists have helped pupils work on canvas with oils, acrylics and pastels. Trips to art exhibitions help to stimulate pupils' imaginations and extend their experiences. Pupils have achieved significant success in art competitions in the local area. In design and technology, as well as in art and design, pupils prepare preliminary sketches and designs. They give considerable thought to this aspect of their work and are skilful at basing subsequent models and pictures on these designs. Pupils throughout the school are particularly good at evaluating their work and making decisions about how to improve it, and their effective use of this skill makes a significant contribution to the standards achieved. For example, a Year 2 pupil was heard confidently describing how she could improve a part of a picture she had painted. Years 3 and 4 pupils discussed the relative merits of different structures they had made which were intended to give more strength to a piece of cardboard.
11. Pupils throughout the school use computers confidently and competently. Year 2 pupils load programs unaided into a computer and are familiar with the functions of the various keys. They change font size, use capital letters and print their work. Pupils show good control of the mouse when selecting options in a program, or wordprocessing sentences. For Year 6 pupils, computers are an integral part of their learning in many areas of the curriculum. They use the Internet to search for information, send and receive e-mails and wordprocess much of their work. The good standards achieved in the use of information and communication technology make a significant contribution to pupils' high standards in English and mathematics in particular.
12. Teachers make effective use of music and physical education to develop pupils' confidence and self-esteem and, as a result, standards by the ages of seven and eleven are above those expected. Many pupils learn to play the recorder. A large proportion of pupils receives tuition in flute, clarinet and keyboard. There are two well-attended guitar groups and a drumming group. About half the school attend choir practice each week. This means that the quality of learning in lessons is often very good as pupils compose and perform confidently and to a high standard. For example, Years 5 and 6 pupils composed and performed music to accompany a

video about space, using pitched and unpitched instruments, as well as a computer music program. The quality of work was enhanced by pupils' familiarity with the instruments, their confidence in using the computer program and very good co-operation as they worked together in small groups. Physical education is used effectively to develop teamwork as a way of promoting pupils' confidence and self-esteem and this approach makes a significant contribution to the good standards achieved. For example, pupils in Years 3-6 were observed taking part in a range of group activities based on orienteering and problem solving. Pupils showed good levels of co-operation and perseverance as they worked hard to complete the tasks.

13. Pupils with special educational needs receive very good support and, as a result, make good progress towards the academic and social targets in their individual education plans. Learning support assistants in each class make a significant contribution to pupils' achievements because of the good knowledge and understanding they have of individual pupils' needs. They liaise well with class teachers and the special needs co-ordinator to set manageable targets in pupils' individual education plans. Activities are linked closely to class projects and themes and, in this way, pupils are fully included in lessons and enjoy their work.

Leadership and management by the headteacher are excellent, and she is well supported by staff and governors.

14. At the time of the previous inspection, the number of pupils on roll at the school was 32. Standards were reported to be in line with national expectations in all subjects, with the exception of geography, history and information and communication technology, where standards were below expectations. The number of pupils on roll is now 80 and standards in English and mathematics are very high, in the top five per cent nationally. These significant improvements in the school's popularity and the standards achieved by pupils are largely due to the clear educational direction to the life and work of the school provided by the headteacher and her own example, commitment and enthusiasm. Central to her approach is the view that all policies, procedures and methods should promote the all-round development of each child. Hence, from the Foundation Stage onwards, there is a strong emphasis on the promotion of pupils' personal development. This is reflected in the very good provision for pupils' spiritual, moral, social and cultural development, the very effective provision for pupils' personal, social and health education and a strong emphasis on art, drama, music, dance and physical education. As a result, pupils have very good attitudes to school, work hard and achieve well.
15. A key factor in the headteacher's effective leadership is the quality of procedures to monitor and evaluate the work of the school. These have improved significantly since the previous inspection when they were reported to be largely informal. Regular observation of lessons, analysis of national and school data on standards and discussions with staff and governors about the school's strengths and areas for improvement have led to a positive climate of self-review. All teaching staff are involved in these procedures and carry out their duties and responsibilities conscientiously. Members of staff prepare annual action plans in the subjects for which they are responsible, detailing how they propose to improve provision and raise standards further. These are discussed and agreed with the headteacher and colleagues and form the basis for subject co-ordinators' work each term. When a subject is a priority in the school improvement plan, the headteacher makes sure that the member of staff responsible is given every opportunity to carry out their duties, for example by providing opportunities for them to observe colleagues teach and to lead

staff meetings. The success of these arrangements can be seen in improvements since the previous inspection to the provision for information and communication technology and music and pupils' standards in these subjects, as a direct result of the co-ordinators' good leadership and the headteacher's guidance and support.

16. These procedures illustrate the effectiveness of the headteacher's delegation of responsibilities. She successfully matches teachers' training and experience to their roles in the school. Regular training of teaching and non-teaching staff is considered a priority and the impact of this is seen in the increased expectations staff have of pupils' academic and social achievements. These arrangements lead to high levels of teamwork amongst all staff and a strong commitment to raise standards. For example, where possible, teachers are encouraged to use their subject expertise to benefit pupils in more than one class. During the inspection, teachers were observed taking classes other than their own for science, design and technology, music, physical education and religious education. In this way, subject co-ordinators develop a well-informed understanding of the strengths and areas for improvement in their subjects and pupils throughout the school benefit from a progressive build-up of their skills.

17. The support given by governors to the life and work of the school is very good. They carry out their roles well and fulfil their statutory responsibilities. Governors have a good understanding of the school's strengths and areas for improvement through formal visits to the school, links with subject co-ordinators and the way they informally gather views and opinions about the school from living and working in the local area. This knowledge is helpful as the headteacher, staff and governors review progress towards targets set in the school improvement plan. Priorities in the plan are carefully chosen after considerable discussion and a study of the financial implications. The school's budget surplus is higher than is recommended nationally, but this is because governors are skilful at setting aside funds in order to pay for the implementation and maintenance of future initiatives. For example, the programme of improvements to the interior accommodation over the last four years has been carefully planned to make very good use of available grants, parental contributions and the school budget. As a result, pupils benefit from a computer suite, a music room, a small hall and a library. The increase in the number of classes from two to three has been very well managed, through the imaginative use of space by creating mezzanine-style teaching areas, and by prudent budgeting in order to retain the additional staffing.

The quality of teaching and learning is very good overall, and is sometimes excellent.

18. Fifteen lessons were observed during the inspection. Thirteen of these were judged to be good or better. Of these, five were very good and four were excellent. The remaining two lessons were satisfactory. Teaching is very good overall at the Foundation Stage, and in Years 1-6. The quality of teaching and learning is very good in English, mathematics, art and design, design and technology, information and communication technology, music and physical education. Only one science lesson was seen and this did not provide enough evidence to make valid judgements about the quality of teaching and learning. No lessons were observed in geography and history. Religious education is the focus of a separate inspection by the diocese.
19. At the time of the previous inspection, all the lessons seen were judged to be either satisfactory or better, but there were no very good or excellent lessons. The quality of teaching and learning has improved well since then. This improvement is due to more effective monitoring and evaluation of standards by the headteacher and staff, higher expectations of what pupils can achieve and teachers' increased subject knowledge and expertise. Teachers' high expectations of pupils' academic and social achievements make a significant contribution to pupils' standards. Standards are not set so high that they are unachievable, but are based on close analysis of assessment information and a very good understanding of the National Curriculum levels of attainment. This means that pupils' tasks are matched closely to their needs and help them to move on at a good pace in their learning.
20. The quality of teaching and learning is very good overall in the Foundation Stage. The learning environment is stimulating and welcoming with a wide range of resources for children to use. Activities are matched closely to children's individual needs, based on assessments of their attainments soon after they enter reception. Children soon become confident, happy learners as they respond to very good levels of guidance and support from teachers and learning support assistants. For example, in a very good lesson, reception children developed cutting and joining skills well as they worked on making houses out of shoe boxes. Teaching staff made well-judged decisions as to how much help and support they gave and this meant that children were often given opportunities to make choices and solve problems for themselves as they worked. Staff have established very positive links with parents, which begin prior to children starting school, and this makes a significant contribution to children's very good attitudes to their work and play.
21. In all classes, a key factor in the quality of teaching and learning is the respect that teachers have for pupils and their work. This approach fully reflects one of the main aims of the school, which is to develop confident, independent learners by developing pupils' self-esteem. Whole-class sessions at the beginning and end of lessons are characterised by the way pupils join eagerly in discussions and are keen to express views, opinions and answers to questions. This is because teachers value what pupils have to say. Relationships between teachers and pupils are very good and this results in a calm, working atmosphere in all classes, conducive to good quality teaching and learning. For example, in an excellent mathematics lesson for Years 5 and 6 pupils, after an initial motivating whole-class introduction, pupils began working on a range of group activities. Pupils knew well what they had to do and why because they had listened carefully to their teacher's instructions. The teacher had high expectations of her pupils and, because of the good relationships evident in the initial discussions, they tried hard to achieve the targets set. At the end of the lesson, pupils showed others what they had achieved and set them challenges based on their own learning during the lesson. Both teacher and pupils shared in the enjoyment and

pleasure of this session as pupils achieved varying levels of success in solving the problems.

22. Teachers make very effective use of national guidelines to support their planning. The National Literacy and Numeracy Strategies have been successfully adapted to suit pupils' needs. For example, an improvement since the last inspection is the quality of oral work in both literacy and numeracy. Teachers constantly challenge pupils to give reasons for comments and observations they make in literacy lessons and to provide evidence to explain methods used to attain answers in numeracy lessons. Pupils' speaking and listening skills benefit as a result and pupils join confidently in discussions and are keen to answer questions. Teachers work hard to plan lessons that meet the requirements of the National Literacy and Numeracy Strategies in an interesting way for pupils. For example, a group of Year 2 pupils were observed writing a short play about delivering mail. They were obviously enjoying the task and this helped them to talk sensibly about the content of the play and to use spelling and dictionary skills well as they worked. In a Years 5 and 6 mathematics lesson, pupils made good progress in their knowledge and understanding of symmetry because they enjoyed using a computer program to support their learning.
23. Teachers make very effective use of the good range and quality of resources in lessons. In all the lessons seen during the inspection, pupils benefited from access to equipment and resources that supported the purpose of their learning well. For example, music lessons moved on at a good pace because pupils had a wide range of instruments available to practise different sounds and rhythms to include in their compositions. Pupils in the art and design and design and technology lessons were able to carry out what they had planned in their sketches and designs because there was a sufficient quantity of suitable materials. There were enough maps, point cards and control cards for all the Years 3-6 pupils to practise their orienteering skills during the physical education lessons observed. As a result of the provision of good resources by teachers, pupils learn to respect books and equipment and treat them with care. Resources outside the classroom are used to pupils' advantage, including the school grounds, the local village and places of educational value further afield. For example, children in the Foundation Stage benefit from the Small World area in the school grounds. The geographical skills of pupils in Years 1-6 are extended by field trips to local beaches and rivers.
24. The teaching of pupils with special educational needs is very good. These pupils are fully included in all school activities and achieve well as a result. Activities are linked closely to targets in pupils' individual education plans. Teachers and learning support assistants have a good knowledge of the targets and they use this knowledge effectively to help pupils make good progress towards achieving them.

Pupils' attitudes to school and to their work are very good. They have very good relationships with each other and with all adults in the school. Levels of attendance are very good.

25. The last inspection found many positive features to pupils' attitudes, behaviour and relationships. All these strengths have been maintained and developed further. Pupils' attitudes to school and their relationships with each other and with adults are very good. Behaviour in and around the school is good.
26. Children in the Foundation Stage make good progress in their personal, social and emotional development as a result of very good teaching and positive guidance from

learning support assistants. All exceed the expected standards by the time they enter Year 1. They settle quickly when they arrive at school in the morning. They know classroom routines well and are keen to choose activities to occupy themselves. When lessons begin, they listen carefully to their teacher when she is talking and respond with enthusiasm when it is their turn. Children show a mature attitude to each other and respect each other's views. They work very well together on their activities, sharing resources amicably and helping each other with their tasks. They take turns, for example, when working in pairs on the computer. Children confidently change character as they take part in role-play activities, for example when working in the 'potting shed'.

27. Pupils in Years 1-6 achieve well because of their very good attitudes to work. One of the main reasons for the high standards achieved by pupils is the positive work ethic that exists amongst pupils throughout the school. Pupils show evident enjoyment in lessons and are keen to join in whole-class discussions and to get on with their practical tasks. These qualities have been established in the Foundation Stage and are successfully extended as pupils respond to their teachers' high expectations and motivating activities. In all the lessons observed, pupils settled quickly to their individual or group tasks and concentrated for long periods. For example, in a Years 1 and 2 mathematics lesson, pupils joined in the opening whole-class session keenly, trying hard to work out the mental problems set by their teacher. They were keen to start their group work and worked busily on their activities, chatting with each other about what they were doing and helping each other when difficulties arose. In a Years 3 and 4 design and technology lesson, boys and girls showed high levels of concentration and effort as they tackled difficult sewing techniques. Pupils in the drumming group worked hard to master some complicated rhythms on drums and glockenspiels. In all these instances, pupils' very good attitudes made a significant contribution to their achievements and the good progress made in the lessons.
28. Standards of behaviour are good. Pupils conduct themselves sensibly and are polite, courteous and respectful to adults and visitors to school. As a result, playtimes and lunchtimes are sociable occasions with very few instances of unpleasantness or poor behaviour. Pupils clearly understand what is expected of them because all adults consistently reward good behaviour and make it clear what is not acceptable. Pupils told inspectors that they were very much involved in, and motivated by, the system of awards and rewards. Codes of conduct devised by the pupils are displayed in classrooms, but they are not prominent as pupils are familiar with them and abide by them. Pupils move about their classrooms sensibly. At assembly times, pupils enter the hall quietly and pay good attention throughout. Behaviour in the playground is good and pupils appreciate the games and equipment that are organised for them. They use the equipment safely and with care. Older pupils provide good role models for younger pupils in the way that they conduct themselves in lessons and assemblies. No pupil has been excluded from the school since the last inspection.
29. Pupils get on very well with the adults in the school. The respect that they show for them, and for each other, means that relationships are very good. Pupils have a very good awareness of the impact of their actions on others and this reflects the strong Christian ethos that pervades the life and work of the school. All groups of pupils mix readily and help each other, especially those with special educational needs. The benefit to pupils is in the very good quality of group activities in lessons, where discussions are of good quality, and the sharing of ideas and resources makes a significant contribution to pupils' achievements.

30. At the time of the previous inspection, levels of attendance were reported to be satisfactory. There has been a significant improvement since then and they are now very good, well above the national average. Pupils are keen to come to school and, apart from illness, the main reason for absence is holidays taken in term time. Pupils arrive on time so that lessons start promptly.

Provision for pupils' spiritual, moral, social and cultural development is very good.

31. At the time of the previous inspection, the provision for pupils' spiritual, moral, social and cultural development was reported to be satisfactory. There has been a good improvement since then and it is now very good overall. The improvement is due mainly to the implementation of a wide range of well-planned procedures and practices which reflect the school's aim to promote pupils' personal, social and emotional development.
32. Provision for the promotion of pupils' spiritual development is very good. Pupils are provided with many opportunities for reflection. For instance, daily acts of worship are calm and peaceful. Well-planned opportunities for reflection are provided in music lessons. For instance, Years 3 and 4 pupils were observed listening to an extract from 'The Planets Suite' by Gustav Holst. The object of the lesson was to analyse and comment on how sounds are used to create different moods. It was evident from the pupils' reactions that they had listened carefully to the music and, as a result, they were able to offer some interesting and thoughtful observations about how the music made them feel. Activities in art and design, design and technology, dance, drama and music often involve appreciation of works of art, the study of emotions or celebrations of pupils' successes and achievements. In this way, provision for the creative arts makes a significant contribution to pupils' spiritual development. Lessons set aside for the promotion of pupils' personal development provide regular opportunities for pupils to talk about feelings and emotions in response to a chosen topic.
33. Provision for pupils' moral and social development is very good. All adults set a very good example to pupils by their courtesy, care and respect for pupils. Pupils are well aware that they are responsible for their own behaviour and the way they care for each other and the environment. This is evident in the way pupils are keen to take part in looking after the flowerbeds and in the school grounds, keeping their classrooms tidy or working on environmental projects in the local village. Pupils are successfully taught right from wrong through their daily interactions with staff and through lessons and assemblies. A strong moral dimension is reinforced in lessons, where teachers and learning support assistants emphasise good behaviour so that pupils understand what is acceptable conduct.
34. Teachers plan regular opportunities for the development of pupils' social skills such as working together, taking turns and sharing. Pupils respond well to these and, in turn, relate well to others. Activities are also planned that give pupils opportunities to discuss moral values. For example, two physical education lessons were observed for Years 3-6 pupils, both of which were planned to promote pupils' personal, social and health education. Activities involved pupils working together towards achieving a goal. For instance, pupils stood in a row on a narrow bench and were then instructed to re-form in a particular order such as by age. High levels of co-operation were needed for pupils to change places without stepping off the bench and, for the most part, pupils were successful in completing the tasks. Pupils take part keenly in meetings of the school council and discuss issues relating to school life in a mature

and sensible way. A key aspect of many lessons is the chance for pupils to suggest ways of improving their own performance and that of others. This emphasis on positive and helpful criticism is a characteristic of lessons in all subjects, particularly at the end of lessons when teachers lead reviews of what has been achieved.

35. Provision for pupils' cultural development is very good. There are many opportunities for pupils to study the richness of their own culture. For example, visits to art galleries, museums, concerts and places of historical interest occur regularly throughout the school year. Members of the local community are invited to talk to pupils about their upbringing in the village or experiences during World War Two. Pupils listen to, sing and play music from different regions of the United Kingdom as well as their own. Pupils learn about, and experience life in, other cultures through a variety of well-planned opportunities. Pupils write to pupils in a Norwegian school. Links are still maintained with a Japanese teacher who spent almost a year teaching in the school. In art and design, design and technology and music lessons, pupils develop a good awareness of creative activities and skills from other parts of the world. Aspects of daily life in other world cultures are successfully promoted in geography as pupils compare and contrast life in other countries with that of their own.

Standards of care are excellent.

36. The standard of pastoral care provided by all staff is excellent. The school prioritises welfare and support as important elements in pupils' learning. The very good levels of support and guidance provided by the headteacher, class teachers and learning support assistants are well matched to pupils' particular needs and this is acknowledged and valued by parents.
37. Child protection procedures are very good. They are based firmly on the local education authority's guidelines and are well understood by staff. Awareness and vigilance by staff is high. As a result of the wide knowledge that staff have of individual pupils' backgrounds and circumstances and the strong community links, problems, if and when they occur, are very quickly noted and acted upon.
38. The school has adopted a very good health and safety policy and internal responsibilities are well defined and understood. Staff and governors frequently monitor health and safety requirements. Arrangements for the care and support of pupils who are taken ill at school are good. Procedures and arrangements for the supervision of pupils at break-times and lunch periods are well organised and effective. Overall, the school provides a safe and healthy environment for its pupils.

39. Pupils benefit from a very effective personal, social and health education programme. It covers sex education, substance abuse, healthy eating and dental hygiene in a positive way and successfully encourages pupils to recognise the importance of caring for themselves. Many opportunities are provided for pupils to discuss moral and social issues, helping pupils to feel safe and secure in the school environment.
40. Procedures for monitoring and assessing pupils' personal and academic development are excellent and make a significant contribution to the high standards pupils achieve. They are applied in a consistent manner across the school. Information gained from the procedures is used very well to identify areas for development in curricular planning. For example, the identification of weaknesses in pupils' extended writing in Years 3-6 has led to adjustments being made to literacy lesson plans and to the inclusion of more opportunities in other subjects, such as history, for pupils to write at length.
41. Assessments made of children's attainments during their first few weeks in school, called baseline assessments, are used well to plan individual programmes of work and identify possible learning problems. As a result, work is well matched to children's needs and this helps them to achieve well and make good progress. Consequently, children start the National Curriculum programmes of study in Year 1 with good reading, writing and numeracy skills.
42. In Years 1-6, class teachers gather a wide range of assessment data, especially regarding pupils' achievements in English and mathematics, but also about pupils' achievements in all other curriculum subjects. This information is recorded in a class record book, which shows what pupils have covered in each National Curriculum subject and their achievements at each level of attainment. Together with knowledge of pupils' individual personalities, the information is used well to organise groups for particular lessons. A systematic review of assessment data in English and mathematics during the school year allows for pupils to be moved in and out of groups as their needs change.
43. Pupils are identified on target sheets that contain predictions relating to their attainments in English, mathematics and science. Targets for improvement are set for most subjects and also for aspects of pupils' social development. The benefit to pupils is that these targets are shared and discussed with them, so that they have a good awareness of what they need to do to, for example to achieve a particular National Curriculum level or improve their behaviour. Targets are well judged and achievable and help both teachers and pupils determine the purpose and content of lessons. Procedures that follow, or track, pupils' achievements in English, mathematics and science are very good and mean that teachers are able to check the rate of pupils' progress at regular intervals.
44. The use of assessment data to inform day-to-day planning is very effective. Work is set closely to the needs of pupils of different levels of ability. Teachers' plans often contain activities planned to meet the needs of up to four groups of differing ability. This means that tasks are challenging for all pupils, and sustain their interest and motivation. Pupils with special educational needs gain from these arrangements. They work either as a separate group, or in groups with pupils of mixed abilities, but on tasks that suit their needs. For example, in a Years 5 and 6 literacy lesson, pupils with special needs worked as a group with a learning support assistant, wordprocessing an ending to a story used as a main text by the whole class. They read their work to the rest of the class at the end of the lesson and their confidence and self-esteem were boosted by the spontaneous applause from pupils and staff.

Pupils identified as being more able have challenging targets set for them that often involve problem solving or investigative activities and they make good progress as a result.

45. Parents are kept fully informed of the academic and personal targets set for their children and the National Curriculum levels they have achieved. They are especially pleased with the weekly report card they receive about their children's achievements. Parents are pleased with this information and say that it helps them give support to their children at home, as well as giving them a good understanding of how well their children are achieving compared with children of a similar age. This leads to positive co-operation between teachers and parents and is one of the reasons why parents have a high opinion of the school.

Pupils benefit from excellent links with the local community and the very good involvement of parents in the life of the school.

46. At the time of the previous inspection, links with parents and the local community were reported to be good. Since then, the headteacher, staff and governors have worked hard to strengthen these links and, as a result, parents and members of the local community hold the work of the school in high regard.
47. The results of the parents' questionnaire, and the outcome of the meeting with parents prior to the inspection, show that parents are very pleased with the education and care provided for their children. Parents report that they are pleased with the information they receive about the school, its programme of work and activities and the progress and achievements of their children. Virtually all parents attend the open days to look at their children's work and meet the teachers. The main strength of the school's communications with parents is the sustained interaction with them on a daily basis. For example, during the inspection, it was evident that the headteacher and all teaching and non-teaching staff are readily available, particularly at the beginning and end of the school day, to deal with individual concerns. Parents feel free to contribute their ideas and comments about the life and work of the school, either directly to staff or through the parents who represent them on the governing body.
48. Parents are very pleased with the quality of teaching and learning and like the fact that teachers have high expectations of their children, and especially that they help them to become mature and responsible. They are also pleased that their children like coming to school. The range of activities outside school is popular with parents. Overall, parents consider that the school is well led and managed.
49. The contribution that parents make to their children's education is good. There are systematic homework arrangements, providing parents with the opportunity for valuable involvement in their children's education. A small number of parents express concern about the amount of homework, although at the parents' meeting opposite views were expressed as to whether children receive too much or too little.

Inspectors judge the amount of homework to be typical of most other primary schools and that pupils' standards in reading benefit from the work parents do at home.

50. A significant number of parents are directly involved in the work of the school, providing good quality assistance with activities in classrooms such as reading, and with after-school clubs such as dance and short tennis. The school's parents' association runs imaginative and ambitious events which make a significant contribution to the school's social life and community involvement, whilst raising valuable funds for the school. In recent years, funds have been raised to contribute towards the cost of improvements to the interior of the school, to pay for adventure playground equipment and to help with the costs of creating an art studio. Many parents volunteer to help in other ways, for example providing transport to take pupils to compete with other schools in sporting events.

51. Pupils benefit from excellent links with the local community. Local residents are regular supporters of school events, many of which are held in the village hall. Pupils have helped to plant hedges in the village recreation ground and planted bulbs in the village hall gardens. Pupils have also designed and made posters to remind villagers not to let their dogs foul the recreation ground. Pupils are regular visitors to the local church to join in, or perform at, special services, for example for Mothering Sunday. One local business sponsors the school football team and donates funds for the purchase of school equipment. All these activities and arrangements make a significant contribution to pupils' personal development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	5	4	2	0	0	0
Percentage	27	33	27	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	11

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	2.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.2
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Total	10	11	11
Percentage of pupils at NC Level 2 or above	School	91 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Total	10	11	11
Percentage of pupils at NC Level 2 or above	School	91 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

NB: Separate boys' and girls' results are not published because fewer than ten boys and ten girls took the tests.

Attainment at the end of Key Stage 2 (Year 6)

The numbers of pupils taking National Curriculum tests have been very small, ie less than ten. The test results of such small numbers of pupils are not a reliable guide to the standards pupils achieve. The test results are not therefore published.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	17.8
Average class size	20.5

Education support staff: YR – Y6

Total number of education support staff	2.3
Total aggregate hours worked per week	26

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	239,818
Total expenditure	212,388
Expenditure per pupil	2,759
Balance brought forward from previous year	29,514
Balance carried forward to next year	56,944

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	50	0	2	0
My child is making good progress in school.	39	46	9	5	0
Behaviour in the school is good.	34	55	9	2	0
My child gets the right amount of work to do at home.	23	57	14	4	2
The teaching is good.	55	38	4	4	0
I am kept well informed about how my child is getting on.	39	46	4	9	2
I would feel comfortable about approaching the school with questions or a problem.	59	34	5	2	0
The school expects my child to work hard and achieve his or her best.	55	39	4	0	2
The school works closely with parents.	48	36	5	7	4
The school is well led and managed.	52	38	7	2	2
The school is helping my child become mature and responsible.	41	52	0	2	5
The school provides an interesting range of activities outside lessons.	48	39	7	2	4