

INSPECTION REPORT

HALBERTON PRIMARY SCHOOL

Halberton, Nr Tiverton

LEA area: Devon

Unique reference number: 113338

Headteacher: Mr Steven Duncan

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 26th – 29th March 2001

Inspection number: 196903

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Church Path Halberton Tiverton Devon
Postcode:	EX16 7AT
Telephone number:	01884 820585
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C A Onley-Gregson
Date of previous inspection:	July 1997
HMI Inspection:	February 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21080	Kay Cornish	Registered inspector	Science Art and design Design and technology Religious education Music Foundation Stage Equal opportunities	The school's results and achievements How well are pupils taught? How well is the school led and managed? What the school should do to improve further
10329	Brian Sampson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
4099	Rod Braithwaite	Team inspector	English Mathematics Geography History Information and communication technology Physical education Special educational needs.	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Halberton Primary is a school central to the village in an area of scenic beauty in Devon. There are slightly more boys than girls on a roll of 61 pupils. The school is much smaller than average. Children under five years attend part-time until they are five, but children who are five in the summer, attend full-time early in the spring term. There are three classes averaging 20 pupils per class. There are two classes at Key Stage 2. The percentage of pupils known to be eligible for free school meals at 15 per cent is below the national average. The percentage of pupils speaking English as an additional language is nil, and is, therefore, low. The percentage of pupils on the register for special educational needs, including pupils with a Statement, is 16 per cent, which is below the national average. The percentage of pupils with a Statement at 1.6 per cent, is in line with the national average. No pupils have been excluded in the current year. Children's attainment on entry to the reception class is broadly in line with the expected level nationally. Children come from widely diverse backgrounds. There is a thriving pre-school provision on site, which has close links with the school. Most pupils attend Tiverton High School when they leave at the end of Year 6.

HOW GOOD THE SCHOOL IS

Halberton Primary School is an effective school that provides a good quality of education. It helps pupils to make good progress in their learning. The new headteacher, staff and governors have worked very hard to implement significant improvement since the report of 1997, when the school was placed in special measures. Pupils' attainment is now above the national average and expected levels for key subjects and some foundation subjects. Teaching is predominantly good. It is very good at Years 5 and 6. Pupils' attitudes and behaviour are good. Relationships are excellent. The headteacher leads with dedication and sharp perception, and has the active, very good commitment of governors and staff. The school is clearly effective in establishing very good community links. The school gives good value for money.

What the school does well

- Teaching is predominantly good. It is very good in Years 5 and 6.
- Pupils' learning is good, particularly in reading, mathematics, science, information and communication technology, religious education and design and technology.
- Relationships are excellent and are ensured by the hard-working staff who work well as a team.
- The provision for pupils' moral and social development is excellent.
- The leadership of the headteacher and governing body is very good.
- Financial and daily administration are of a high standard.
- The school's links with the parents and the community are very good.

What could be improved

- Pupils' attainment in writing.
- Opportunities for gymnastics and dance at Key Stage 2.
- The impact of the roles of co-ordinators of all subjects.
- The outdoor provision for children at the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the inspection of 1997, and continuing improvement since the HMI report of 1999. A new headteacher and staff have been appointed during the previous three years. National Literacy and Numeracy Strategies have been successfully introduced. Standards have been raised in all key subjects and in most others. Programmes of Work have been completed for all subjects of the National Curriculum. Planned work for pupils during lessons is now more focused in order to meet pupils' needs more effectively. Planning for science and design and technology has been revised. A new computer suite has been built through fund-raising of £11,000 and an information and communication technology scheme updated. The school's religious education policy has been updated to match the local education authority's newly published agreed syllabus. The school has worked hard to

analyse National Curriculum test results' data and to refine, successfully, the systems to assess and record pupils' progress. The school operates a positive educational inclusion policy to meet the needs of all pupils. Great strides have been made in encouraging new pupils and parents to the school following the report of 1997. A new committee has been formed to market the school's positive image. Pupil numbers and staffing have increased. Prudent financial management has ensured a better balance of organisation of pupils into three classes, rather than two.

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
	1997	1998	1999	2000	2000
English	E	D	A	C	B
mathematics	E*	E	A	D	C
science	E	C	A*	D	D

Key	
The comparative grade A* or E* refers to the school's performance being in the highest or lowest 5% nationally	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Small numbers in each year group mean that analyses should be interpreted carefully. The Year 6 group in 2000 was not typical in composition. Two pupils out of five were on the special educational needs register and one pupil was quite new to the school. Trends over time are upwards and above the national trends. When compared with similar schools, by the end of Key Stage 2, English attainment was above average, mathematics was average, and science was below. The present Year 6 is larger in number and more typical in its composition. By the end of Key Stage 2, pupils' attainment is above the national averages and expected levels in reading, mathematics, science, information and communication technology and design and technology. Pupils' attainment in religious education is above the expected level of the Agreed Syllabus for Devon. Attainment in all other subjects is mainly secure and at the accepted levels nationally. No subject was observed to be overall unsatisfactory at the time of the current inspection. In literacy, pupils' attainment is above the average level for reading. Although acceptable overall in English, aspects of pupils' writing are not well developed. Numeracy standards have risen significantly by the end of Key Stage 2. Standards in gymnastic and dance at Key Stage 2 are underdeveloped due to a lack of appropriate accommodation. Provision for pupils with special educational needs is good throughout and pupils make good progress towards their individual targets. There are no pupils with English as a second language at present. The school makes good provision for pupils to receive their educational entitlement when possible. Higher attaining pupils are well challenged and their learning is good. Overall, pupils show good learning as a result of predominantly good teaching. Standards at the end of Key Stage 1 are similar to those at the end of Key Stage 2, apart from mathematics where attainment is mainly in line, and gymnastics and dance, which are at the accepted level. Pupils make a good start at the Foundation Stage due to good teaching since the autumn term 2000, and achieve above the expected Early Learning Goals in most areas, apart from physical development which is broadly in line. The current Year 2 pupils have experienced different teaching from the children at the end of the present Foundation Stage in reception class. They have made better progress in their learning since the autumn of 2000. Current pupils at both key stages make good progress due to the impact of the new and good teaching and better planning for lessons since the previous reports.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are enthusiastic and purposeful in lessons. They are happy to come to school.
Behaviour, in and out of	Very good at all times. There were no signs of bullying or harassment of

classrooms	any groups.
Personal development and relationships	Excellent. Pupils are mature, sensible and trustworthy, and contribute well to the life of the school and community. Relationships are excellent at all levels.
Attendance	Attendance of pupils is satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good. Some very good features	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 week of the inspection the quality of teaching was predominantly good with very good features. Out of 26 lessons observed, 39 per cent of teaching was very good. Forty-six per cent of lessons were good and 15 per cent of lessons were satisfactory. No unsatisfactory teaching was seen. This is a picture of high standards in teaching and an improvement from the inspection of 1997, when unsatisfactory teaching was 14 per cent. The impact of the good and better teaching has been substantial in raising the consistency of pupils' progress in learning over the previous three years.

Weaknesses in teaching are in the lack of implementing a uniform handwriting policy throughout. There are insufficient opportunities to encourage imaginative, lively writing with a good, refined style. Marking of pupils' recorded work is inconsistently applied throughout. There are insufficient opportunities for gymnastics and dance at Key Stage 2 due to inadequate accommodation, and a lack of investigating other venues. The Foundation Stage lacks opportunities for children to develop creative outdoor play.

Strengths are in the quality of teaching in reading, mathematics, science, information and communication technology, design and technology and religious education. Features of the best teaching include high expectations of behaviour, discussion and academic performance. The management of behaviour is very good throughout. Teachers deploy learning support assistants efficiently, so that all their talents and strengths support pupils to a high standard. The school excels in developing excellent relationships so that a calm and exciting ethos for learning exists which is conducive to high quality discourse between pupils and their teachers. Teaching has a good impact on pupils' standards, learning, attitudes and behaviour; it is a strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Meets the National Curriculum requirements apart from provision for some aspects of physical education. Good quality of range for all key stages. The school is socially inclusive and ensures equality of access and opportunities for most of its pupils.
Provision for pupils with special educational needs	Good. The good influence permeates right through the relationships at the school. Pupils are identified early and given good support.
Provision for pupils' personal, spiritual, moral, social and cultural development	Good provision for pupils' spiritual and cultural development. Excellent provision for pupils' social and moral development.
How well the school cares for its pupils	The school has good procedures for monitoring and supporting pupils' personal development. The procedures for assessing and monitoring pupils' academic progress are good. The use of assessment data to inform and guide lesson planning is good. Child protection procedures are very good. Learning support assistants give very good support.

	All staff ensure that pupils learn in a clean and attractive environment which is well maintained.
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Parents' views of the school are very good. Partnership with parents is very good. They are well informed about their children and the school. The school is an orderly community offering a warm welcome. The school receives very good support from its Parent/Teacher Association and the whole village community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads with dedication and sharp perception. He has a very high teaching commitment to a Years 5 and 6 class and is industrious in all aspects of his responsibilities. He is strongly supported by his hard-working staff. Although the delegation of responsibilities to subject co-ordinators is clear, the co-ordinators have not been in post long enough to have had sufficient impact to monitor and raise further the whole school's standards and teaching for all subjects.
How well the governors fulfil their responsibilities	There is very good leadership in shaping the direction of the school. The astute Chair of Governors gives regular and good support and is well informed of recent educational developments. The governing body has an excellent grasp of the school's strengths and needs and shows strong commitment to improve the school. Governors give good support and are well informed.
The school's evaluation of its performance	The school improvement plan provides a clear programme of action. The school has already identified most of the issues which need to be identified and plans are made to rectify these commencing in the summer term 2001.
The strategic use of resources	The school uses its budget prudently. Financial planning is very good. As a result, the school has moved out of a deficit budget to one that will protect staffing costs when school pupil numbers alter in July 2001 due to the high number of Year 6 pupils leaving. Financial and daily administration are highly efficient. Resources are used efficiently and the school applies 'best value' principles thoroughly. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are happy and confident. • Information and communication technology facilities and their frequent use. • Excellent relationships. • Friendly, approachable staff. • Improved standards. 	<ul style="list-style-type: none"> • Provision of a communal room for parents and staff. • Provision of a sink and water at reception class. • Better car parking.

Inspectors agree with all that pleases parents and consider that parents have given very good support to improve facilities, for example, by providing computers and a new information and communication technology suite. Inspectors agree that the school needs an extra room for consultation and meetings, or a multi-purpose staff room. Inspectors agree that facilities for water and outdoor creative activities at reception class need improving. The school plans to rectify this soon. Car parking is difficult but is out of the reach of the school's finances without the help of the local education authority. An independent feasibility study might be helpful.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. During the previous inspection of 1997, by the age of five, a majority of children had made good progress in reaching the desirable learning outcomes. The present attainment of children about to reach the end of the Foundation Stage is above the expected levels in the Early Learning Goals, apart from physical development, which is broadly in line. This is largely due to the good teaching and leadership since autumn 2000.

Standards at the time of the previous inspection of 1997

2. Pupils' attainment in English, mathematics and information technology was below national averages and expectations at the end of both key stages. Progress in learning was unsatisfactory. Science attainment was in line with national averages at the end of both key stages, but progress was unsatisfactory. Attainment in art, design and technology, and history was in line with expected levels. At Key Stage 2, pupils' attainment in music was in line with the nationally expected level. Due to insufficient evidence, no judgements were made on standards for both key stages on geography, physical education and religious education, nor in music at the end of Key Stage 1. Pupils with special educational needs made satisfactory progress in learning. The school was put into special measures.

Standards at the time of the previous report of February 1999 by HMI

3. The standard of education for pupils was now acceptable. The school no longer required special measures. Standards of attainment in English, mathematics and science had risen and were at least satisfactory and occasionally better. Pupils' information technology skills were well developed. Pupils made steady and sometimes good progress in all lessons due to well-considered medium-term planning and quality of assessment. Special educational needs provision was generally good. Pupils made good progress. The issue was to continue to raise standards in English and mathematics by defining clear learning objectives for pupils of differing abilities in all lessons.

National Curriculum Test results for 2000

4. ENGLISH – Reading and writing standards were in line with national averages compared with all schools nationally by the end of Key Stage 1. There was insufficient attainment in writing at the higher level. By the end of Key Stage 2, English scores were in line with the national average for all schools, and above when compared with similar schools.
5. MATHEMATICS – By the end of Key Stage 1, pupils' attainment was in line with national averages compared with all schools. By the end of Key Stage 2, pupils' attainment was below the national average, but in line with similar schools.
6. SCIENCE – According to teachers' assessments, attainment was well above average, but no pupils scored the higher Level 3 by the end of Key Stage 1. By the end of Key Stage 2, science attainment was below national averages, and below the average for similar schools.
7. Trends over time are upwards and above the national trend for all core subjects. Girls performed slightly better than boys. Care must be taken when analysing year-to-year scores due to the variation of small sizes in cohorts (year groups). The Year 6 group for 2000 was not typical in its composition. Two pupils out of five were on the special educational needs register, and one pupil was quite new to the school. However, there is a picture of significantly improving standards of

attainment since 1997 and 1999.

Standards now in 2001. [The present Year 6 is larger in number and more typical in its composition]

8. ENGLISH – By the end of both key stages, speaking and listening and reading standards are above the national averages. Pupils’ attainment in writing is below the national average at the end of both key stages. Handwriting standards are below expected levels and there is underdevelopment in imaginative, thoughtful writing and in pupils’ writing style. Pupils lack sufficient use of an enriched vocabulary, good use of connectives and varied compound sentences. Overall, progress in most aspects of literacy is satisfactory.
9. MATHEMATICS – By the end of Key Stage 1, pupils’ attainment is in line with the average of all schools nationally. Learning is satisfactory. The current Year 2 group have experienced different teaching from the children at the end of the present Foundation Stage. They have made better progress in learning since the autumn of 2000. By the end of Key Stage 2, attainment is above the national average. Pupils’ learning is good. Strengths are in calculating, using and applying number skills, and in handling data, particularly with the link to computer technology. Higher attaining pupils are challenged well and achieve high standards.
10. SCIENCE – Pupils’ attainment by the end of both key stages is above the national averages. Pupils’ progress in learning is good overall, and very good at Years 5 and 6. There is very good achievement when pupils undertake their own experiments and investigations. Recording their own evaluations and hypotheses in a systematic way, using tabular format and computer technology, are of a high standard. Learning about environmental science is particularly good. Provision for science is a strength of the school.
11. INFORMATION AND COMMUNICATION TECHNOLOGY – Pupils’ attainment is above the nationally expected levels at the end of both key stages. Pupils are given plenty of opportunities to practise good skills in all attainment targets. Communication skills are strong. Progress is good.
12. RELIGIOUS EDUCATION – Pupils’ attainment at the end of both key stages is above the expected level of the Agreed Syllabus for Devon. Learning is good. The contribution of religious education to the development of pupils’ spirituality is good. There is good understanding of the traditions and features of religions, particularly of Christianity, Judaism and Hinduism by the end of Key Stage 2. Pupils understand the importance of worship to believers of a faith. They make good progress in understanding symbolism.
13. During the current inspection, attainment in all other subjects is mainly secure and at the accepted levels. Strengths are in design and technology, with its close links with science. Pupils’ attainment in design and technology is above the expected levels nationally. Pupils have good skills in developing, planning and communicating ideas in design and technology. They have good skills for making objects. Pupils distinguish clearly between what works well and what could be improved, showing good knowledge of materials and components.
14. No subject was observed to be overall unsatisfactory at the time of the current inspection.
15. Pupils’ attainment in literacy is above the average level for reading. Pupils have good skills for analysing texts, and discuss the printed word with good perception and understanding of the plot, characterisation and resolution of conflicts in stories. Writing standards are not as well developed. The school has identified the need to improve pupils’ writing even further. Writing is being closely monitored by the headteacher and staff in order to seek ways to extend and enrich the writing style of pupils so that complex sentences with good connectives and vocabulary are the norm and reflect pupils’ individual imagination. The implementation of the National Literacy Strategy for reading is consistent in all year groups and well supported through the extra help of parents during morning sessions.

16. Numeracy standards have risen significantly by the end of Key Stage 2. There are good links with scientific investigations which show developed skills in calculating numbers. By the time pupils are about to leave, they have a secure knowledge of the value of digits within numbers and calculate competently and accurately in all four operations of addition, subtraction, multiplication and division. The implementation of the National Numeracy Strategy is consistent in all year groups and teachers' plans reflect this.
17. Provision for pupils with special educational needs is good throughout the school. Pupils are identified early and they make good progress towards their individual targets, particularly in reading, mathematics, science, information and communication technology and design and technology. There are no pupils with English as a second language in school at present. Overall, the school makes good provision for all pupils to receive their educational entitlement. For example, higher attaining pupils are well challenged and make good progress. However, at Key Stage 2, there is a lack of sufficient space in school for older pupils to experience gymnastics and dance. The school has yet to look at alternative venues and times to provide these opportunities. In addition, the Foundation Stage lacks an enclosed outdoor area for creative play with climbing apparatus and wheeled toys, although children's opportunities for dance and gymnastics in the school's small hall are satisfactory.
18. The impact of the new and permanent headteacher and all staff upon pupils' progress in learning over the previous three years is significant. It is very influential on raising standards, particularly in the core subjects, since the time of both earlier inspections. As yet, the new co-ordinators have not been in post long enough to implement all the worthwhile identified aims for the subjects which they co-ordinate, although the impact of leadership on all core subjects has been good. The overall picture of attainment and learning reflects strong and very good improvement since 1977.
19. Inspectors conclude that the removal of the school out of 'special measures' by HMI is more than justified by the overall good standards observed during 2001 at the school.

Pupils' attitudes, values and personal development

20. The attitudes, values and personal development of pupils at both key stages are very good. This is an improvement on the last inspection when they were described as generally good. Parents agree with these views and are very positive about pupils' behaviour now.
21. Pupils have a great enthusiasm for school and their learning, often using breaks and lunchtimes to continue their work. They are involved in all activities, particularly in Years 5 and 6, where their total concentration is commendable and excellent. Behaviour throughout the school is very good, and during the inspection only a very small number of examples of excitable or over exuberant behaviour were observed. Pupils are notably polite and respectful to each other and adults whom they always enjoy talking to in a cheerful and open manner. They play well together and no incidents of bullying or anti-social behaviour were observed. Pupils are often trusted to work independently and they do not betray this faith, because they have a very good understanding of the effect of their behaviour on life in a small crowded school.
22. Pupils' personal development is very good. Relationships between pupils, and between pupils and teachers are excellent. Teachers are very good role models, and their sympathetic, focused approach to pupils' development is reciprocated. Pupils work well together in small and large groups where they are provided with ample opportunities in lessons to co-operate in deciding their opinions and solutions. Opportunities to take on responsibilities are eagerly accepted, for example, monitoring of behaviour during lunchtimes, and assisting with the setting out of resources.
23. Pupils attitudes to school and each other was epitomised in a class presentation of poetry in an assembly, where there was a huge measure of enjoyment by pupils and staff alike, who rejoiced in

their peers' performance, celebrating frequently with bursts of spontaneous applause.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. During the week of the inspection, the quality of teaching was predominantly good with very good features. Out of 26 lessons observed, 39 per cent of teaching was very good. Forty-six per cent of lessons were good. Fifteen per cent of lessons were satisfactory. No lessons were unsatisfactory. This is a picture of high standards in teaching and an improvement from the inspection of 1997 when unsatisfactory teaching was 14 per cent. It shows improvement from the HMI report of 1999, when teaching was predominantly satisfactory, but good or very good at Years 5 and 6. The impact of the good and better teaching has been substantial in raising the consistency of pupils' progress in learning over the previous three years. It is important to note that there have been significant changes in staffing since 1997 and for co-ordinators for subjects as well.
25. The quality of teaching at the Foundation Stage is predominantly good and very good for language and mathematics. By the end of the Foundation Stage this impact of good teaching enables most children to reach standards which are mainly above the Early Learning Goals, apart from that of physical development, which is in line with the expected level.
26. The teaching of English and literacy at both key stages is predominantly good in reading and speaking and listening, so that pupils reach above-average levels in these areas. The teaching of writing is satisfactory overall, but the school has recognised the need to raise the average standards of writing still further, mainly so that pupils learn to join their handwriting earlier at Key Stage 1 and perfect their writing style at Key Stage 2.
27. The teaching of mathematics and numeracy is good overall. It is very good at Years 5 and 6. Teachers ensure that pupils have secure skills in calculating in order to solve practical problems. Pupils' scientific investigations reinforce good learning of numeracy. Teachers encourage pupils to record calculations neatly and logically. Pupils are taught to measure carefully in design and technology and this helps pupils' mathematical development.
28. In science, teaching observed overall was good. It was very good in Years 5 and 6. Teachers provide interesting first-hand experiences for pupils. Experimental and investigative science is very well developed throughout the school. There are good strengths in the teaching of environmental science, and good all-year-round use is made of the school's Millennium Garden in order to support a comprehensive study of plants and creatures in their natural habitat.
29. The quality of teaching information and communication technology is good at both key stages. All staff have good subject knowledge and provide well-planned activities and challenging tasks for pupils to progress in learning. The teaching of communicating information is strong. There is very good use of learning support staff to help pupils at work in the new computer suite.
30. The teaching of religious education is good throughout all classes. There is good use of the co-ordinator's expertise for teaching across the whole of Key Stage 2. Teachers' planning is closely linked to the new locally agreed syllabus and teachers have carefully planned for a wide range of different experiences, for example, a visit to the local parish church. Teachers have strengths in questioning so that pupils are encouraged to reflect with good insight. The development of pupils' spirituality and personal insight through religious education is good.
31. There is very good teaching in design and technology. Teaching in all other subjects is at least satisfactory with some good features observed. Outstanding features of the best teaching include high expectations of behaviour, discussion and academic performance. Planning of the subject content of lessons is mainly effective. Teachers are good at teaching basic skills so that pupils record their work logically with mainly neat presentation. The management of pupils' behaviour is very good. Teachers use support staff and resources most competently. Daily assessment and knowledge of pupils are effective. There are good procedures in order to track pupils' progress

and to plan for tasks in lessons. Teachers know their pupils well. Some marking gives clear guidance for pupils to improve, finish or correct work, but this is not consistently applied throughout. The use of homework is good and consistent.

32. The teaching of pupils with special educational needs is good overall, and very good in reading. Tasks are adapted successfully to suit pupils' particular needs. Learning support assistants work in close collaboration with teachers. The planning of individual education plans is detailed and informative, and links closely to the content of lessons which other pupils receive. These plans are implemented fully by teachers and learning support assistants.
33. The main area for development in teaching is to extend further the teaching of writing and to improve the opportunities for gymnastics and dance at Key Stage 2, and for extending opportunities for outdoor creative physical development at the Foundation Stage. A good start has been made in some monitoring of teaching by co-ordinators. This now needs to be extended for all subjects in order that teachers are better informed about pupils' learning in all classes.
34. Teaching has improved significantly since the previous inspections and it has had a very positive impact on pupils' learning, attitudes and behaviour. Teaching is now a strength of the school.

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

35. The school provides a good, broad and balanced curriculum for all pupils with the exception of aspects of physical education at Key Stage 2. Pupils do not receive tuition in dance or gymnastics, the school explaining that there is a lack of appropriate safe, indoor facilities. Overall there has been an improvement in curriculum provision since the last inspection, but the situation remains the same in physical education as the school has not been able to overcome this identified weakness. As a result the school does not meet the requirements of the National Curriculum in physical education. The curriculum for children in the Foundation Stage is good, planned appropriately within the areas of learning and leads children well towards the Early Learning Goals at the end of this key stage. Since the last inspection standards have improved in mathematics, English, science, information and communication technology and design and technology, and Programmes of Study now exist in all subjects and are being regularly reviewed.
36. Pupils with special educational needs have full access to the broad range of curricular opportunities. Pupils are always given appropriate work in classes and are very well supported by teachers and class assistants. Provision for pupils with special educational needs is good and contributes to their good progress, especially in core subjects. Good quality individual educational plans and targets are produced and the experienced co-ordinator is very careful in making appropriate identification, and equally committed to helping pupils reach their targets, and be taken off register. Provision for statemented pupils is also good; one such pupil was extremely articulate and complimentary in his views as to how well he had progressed and improved in all respects since being in the school.
37. The national literacy and numeracy strategies have been implemented successfully. There has been a significant improvement as a result in learning in mathematics, whilst the impact on learning in English has been satisfactory. Evidence of pupils' work indicates that there is clear improvement in mental calculation, and the emphasis on the teaching of phonics has improved pupils teaching skills, although the school has yet to see the same improvements in writing. Teachers make good attempts to include literacy and numeracy across many areas of the curriculum.
38. Planning for most subjects takes good account of the needs of all pupils, including those with special educational needs and higher attaining pupils. The breadth of the curriculum offers very

good equal opportunities in the main, and planning is socially inclusive. However, due to the limitations of the size of the school's hall, opportunities for gymnastics and dance at Key Stage 2 are lacking. There is inappropriate provision for creative outdoor physical activities for children at the Foundation Stage. Otherwise, equal opportunities are very good.

39. Provision in the school for extra-curricular activities is good, especially in sports. The range including football, athletics, netball, basketball, cricket and tag rugby, although at present these are only open to Key Stage 2. There are clubs for recorders, netball, tag rugby and cricket which are run by staff. Although a few parents feel that more could be offered, the staff have worked tremendously hard to achieve the school's overall dramatic improvement in provision in a relatively short time, and additional out of school activities would be very difficult to fit into a busy existing schedule. The school also provides a good range of other educational experiences for its pupils such as visits to Exeter and Taunton.
40. The school has very good links with the community. This is a significant strength of the school and has improved upon the already existing high standards reported during the 1997 inspection and corroborated in the follow-up report of 1999. Links with the church are strong. The local vicar makes frequent visits to the school for assemblies or just to talk to the pupils. Assemblies are also attended by the local police and health service representative for discussions with pupils. The neighbouring church building is regularly used for Christmas, Easter, harvest, Mothers' day and leavers' ceremonies. Both the local council and a nearby trust have donated money to the school for equipment and the village club has given encyclopaedias. A computer was provided from a local, national supermarket and other productive links are held with Somerset County Cricket Club, Tiverton Rugby Club, and a local meat firm which supplies sausages and burgers for fund-raising activities. The school regularly uses Tiverton Swimming Pool. The school has received a lottery grant to provide artists to work with the children on outdoor mosaics. Recently the local Member of Parliament opened the school's new computer suite. The village is so proud of its school that, in the past, it has set up a competition to devise a new school logo. Overall, the school's very strong links with the community contribute directly and very positively towards the successful learning of the pupils.
41. The school has very good relationships with partner institutions. This is another significant strength of the school, which builds considerably towards the overall success of pupils' learning.
42. The school forms part of an academic group with similar schools in the area, and Year 6 have regularly trained with many other schools towards the Exmoor Challenge. The school also has very clear and caring links with the local secondary and primary schools, particularly when pupils leave Halberton Primary to go on to one of these schools. During last autumn, all classes went to one of these schools to watch a performance by a touring theatre company. Year 5 has been to design and technology lessons at another secondary school, and Year 6 regularly do life-skills at yet another. The local playgroup receives regular visits from the school's reception teacher. As the local pre-school is already on site, this makes easier access for the children moving up within the school. The school is partnered with Exeter University School of Education and is also currently very involved with a local children's hostel. During the inspection, a local secondary school teacher specifically telephoned to say what a pleasure it was to liaise with Halberton Primary School.
43. The provision for spiritual, moral, social and cultural education is very good. This shows very good improvement since the last inspection when it was described as satisfactory.
44. Provision for spiritual development is good. Opportunities for reflection are always taken in assemblies where there is a strong corporate bond between all participants, pupils and adults alike. Examples occurred when pupils were invited to consider the world in the context of the vastness of space, and where pupils compared their own growth with that of an apple seed growing into a tree. Teachers also take opportunities in lessons to encourage pupils' reflection and awe. Pupils

in early Key Stage 2 were amazed when their teacher made them guess at the contents of a small case, which, when opened, contained a clarinet in three sections. They were even more stunned when a girl showed astonishing hearing, despite using ear pieces to deaden the sound, in a science experiment.

45. Provision for both moral and social development in the school is excellent, indicating a strong continuing improvement in the last four years. Without continuous reminders, the school has established a community where pupils know naturally what is expected of them. Their daily conduct in the school, and outside, shows a continuing understanding of what is expected of them. Their relationships are excellent. They can be trusted and trust each other. They are responsible, which is shown by a high number who can work independently without distraction, and can achieve set targets. They understand the rules of conduct in what is often a cramped environment and always show care and concern for each other, as well as a joyful appreciation of their life in school. Pupils enjoy their jobs around the school, dealing with information and communication technology and physical education equipment, registers and general tidying to help their teachers. They take part in charity activities, and some made an attractive school handbook to give a new teacher at the school. They all have a sense of ownership and pride in the school as indicated by the boy who asked very seriously of a departing inspector, "Will our report be good?"
46. The school makes good provision for the cultural development of pupils. When looking at other modern cultures, such as India, St Lucia or the Aborigines (through their art), teachers are always emphasising the 'how and why' differences between these cultures and pupils' own culture. Their good learning in religious education shows evidence of pupils knowledge of Judaism and Hinduism. Many stories of myths and legends are used to show how different cultures may have been created. In literature pupils make careful study of works such as 'The Highwayman', 'Black Beauty' and 'Macbeth', to give them a broad flavour of English writing.
47. A specialist music teacher visited the school to encourage music appreciation; likewise the school has visited travelling theatres and a national portrait artist at Exeter museum. Pupils, though, do not have an extensive knowledge of the British multi-ethnic society and life in large cities. They have a better knowledge of local and south west England culture through their own studies and visits.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school has very good procedures for child protection and ensuring the welfare of its pupils. These are significant strengths of the school and have improved considerably on the already sound procedures reported on at the previous 1997 inspection.
49. The headteacher is the named and very well trained child protection person and he has, in turn, ensured the training of all of his staff. The school has very close contact with the local child protection team and all staff are very well aware of whom to turn to when necessary. The school has a very detailed and up-to-date written policy, and maintains a relevant incident book. All pertinent documentation is very securely locked away.
50. The headteacher is also the school's trained health and safety officer and, with the help of the relevant governor, has ensured that the school has an up-to-date policy and a well-maintained risk assessment document. Fire exercises are held regularly and clearly recorded. All fire, portable electrical and physical development equipment are now regularly tested, and escape routes from the school are well marked and accessible.
51. The school has a very efficient accident procedure and administers medicines at the written discretion of parents. A separate list is kept of any specific children's complaints/allergies. Every member of staff, plus all of the governors, are currently trained in first aid procedures and all first

aid boxes are in date. The school makes very good use of outside professional help, such as: the police, fire brigade, school nurse, doctor, educational psychologist and the behavioural support team. Although school meals are brought in from another larger school, they are served and consumed in hygienic conditions. All children are well supported at lunch, play times and when entering or leaving the school building.

52. Procedures within the school, for monitoring and improving attendance, are good and remain consistent with standards reported in 1997. Every class has a separate register recording pupils' attendance both mornings and afternoons. These are returned to the school secretary for checking in the mornings. However, because the secretary only works in the morning, registers are retained in the classrooms after lunch for health and safety reasons. This is quite acceptable. All parents are made very well aware of their relevant responsibilities through phone calls or letters from the school. If a pupil has not arrived in school by 09.30, the secretary contacts parents or carers immediately. The school has a very efficient lateness routine. Very efficient and regular use is made of the local educational welfare officer. Attendance at the school is satisfactory. It is in line with current national averages for this type of school and compares well, with the figures commented on at the previous 1997 inspection and verified at the monitoring visit of 8-9th February 1999. These figures are in spite of one long-term, unauthorised absence, which, in such a small school, distorts the final numbers. Most pupils come to school and into classes on time and the majority of lessons commence promptly. The school has no unexplained absence trends.
53. The school has very good procedures for monitoring and promoting good behaviour and eliminating behaviour of an oppressive nature. These procedures have improved very considerably since the 1997 inspection when, those for behaviour were described as 'inappropriate'. Currently these procedures account almost entirely for the very good behaviour and complete lack of bullying, as evidenced during this inspection. The school has a very clearly written behaviour policy with realistic awards and sanctions and all children respect the adults in the school. Should a pupil require it, behaviour targets are included on an individual education plan and parents or carers become involved. Each class has its own rules. At playtimes, a behaviour book is maintained by watching support staff. During lunchtimes, each child has a chance, daily, to observe and note the behaviour of their school mates. All members of staff are made very well aware of noting any potential bullying situations and are experienced at channelling behaviour positively.
54. The procedures for monitoring and supporting pupils' personal development are now satisfactory. In the previous inspection of 1997 they were described as inappropriate and ineffective. Each teacher and other members of staff know the pupils well. The school has a detailed written personal, social and health education policy, and although lessons are not specifically timetabled, the school ensures that sufficient relevant input is made, through circle time, at assemblies and within any other relevant lessons. A full report of progress, or otherwise, is relayed to parents, through personal interviews and on the annual school report.
55. Overall, the school cares for its pupils very well and this care has a significant impact upon the success of pupils' learning.
56. The monitoring of the pupils' academic and personal development is good. All of the teaching staff are responsible for the development and use of assessment to improve standards and progress. This is a very good improvement on the findings of the previous inspection when monitoring and assessment were described variously as 'ineffective' and 'unsatisfactory'. Procedures are comprehensive and inform teachers' future planning and clearly identify pupils' attainment and progress in lessons. Very clear learning objectives are set for lessons based around a structure of what pupils 'must', 'should' and 'could' achieve in lessons, but also builds in flexibility and opportunities to change through ongoing assessment. The regular use of national tests across all year groups is analysed, together with half-termly assessments by the school, to provide individual targets for pupils, and identification of areas for improvement through the school improvement plan. This has clearly indicated in the past a weakness in the teaching of phonics in

early years, which has been addressed, and has identified areas for action in the near future. Teachers also use the information to track pupil progress and set targets with and for the pupils. Data indicates that the value added to pupils' standards in the core subjects has been above average in the last three years.

57. Assessment procedures vary from subject-to-subject, although the aim of ensuring progress is the same across the curriculum. Short term assessment in most subjects comments on progress at the end of each planned unit, whilst, for example, information and communications technology assessment is through pupils' use of 'I Can Do' – assessment of their own evaluation of progress. The school is aware that detailed and flexible assessment of quality is essential where classes have an age range of up to three years with a wide spread of ability, and uses this awareness most effectively to monitor general progress in learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. From the pre-inspection parents' meeting, through returned questionnaires and speaking to parents during the inspection, it is obvious that parents believe Halberton Primary School to be a very good school. Their views are, therefore, another significant strength of the school and these have improved upon the already positive comments made at the two previous inspections, of 1997 and 1999.
59. Parents were most emphatic that: their children are making good progress; the teaching is good; the school expects their child to work hard and achieve of his or her best and that the school is well led. A large majority said that: their children like school; the behaviour in the school is good; the school is helping their children to become mature and responsible and they, as parents, feel comfortable about approaching the school with questions or problems. A minority of parents did say: that they are not satisfied with the amount of homework given; they are not kept well enough informed of how their child is getting on; the school does not work closely with parents and there is an insufficient interesting range of activities outside of lessons. The inspection findings cannot substantiate these latter, negative views.
60. The quality of information provided by the school for its parents is good. Each parent receives a regular newsletter, which contains future curriculum details, an up-to-date prospectus annually, an annual Governors' Report and copy of their child's annual academic report. All these documents comply with statutory requirements. The home/school agreements, complete with a copy of both the homework and behaviour policies, have been accepted by all parents. All children have a home/school reading diary, or homework diary for the older ones, and parents state that these are a very good way of keeping in contact with the school. There are regular open evenings in the autumn and spring and separate ones to discuss the school report. The school has a very open door policy. Currently, parents are being consulted on the school improvement plan and provision for out-of-school hours child care, which is valued by parents. The school has arranged well-attended curriculum workshops for literacy, numeracy, hearing children read and health issues.
61. The contribution of parents to children's learning at school and at home and the ultimate impact of their involvement on the work of the school are very good and yet more significant strengths of the school. Each morning, after registration, many parents remain in the school for half an hour to help children read. Additionally there are volunteers to help with whatever task is required. For example, parents run the school football team and help with training for football, rugby and cricket tournaments. They have also, in their own time, decorated classes one and two, built a Millennium Garden, buried a time capsule and planted a willow arbour. Some parents also make glad bags, fix up refreshments for events and decorate the church with flowers for special school services. The school has a very energetic parent and teachers' association which raises considerable sums of money towards school funds. Most recently they have bought a Cricket set, paid for visits to the Millennium Dome, purchased leavers prizes of dictionaries, paid for parties and certificates and arranged uniform sales. The parents of pupils with individual educational plans are fully consulted

and take great interest in the content of these plans. The school ensures that all parents are informed of what the children will be learning well ahead. Most parents respond enthusiastically to the demands of helping their children with the relevant homework, be it projects, topics associated visits or just down-to-earth bookwork.

62. Overall, the effectiveness of the school's links with its parents is very good and a major strength of the school. This is a further improvement upon the positive comments made at the 1997 inspection and fully backed up in 1999. These links have a significantly positive impact upon the learning of all pupils in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The current leadership and management of the school contribute most effectively to pupils' all-round achievement. During the previous inspection of 1997, a temporary headteacher and teaching staff were in post. The new acting headteacher and the governing body had a clear vision for the school and had made effective improvements. By the time of the report of 1999, the present headteacher had been appointed and the new leadership then was reported to be strong. This good leadership has been maintained and improved upon since 1999.
64. The current leadership is very good. The headteacher leads with dedication and sharp perception. He has a very high teaching commitment to a Years 5 and 6 class, and is industrious in all aspects of his responsibilities. He knows his pupils very well and receives very good respect from them. The clear vision of the headteacher has encouraged the stability and teaching of the school since the significant changes in staffing over three years. The now-established staff operate well as a team and are strongly committed to good relationships and the educational inclusion of all pupils at the school.
65. There is a clear focus in the school's work on raising standards. For example, standards in reading, mathematics, science, information and design technologies have risen significantly. National Literacy and Numeracy Strategies have been successfully introduced. All the issues of both previous inspections have been implemented, apart from the monitoring of teaching and standards in the foundation subjects by co-ordinators. This is due largely to the short time-scale since the co-ordinators have been working together and leading in their subjects. The school has already identified any areas for development within its new school improvement plan. The school's action plan is very clear.
66. The governing body has an excellent grasp of the school's strengths and needs and has protected the contingency budget to support future action. The governing body gives very good support. The only evidence of non-compliance with statutory requirements is that the school lacks provision for gymnastics and dance at Key Stage 2. The governing body is aware of the problem of a lack of a large enough space to provide these facilities for the older and bigger pupils and is now looking at alternative venues for blocks of lessons in order to give extra physical educational opportunities. The astute Chair of Governors gives regular and good support, being well informed on recent educational developments. Governors are well informed and give very good leadership in shaping the direction of the school. There is a strong, shared commitment to improvement and the capacity to succeed.
67. The management of special educational needs is good. The documentation is up-to-date and includes thorough assessment and recording by the co-ordinator for special educational needs and staff. Monitoring of pupils' progress is thorough. Training for learning support assistants is good and teachers use their support staff efficiently. The school lacks a small tutorial room for quiet withdrawal sessions. Resources for special educational needs are good. The link with governors is good, so that the governing body is up-to-date about the school's special educational needs provision, and is aware of the proposed national changes for special educational needs.

68. The delegation to staff of managerial responsibilities for the curriculum is clear and well managed by the headteacher. The changes in staffing have settled and the school is successful in managing key changes for the curriculum, for example, those for the core subjects of English, mathematics, science, information and communication technology and religious education. However, co-ordinators have not long been in post and, therefore, the co-ordination of pupils' writing and for the foundation subjects is still in the early stages of development. There is further work to be done to enable co-ordinators to work alongside other teachers in some lessons, and to enable the sharing and observing of good expertise in teaching. The headteacher and governing body have already identified the need for co-ordinators to have time to support and monitor standards, learning and teaching for all subjects as and when they are prioritised on the school's improvement plan. For example, the finance committee is exploring the possibility of employing part-time music tuition. Therefore, the impact of curriculum co-ordinators is still an area for development and is unsatisfactory.
69. The match of teachers and support staff to the demands of the curriculum is good. Staff have kept up-to-date in new developments, for example, information and communication technology. The reorganisation of pupils and staffing into three classes, rather than two, has had a positive impact on pupils' learning. Teachers and assistants work efficiently as a team and are keen and enthusiastic, with appropriate experience and expertise to move the school forward. The mentoring system for new and supply teachers is very good. The school's strategy for appraisal and performance management is good. Resourcing for subjects is mainly satisfactory with strengths in science, information and communication technology, design and technology and special educational needs. There are weaknesses in resourcing, large apparatus for physical education and for outdoor provision for the Foundation Stage. The storage and accessibility of resources is a minor issue for improvement.
70. The adequacy of the school's accommodation is satisfactory and allows the curriculum to be taught effectively, except for physical education in its entirety. This judgement remains the same as it was at the previous inspection of 1997. Overall, the school lacks facilities for gymnastics and dance at Key Stage 2, due to the very restrictive size of the school hall. In addition, the Foundation Stage children lack an outdoor creative play area which adjoins the class safely. However, the outside environment, including the Millennium Garden and Willow Arbour, does have a positive effect upon pupils' learning of environmental science. In addition, the school lacks appropriate accommodation for the headteacher and staff to consult privately with each other and with parents and visitors. There is also a lack of suitable space for the teaching of small groups of pupils in quiet withdrawal sessions. The school has already identified the need to update the Foundation Stage's outdoor facilities, and work is due to be started in the summer term.
71. The school's finance and daily administration are highly efficient due in large part to an experienced administrator and the very effective finance committee. New technology is used very efficiently to link the local education authority's computerised system with the school's office. Governors are provided with regular monthly budget information. There is a good financial policy showing clear financial delegation and a register of pecuniary interests is maintained by the governing body. The school's educational priorities are monitored carefully for their financial implications. The recommendations of the local education authority's recent audit report have been implemented successfully.
72. The use of specific grants and the financial support from the Parent/Teacher Association and the village community are very good. There is very good use of learning support assistants, for example, the services of one of the playgroup supervisors to help in reception class, in order to support staff and pupils. The school's learning resources are used to the maximum, particularly the computer suite and well-resourced library. Daily administration ensures that the school operates calmly and efficiently. The school applies 'best value' principles thoroughly. As a result, the leadership of the headteacher and governing body has ensured that the school has moved out

of a deficit budget to one that will protect staffing costs when the large number of Year 6 pupils leave in July, and will provide extra tuition and provision for which the school has longer-term plans; for example, to maintain the three-class structure, introduce specialist musical expertise and to support co-ordinators to monitor more effectively the teaching and learning. In addition, there are plans to use some of the surplus budget to improve facilities for outdoor provision for the Foundation Stage.

73. The overall effectiveness of the school is good. Standards in key subjects have improved significantly. The school has a new improvement plan which is comprehensive and well supported in its financial implications. Priorities for development are clear. There has been a good analysis of the strengths and weaknesses of academic standards. Pupils show good achievement in their learning overall, and educational inclusion is good. Pupils' attitudes and behaviour are very good. The quality of teaching has improved substantially and is good overall, and very good in Years 5 and 6. Relationships are excellent. There is every indication that the school is moving forwards successfully. The school gives good value for money, which is a good improvement from the previous report of 1999 and a very good improvement from the report of 1997, when the value for money was unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to address effectively the issues of the report, the headteacher, the staff and the governing body, in conjunction with the local education authority, should:

(1) Raise pupils' attainment in writing by:

- implementing a uniform handwriting policy throughout;
- providing more opportunities for imaginative, lively and thoughtful writing;
- ensuring that pupils refine their writing style through using an enriched vocabulary, good use of connectives, and varied, compound sentences.

(Refer to paragraphs 4, 8, 15, 26, 33, 88, 89, 126, 127)

(2) Provide opportunities for gymnastics and dance at Key Stage 2 by exploring the possibility of using alternative venues for blocked time within the school year.

(Refer to paragraphs 17, 33, 35, 38, 66, 69, 70, 141, 142)

(3) Improve the impact of curriculum co-ordinators upon standards and achievement in all subjects by:

- enabling co-ordinators to work alongside other teachers within some lessons;
- sharing and observing good expertise in teaching;
- closer monitoring of samples of pupils' work;
- ensuring the marking of pupils' recorded work is consistently applied throughout.

(Refer to paragraphs 15, 18, 31, 33, 65, 66, 68, 91, 98, 128, 146)

(4) Improve provision for the physical development of the children at the Foundation Stage by providing:

- appropriate apparatus for climbing and exploring;
- wheeled toys for creative play;
- a safe, enclosed outdoor area for imaginative activities.

(Refer to paragraphs 1, 17, 33, 35, 38, 69, 70, 76, 82, 83)

75. The following minor issues should be considered:

(1) Improve the storage and accessibility of all resources.

(Refer to paragraphs 66, 69, 70, 133)

(2) With the help of the local education authority, provide more appropriate accommodation for the headteacher and staff to consult privately with each other and with parents and visitors, and to teach groups of pupils in quiet withdrawal sessions.

(Refer to paragraph 70)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39	46	15	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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	61
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	10

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
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 (99)	5 (2)	5 (1)	10 (3)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	90 (67)	100 (67)	90 (67)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (67)	100 (67)	100 (100)
	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 (99)	4 (2)	1 (4)	5 (6)

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	80 (100)	60 (100)	80 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	80 (100)	80 (100)	80 (100)
	National	70 (68)	72 (69)	80 (75)

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

Due to the numbers of pupils for the year groups being 10 or less in total, the split between the numbers of boys and girls has been omitted, as recommended, thus ensuring confidentiality.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	51
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)	3
Number of pupils per qualified teacher	20
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	35.5

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	1999/2000
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	£
Total income	127,991
Total expenditure	112,917
Expenditure per pupil	1,914
Balance brought forward from previous year	5,335
Balance carried forward to next year	20,407

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	5	0	0
My child is making good progress in school.	70	30	0	0	0
Behaviour in the school is good.	32	65	3	0	0
My child gets the right amount of work to do at home.	49	35	8	3	5
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	51	41	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	24	5	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	65	27	8	0	0
The school is well led and managed.	70	27	0	0	3
The school is helping my child become mature and responsible.	65	30	3	3	0
The school provides an interesting range of activities outside lessons.	30	46	8	8	8

In calculating the above table, percentages have been rounded to the nearest integer, therefore the sum may not always equal 100 per cent exactly.

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

76. The results of children's assessment on entry to school show that their attainment, whilst widely divergent, is generally in line with that expected nationally for their age. Children are admitted full-time to the reception class at the beginning of the term in which they become five years of age. Children make good progress in learning and attain levels above the expected Early Learning Goals overall, apart from that of physical development. Since the beginning of autumn 2000 teaching is predominantly good.
77. There is a good induction programme for new children and their parents. Both are invited into school prior to children officially commencing. There are very good links with the playgroup, which meets on the school's site. Each week, the playgroup children share a story time with the reception class at the beginning of a morning. The oldest children in the playgroup attend the reception on Wednesday mornings, so that by the time children are due to start school, they are familiar with the building and teachers, and, therefore, confident on entry.

Personal, social and emotional development

78. Teaching is good so that children make confident relationships. By the time children begin Year 1, they are mature, work and play together well, and are co-operative with adults. Staff take extra care to provide children with good role models. As a result, children take turns with equipment, and behaviour is very good. Children are encouraged to be independent; for example, in selecting materials to make their card and paper objects, and to put on aprons to protect their clothes. They are confident about exploring new situations; for example, playing in the role-play area which is currently a vet's surgery, and speaking to the class about events which have happened to them.

Communication, language and literacy

79. Teaching of language and communication is mainly very good, so that learning is good and children reach above the expected level of the Early Learning Goals. There is very good use of a part-time learning support assistant, who is the playgroup leader and who knows the children very well from the prior year. Children benefit from good story telling so that they notice the difference between spoken and written forms. Children are taught to use a variety of cues when reading and have good knowledge of the alphabet. All reception children write the alphabet confidently, know the sounds letters make and make good use of initial blends of letters to help them read a word in a story. Most children are well on the way to convey meaning through mark-making, and make good attempts to write recognisable words. Good speaking skills are developed progressively through the many opportunities given for conversation. Listening skills are remarkably advanced.

Mathematical development

80. Teaching of mathematics at the Foundation Stage is predominantly very good and children make very good progress in their learning. Teachers use every opportunity to develop children's mathematical skills. Children recognise and use numbers to 10 correctly. They understand addition. Higher attaining children are well challenged and can add bonds to seven and 10. Children's mathematical language is very good, particularly of positional direction, so that all children correctly use the terms 'forwards', 'backwards', 'reversing', 'under', 'over', 'up', 'down'. In their creative play, using bricks, blocks, ramps and toy vehicles, children demonstrate this very good knowledge. In addition, children recognise and name accurately many two-dimensional shapes.

Knowledge and understanding of the world

81. Teaching of this area is good and children make good progress in learning. Through their class discussions about 'Travelling Ted's Journey', they understand that his destinations can be located on maps. In science, they ask perceptive questions why objects float and sink in a tank of water, and make good suggestions why some of their boats made from plasticine sink, stating that "the sides are too low and let water into the boat so that it sinks". Children have good understanding of some Christian festivals and are enthusiastic when playing a character in a 'pretend wedding'. The majority are confident and successful in handling a 'mouse' and performing simple functions on a computer. Higher attaining children can 'click', 'drag' and 'drop' pictures.

Physical development

82. Teaching in this area is satisfactory but opportunities to teach a breadth of experiences are limiting. There is little outdoor creative play opportunity for children, although good use is made of the hall for dance and gymnastics. Overall, therefore, children reach the Early Learning Goals for physical development. Indoors, children can run, jump, push and pull, and handle small apparatus with satisfactory skills. Most can dress themselves sensibly after a session of physical activity. Development in using wheeled toys creatively and large climbing apparatus is unsatisfactory because the school lacks a safe, enclosed outdoor area for these activities. However, the school has identified this as an area to be provided for in the next few months.

Creative development

83. Teaching in this area is good and children progress well. Children mix different colours to make their 'theatres' look special. Children know a variety of songs and have good awareness of the effects of percussion instruments when played. Their drawings to describe different events are detailed and good. Children make good use of the role-play area of a vet's, and co-operate well to act out a narrative. Further creative development has yet to be provided through the use of large play equipment and wheeled vehicles.

ENGLISH

84. By the end of Key Stage 1, standards in English are in line with national expectations and progress is satisfactory overall. The present Year 2 pupils have made better progress in the past year due to the good teaching in Key Stage 1. In Key Stage 2 the picture is similar with satisfactory progress and attainment also average. There are good features, however, in that pupils' listening skills throughout the school are good, and good progress is made in reading. Pupils with special educational needs make satisfactory progress and are well supported. Trends over time are upwards, apart from a drop in 1997, and above the national trend. These findings confirm the improvement made since 1997 noted by Her Majesty's Inspectors in 1999.
85. Performance in English is better than that of similar schools. At both key stages, standards in listening are good. Pupils are always attentive and, as a result, gain much from instruction enabling them to follow their tasks accurately. Many pupils also have good speaking skills and a high proportion offer answers and comment in lessons. Their speaking, though, is not often extended; their answers tend to be brief and to the point, although some pupils have the ability occasionally to give extensive and interesting comment. Pupils throughout the school, however, do not lack confidence in their speaking with each other and with adults.
86. By the end of Key Stage 1, the great majority of pupils achieve the expected standards in reading, although not quite as many as the national average achieve the higher Level 3. Pupils have a solid foundation in their reading skills using several strategies such as phonics, word recognition and

- content to help their understanding. Most of them have good recall of the stories they have read and are reading books appropriate to their abilities. They are confident in choosing their books and understand how to use the library. Their reading development is being well supported by classroom assistants and a small army of ‘mums’ who come to listen to them every morning at 9 o’clock for half an hour.
87. At Key Stage 2, the confidence engendered earlier in the school encourages good progress for all abilities, and many begin to achieve above the nationally expected level. Pupils talk with understanding about a variety of texts, and read accurately, although mostly with little expression. The main strength of reading in Key Stage 2 is pupils’ ability to retrieve and organise information from different sources. The great majority have good library skills and clearly understand and can use correct reference procedures. They also use computers regularly to access desired information across a wide range of subjects.
88. In both key stages, writing standards are, as yet, inconsistent. Although pupils can often spell simple words accurately and use capitals and full stops correctly, they do not always do this. Their narrative and non-narrative writing is more effective when stating facts or describing their own experiences, but their vocabulary is not always interesting, or written with a reader in mind. Their handwriting, as it is throughout the school, is inconsistent and shows a variety of styles. The school does not have a handwriting scheme, and consequently many pupils do not join their writing, which is often of a different size and sometimes inaccurate. Pupils also use a variety of writing implements, so again there is little consistency. This affects presentation, which is generally rather moderate throughout the school, with the exception of some folders of good standards in the middle years. At the end of Key Stage 2 there is evidence of extended writing, for instance, in topic books such as ‘Our book of poems’, ‘An Encyclopaedia of Myths and Legends’, and ‘The adventure of Biff, Clip and Kipper’. Pupils also show an appreciation of good literature such as ‘The Highwayman’, ‘The Smuggler’s Song’ and ‘Macbeth’, but have insufficient experience in writing for different audiences and purposes, and are not yet using imaginative and lively vocabulary to stimulate interest.
89. The quality of teaching at Key Stage 1 is satisfactory overall and sometimes good. The good teaching shows very good planning and knowledge of the National Literacy Strategy, and tasks for pupils are well matched to their abilities. There are very good relationships between teacher and pupils, and much encouragement and support for them. Sometimes pupils are detrimentally rushed in their writing, which affects the outcome. The teacher has a good understanding of the wide range of abilities in the class, which is not confined to a particular year group. At Key Stage 2, teaching varies from satisfactory to very good; the better teaching encourages pupils to think about literature, ‘From a Railway Carriage’, and to express their views clearly both verbally and written. Planning is good and sometimes very good, and pupils are encouraged to use information technology for research and a variety of word processing. There is though, insufficient guidance in how to write imaginatively and creatively rather than stating a series of facts, and handwriting skills are not well developed. Pupils are given many opportunities to speak, but need more development in speaking in a range of contexts, and using a wide vocabulary, with varying expression.
90. Pupils’ attitudes are never less than satisfactory and nearly always good or very good. They enjoy their lessons, work hard on their assignments and help each other when necessary. They use the library and computer resources responsibly and well. Very occasionally they do become more interested in chattering during their group work which results in some of the carelessness observed in their writing.
91. Assessment of pupil progress is good; the school using a wide variety of tests and target setting on a regular basis. Teachers also have good ongoing assessment skills in lessons, and are flexible in the use of their conclusions for future planning. The literacy strategy has been successfully implemented, and there is a sufficiently of good quality books of all types. The recently appointed co-ordinator has good subject knowledge and a keen awareness of the strengths and weaknesses

of English in the school. Although the leadership of English is good, the co-ordinator has, until now, had little opportunity to monitor teaching and learning across the school in order to guide the subject towards further improvement in standards achieved.

MATHEMATICS

92. The last inspection report, by Her Majesty's Inspectors in 1999, said that standards in mathematics were at least satisfactory and in some aspects good, which was an improvement on the inspection of 1997, when standards and progress were unsatisfactory. The improvement has continued in this inspection and at the end of Key Stage 1, attainment is in line with national expectation and progress is satisfactory. The present Year 2 pupils have had a change of teacher since beginning Key Stage 1. They have made better progress in the past year. At the end of Key Stage 2, the attainment of pupils is above that expected nationally and progress is good. Due to the small cohorts in each year group, annual test results vary considerably, but taken over a period of four years, standards in the school have risen well and above the national trend. Compared with similar schools, trends are better. This is particularly the case at the end of Key Stage 2. Expectations of the teachers are good, and consequently more able pupils are achieving to the best of their ability. Pupils with special educational needs also make good progress.
93. In Key Stage 1 pupils have a good knowledge of their 2, 5 and 10 times tables and their learning is encouraged by the teachers' regular use of a glove puppet, 'Harry the Hedgehog', to help them. They know mathematical language like 'forwards', 'backwards', 'right', 'left', which they use to good effect when working on computers individually, using 'logo' to plot the position and directional movement of a bee. Their 'fun' learning is reinforced by playing 'Simon says' in the plenary at the end of lessons, showing again their understanding of direction. Year 2 pupils understand and identify odd and even numbers up to 100, simple fractions (halves, quarters) and can make simple calculations adding and subtracting money up to 20p. They also have opportunities to work out the missing number in function boxes, for example, $15 - 13$ equals subtract 2. Their strength in mathematics is in their numeracy and data work where they show good information technology skills. However, their presentation is sometimes careless and untidy and numbers are badly formed.
94. Younger pupils in Key Stage 2 can choose three numbers to make a total of 35, some of them in the most complicated fashion. They can use a variety of data, for instance hair and eye colours, to interpret through construction of block graphs. Additionally some more able pupils can set sensible questions on the outcome of their graphs. Pupils, at the end of the key stage, are fluent in their eight and nine times tables and all are able to make rapid mental calculations up to three and four figures occasionally. They also explain number links ('the digits in exact multiples of nine always add up to nine') and have good knowledge of 'squared' numbers and 'square roots'. In successive lessons, pupils established a formula for calculating the areas of compound shapes and then used it in practical examples. They used the same method to decide a standard method of working out perimeters. They can round numbers up and down in thousands, develop function machines, recognise pattern in number and use protractors and compasses to measure angles and draw triangles accurately. More able pupils are constantly challenged through the 'could do' parts of the daily lesson planning, and equally, those pupils who found mathematics more difficult, achieve good learning skills to help their improvement. All pupils take a pride in their presentation of work.
95. Teaching is satisfactory and sometimes good in Key Stage 1, where pupils are consistently challenged, and the class is well supported by class assistants and voluntary help. The strengths in teaching are in the verbal aspects of lessons and constant involvement of pupils.
96. Assessment of pupils is good; the school uses information carefully in order to set pupils accurate and appropriate targets. Greater attention could be paid to pupils' presentation of their work in books and on worksheets, which are marked assiduously and very supportively, but with little

indication as to what pupils can do to improve. Teaching in Key Stage 2 is always good and often very good. Teachers have high expectations and all ability groups are supported and challenged in lessons. The teaching of Years 5 and 6 pupils is often exceptional, where the teacher shows very good subject knowledge and questioning skills, which ensures that pupils are in charge of their own learning. Homework is set consistently and many parents ensure that their children are well supported in this.

97. Pupils' attitudes to learning are nearly always very good and on occasions excellent. They participate eagerly in verbal sessions, and concentrate hard on their practical work. They work well together, and also independently, especially when working with computers, often with little adult supervision. They concentrate for long periods and have a great desire to do well and succeed in their learning.
98. The headteacher is the co-ordinator and leads by the example of his high standard of teaching, although with his heavy teaching load, he has very little time to observe and monitor other teaching practice in the school. The co-ordination of the subject is, nevertheless, successful because all teachers have a shared commitment to the continuous raising of standards, which is mirrored by the pupils.

SCIENCE

99. Pupils' attainment by the end of both key stages of the current year groups 2 and 6, is above the national average in 2001. This is an improvement from the previous inspection of 1997 when pupils' attainment was in line with the 1997 national averages, but where pupils' progress in learning was unsatisfactory.
100. In the year 2000, results of the National Curriculum tests in science at the end of Key Stage 2 show standards which were below the national benchmark for all schools. They were close to the average for similar schools. The Year 6 group for that year was not typical in range of attainment. There were five pupils only, which included two on the register for special educational needs and one pupil who was quite new to the school. The Year 6 in 2001 is much larger in number and has a more normal cross-range of attainment. Current pupils' attainment by the time they are about to leave school at 11 years of age is above the average for all schools in science. Taking the three years 1998 to 2000 together, pupils' performance in science exceeded the national average. Trends were steadily upwards.
101. Attainment at the end of Key Stage 1 in the year 2000, according to teachers' assessments, was very high in comparison with the national average. However, no pupils were deemed to be at Level 3, the higher level, at the age of seven. Current pupils' attainment by the time they reach the age of seven years is above the average for all schools in science. An appropriate number attain the higher National Curriculum Level 3.
102. However, care should be taken when analysing the National Curriculum test results of small numbers in year groups and small schools, due to the variability of figures produced. Inspectors' judgements of current pupils are drawn from an analysis of the pupils' work over a period of time, of pupils' work observed in lessons and discussions with pupils and staff.
103. Pupils' learning is very good. Pupils make particularly good progress in learning about environmental science. They have very good achievement when undertaking their own experiments and investigating for themselves. They make very good progress in recording their own evaluations and hypotheses in a systematic way, often using tabular format or information technology. Most pupils' work is recorded logically in their own thoughts, reflecting good questioning and predictions based on very secure scientific knowledge and understanding. The very good learning is a result of good teaching overall, and very good teaching in Years 5 and 6 for science. The progress of pupils with special educational needs is good, particularly in

investigative work, and this is due to the good support they receive.

104. By the end of Key Stage 1, pupils accurately describe different sorts of movements, and know that pushing or pulling can make objects start or stop. They are confident about the similarities and differences between movement of different objects, tracing the path of a moving toy carefully. For example, a six-year-old writes: "You push the buttons on the computer. You pull a flower out from the ground." Pupils investigate accurately how a movement can be changed. Pupils correctly describe materials in terms of senses, naming several common materials and identifying objects made from the same material. They are secure in their knowledge of the properties of materials, such as 'bendy', 'flexible', 'transparent', and diligently apply the criteria for a 'fair test'. They predict accurately changes in material and record their observations logically. By the end of Key Stage 1, pupils have a good recall of their scientific investigations and good knowledge of materials and forces. They offer good oral and written explanations of their experiments, showing good ability to compare findings. They make good use of tables and information technology to record their findings.
105. Pupils' achievement at Key Stage 2 reflects very good teaching of scientific investigations and help in how to record findings in a meaningful way. In Years 5 and 6, pupils' learning shows very good progress in much of Level 5 work of the National Curriculum. There is strong evidence that pupils are familiar with obtaining evidence and presenting hypotheses and conclusions in an easily understood format. Pupils make very good use of graphs and of information technology to represent their findings. They have conducted a series of observations, comparisons and measurement precisely. They have repeated certain observations and made good attempts to explain variables, improving their scientific methods whilst working. The breadth of their work is significant.
106. By the end of Key Stage 2, pupils have good knowledge of the human body and how to keep fit; of the earth in space and the phases of the moon; of magnetism, forces, energy, and explain well the difference between hydraulics and pneumatics. Pupils' studies of environmental science are based securely on observations in the school's Millennium Garden during the whole of a school year, so that they are familiar with plant and animal life-cycles. They have very good knowledge of filtration for separating simple mixtures, and have experimented with evaporation. Pupils have made good tests on electrical conductivity, on the elasticity of materials, and on light and reflections. An example is shown in one pupil's writing: "A coloured filter lets through the same coloured light, but another coloured light is blocked and absorbed."
107. The good teaching throughout, and very good teaching of science in Years 5 and 6, has ensured that pupils have excellent attitudes to the subject. They treat equipment and apparatus with respect. They show great enthusiasm when designing variations to experiment, enjoying the practical work and delighting in their discoveries. Pupils sustain good concentration and are patient to repeat experiments to ensure the accuracy of their conclusions. Most pupils take pride in recording their findings clearly and carefully. Pupils co-operate well when working in pairs and groups, sharing resources well and having good awareness of safety factors.
108. Strengths in teaching are in the very good knowledge, expertise of teachers, and in their very good planning, which is closely linked to the National Curriculum for science. Lessons are well prepared and teachers ensure that all pupils' needs are challenged and supported so that higher attainers and pupils with special educational needs make very good progress in learning. There is consistent use of scientific language so that pupils can precisely describe their findings and deepen their understanding. Support staff are well deployed and provide valuable help for all pupils.
109. There is very good leadership in the subject and good assessment of pupils' needs. The planning of a whole year's work for each class is of a high standard and shows frequent observations of the environment through planned opportunities to use the Millennium Garden at school. There are

very good linked planned with other subjects, such as information and communications technology, art and design, and design and technology. Resourcing for science is good. Overall, provision for science at the school is a strength.

ART AND DESIGN

110. Pupils' attainment in art and design is in line with nationally expected levels, but there are strengths in large-scale collaborative work, designing, clay collage and close observational drawings with careful shading. Weaknesses are in the lack of different painting techniques in individual pupils' paintings, in a lack of large-scale three-dimensional work and insufficient variety in ceramics and sculpting. Overall, pupils' strengths have improved from the previous inspection of 1997, when standards were broadly in line with expected levels for the age groups.
111. By the end of Year 2, pupils show satisfactory progress in symmetrical drawings. Their self portraits, using pastels on black paper, show good maturity. Pupils' contributions to a collective frieze on the theme of 'Bob the Builder' show bold use of colour. Pupils' fine-line drawings in their books, of natural and man-made objects, are truly representational and recognizable.
112. By the end of Year 6, pupils have received broad experiences in a range of media and their presentation is neat. Sketch books show good tonal scale in closely observed natural objects such as heads, eyes, noses and hands. Designs for posters for the school's new large mosaics and for abstract art are of a high standard. Pupils achieve better standards in their painting of large-scale friezes mounted on board than they do in individual paintings. Their large painted mural, 'The Dreaming', which is based on a creation myth of the Aborigine people, is bold and colourful and carefully painted and varnished. It livens up an otherwise uninteresting corridor. Other collaborative work, in the style of Andy Warhol, drawn onto cloth banners, coloured with wax and painted over with dye, is of high quality. Abstract drawing and colouring to reflect mood is appropriate.
113. Pupils' present and past work reflects satisfactory teaching overall and good teaching of large-scale two-dimensional art. Pupils' learning is mainly satisfactory. Good learning is evident when teaching is good. Teachers ensure a variety of experiences in the main, with good links with literature, science, religious education, history, geography and design and technology. Teachers are well prepared for lessons and the management of pupils is predominantly very good and occasionally excellent. All pupils are challenged well, and pupils with talent and special educational needs make good progress. Teachers' planning lacks provision for large-scale collaborative work in three dimensions and for a broader range of sculpting or work in ceramics. There is very good teaching in designing and drawing.
114. The impact of teaching and planning on pupils' attitudes is positive. Pupils have enthusiastic attitudes for the subject of art and design. They are attentive, ask perceptive questions and co-operate well when producing group designs. Pupils' independence in choosing materials for drawing and colouring, and in tidying away, is mature. Most take pride in perfecting their work and talk animatedly about their art tasks and work on display.
115. The leadership of art and design is good and instrumental in recent improvements in the subject. There is good monitoring of design standards and the co-ordinator has arranged for a good breadth of experiences for pupils to work on large-scale samples. For example, there has been good employment of visiting artists to help produce large, permanent murals and wax and dye banners. The staff work hard to make interesting displays, but the Key Stage 1 room lacks sufficient lower-placed display boards to allow for more creative interaction by younger pupils. The subject makes a very good contribution to pupils' social and personal and cultural development and as an enrichment of other subjects. Art and design is valued throughout the school as an enlightening activity to communicate ideas and emotions in the visual form.

DESIGN AND TECHNOLOGY

116. Pupils' attainment in design and technology is above the expected levels nationally by the end of both key stages. This is good progress from the time of the previous inspection in 1997 when standards were broadly in line with the expected levels.
117. By the end of Year 2, pupils show good skills in developing, planning and communicating ideas. They have good knowledge of materials, gained in their science lessons, and there is good assembling, combining and joining of materials. Pupils' drawings and designs are particularly good and convey their own ideas clearly. At Key Stage 1, pupils have made individual theatres out of shoe boxes and show good competencies in designing 'sets' for their plays and stick puppets as characters. Pupils have very good understanding of the strengths of materials. For example, in a lesson, one pupil explained how she had to re-make her 'monkey' character because the first time around, she made the body shape too narrow in the middle and it broke as she attached it to the lollipop stick. At her second attempt, she cut out the body trunk wider and achieved success. Pupils have had a range of interesting tasks which they completed successfully. For example, pupils show good understanding of recycling at a young age. One Year 2 pupil wrote about her recycling monster:- "My monster is called Hannah. She recycles one piece of metal at a time and turns it into money. The new money comes out of her ears!"
118. By the end of Key Stage 2, pupils have designed and made a variety of items, from battery powered vehicles, designing and making musical instruments, torch designs and an analysis of modern packaging. They have learnt how to make good joints out of differing materials and adhesives. A significant proportion of pupils' work is at National Curriculum Level 5, higher than expected nationally by the age of 11+ years. Pupils have good understanding of the basic features of a variety of products. They work from detailed plans and adapt them to improve. Pupils have good skills in using tools. They distinguish clearly between what works well and what could be improved, showing good knowledge of materials and components. For example, using cardboard triangles correctly to strengthen corners.
119. The quality of teaching observed was very good. Pupils' work reflects very good teaching over time so that pupils' progress in learning is very good. Teachers' planning is very good and closely linked to scientific investigations. Lesson plans are firmly based on what pupils can already achieve with their skills and teachers ensure a steady progression of pupils' skills between key stages. Teachers give pupils plenty of scope to experiment and develop their own creative skills. Teaching has a very good impact on pupils' attitudes. Pupils' enjoyment of their tasks is evident and a result of the good match of topics to the interest level for each year group. Behaviour is excellent and pupils consider each others' ideas with deep interest and seriousness. They talk confidently about their plans and models, and show a lot of common sense in using tools safely.
120. Higher attainers are well challenged to reach higher standards, whilst at the same time, they are encouraged to help younger and less dextrous pupils. Pupils with special educational needs have good support and often attain standards in line with other pupils. Monitoring of the planning and of pupils' skills and finished work is good. The co-ordination of the subject is very good. The school ensures that design and technology has a high profile. For example, the whole school has worked on designs for large-scale outdoor mosaic murals. During the inspection, pupils were helped to complete the murals by two visiting artists. Pupils took great care in matching the colours of the mosaics to the designs and inserted the pieces meticulously. The strength of the subject is evident in the school's displays and in the keen interest shown by all pupils.

GEOGRAPHY

121. Pupils make satisfactory progress at both key stages and standards are in line with those expected for their ages. Pupils with special educational needs are well supported and also make satisfactory progress. One lesson, in Key Stage 1, was observed during the inspection, but there

was sufficient evidence in pupils' books, displays, photographs and teachers' planning to reach a firm judgement. No judgement was made in the inspection in 1997.

122. At Key Stage 1, pupils become aware of different countries of the world by looking at travel through the eyes of 'Travelling Ted'. Pupils learn to recognise similarities and differences between holiday destinations and their own locality of Halberton. They are able to indicate that people go to Val D'Isere ("It's in France") to ski, and that Florida is part of the USA, and Torremolinos is in Spain. Their vocabulary is also expanding as a result of their study, and many know what 'passports' and 'identity cards' are, and one pupil knew that 'expired' meant 'finished'. Although they can recognise different places, pupils' research skills are, as yet, underdeveloped. At Key Stage 2, pupils show knowledge of their own village, and have compared life in Halberton with that in an Indian village. They have successfully undertaken an interesting project into the development of a housing estate in the village and its effect on the local environment. They have used their literacy and information technology skills well to present text and photographic arguments both for and against the building. They have also studied and written short notebooks on life in St Lucia, again using good research skills to support their work.
123. The quality of teaching is satisfactory at both key stages. Planning is good, and teachers try hard to link geography with other areas of the curriculum through writing, extensive use of computers and history studies. Teachers have high expectations of pupils and evaluate well the effect of their lesson objectives upon pupils' learning. In the lesson observed, pupils' behaviour was enthusiastic, and they showed considerable interest in the theme; pupils throughout the school have a strong work ethic and are always pleased to talk about their geographical studies. Resources are satisfactory and well used, and newly introduced assessment procedures are proving to be effective. The leadership of the subject is good and has been influential in the improvements brought about recently.

HISTORY

124. Pupils of all abilities make satisfactory progress in their learning of history and their attainment is in line with that expected nationally at the end of both key stages. Pupils with special educational needs also make satisfactory progress. These findings are similar to those of the last inspection. During the current inspection, only one lesson, in the lower end of Key Stage 2, was observed. There was, though, an abundance of historical work on display in the school, including, not only the work of the pupils, but also interesting Victorian artefacts and pictures.
125. In Key Stage 1 there was evidence of pupils' learning about the passage of time by looking at their own families. They have also been encouraged to look at events in recent history by asking their parents to find old newspaper cuttings, which they can use to develop simple historical research skills. They also learn about famous people, and are able to talk accurately about their study of the life of Florence Nightingale. Their verbal recall is at present more developed than their written work.
126. At Key Stage 2, pupils have a good knowledge of the Roman and Aztec civilisations, and in recent history have enjoyed their examination of 'the sixties'. A feature of pupils' learning is the opportunity for practical experiences, such as visiting the Roman Exeter Museum, having a guided walk around Exeter, examining topic packs provided by Devon Library Services and interviewing grandparents about 'the fifties and sixties'. Pupils have good research skills, bringing artefacts from home, and frequently interrogating appropriate Internet sites both at school and at home. Cross-curricular links are well developed through art in designing Aztec masks and geography. Pupils have good factual knowledge, which they articulate well. Although some good quality work was observed in studies of ancient Egypt, and imaginary letters home on parchment paper from sailors with Magellan, some of the pupils' writing and presentation are inconsistent.
127. The teaching observed at Key Stage 2 was good. Pupils were given a number of different opportunities to increase their knowledge of the Victorian era through a study of artefacts, and

develop their independent learning through the use of information technology. Their written recording, though, was sometimes careless. Pupils' attitudes to history are very good. They are keen to learn, enjoy the subject and show considerable skills in concentration when studying.

128. Resources within the school are satisfactory, but the school makes good use of the outside sources, and both staff and pupils frequently bring historical items to school. New assessment procedures are making a good contribution to a developing area of the curriculum. There is good leadership to assess the school's overall needs, although, as yet, the co-ordinator lacks opportunities to work alongside colleagues.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. The inspection in 1997 indicated that the school should give priority to raising standards in information and communication technology because they were below national expectations at both key stages. The inspection in 1999 indicated an improvement in teaching and standards. This inspection shows that improvement has continued and has been very good over the last four years. Standards are now above the national expectation at both key stages and progress is uniformly good throughout the school. Pupils with special educational needs are also making good progress. This considerable improvement has been achieved through the impact of good and very good teaching skills across the school, a strong desire to learn by the pupils, provision of good quality hardware and software and the highly effective leadership of the headteacher in the subject.
130. All pupils in the school have their own folders saved in computers and can access them independently. By the time they are seven, pupils display good word processing skills. They can control the mouse and use the keyboard accurately. They use art programs confidently and all have saved examples of simple narrative writing, answers to questions and pictures. They can control a floor robot 'roamer' by issuing instructions to it to move along a designed pathway, and discuss accurately why they use the computer. They have opportunities to do this independently, and also to use tape recorders and headphones.
131. At Key Stage 2, by the time they leave the school at the age of 11, pupils are confident in using computers to access information, for instance facts about St Lucia, in their geographical studies. They use computers to collate information on science experiments, for example, the use of data of rising water temperature to produce charts showing the mean and trend lines. They demonstrate different types of presentation, and use problem-solving exercises to prepare and revise accurate control instructions; this technique is being used by pupils to design and prepare a traffic light sensor using the computer. The school has its own website to which pupils design and contribute, including downloading photographs from a digital camera. They use e-mail appropriately and independently, often accessing the Devon Intranet for information. They talk avidly about their use of a sound box to measure, sense and record sound in Class 1; they have a good awareness of the uses of information and communication technology in the outside world. Younger Key Stage 2 pupils have designed and produced good quality wrapping paper with repeat animal pictures across the outside.
132. Teaching and learning are good and sometimes very good. All teachers and support staff have good information and communication technology skills and use them effectively to develop pupils' own learning and skills. A feature of the learning is pupils' independence; they all work consistently well and accurately without adult supervision, and enthusiastically take the good number of opportunities to use the computers. The computers are fully used by pupils arriving before school and during wet playtimes and lunchtimes. Planning and organisation of the subject are both very good and many opportunities are created to use information and communication technology across the curriculum. Examples were observed in almost every subject area, with particularly good applications in mathematics, English and science.
133. The subject of information and communication technology has been a focus for improvement since

the last inspection. The co-ordination of the subject development has been very good, with a shared commitment to improve throughout the school. The quality and range of resources are now good, although with more limited access, Class 2 do not have the same immediate facility for use of computers, as it has no provision in the classroom.

134. The successful improvement in standards has been due to a combination of better teaching skills, good assessment of pupils' learning, the extra resourcing of new computers and software, and the tremendous enthusiasm for learning of the pupils.

MUSIC

135. Provision for music is satisfactory. By the end of both key stages, pupils attain the nationally expected levels in music. This is an improvement from the previous inspection of 1997, when there was insufficient evidence of music tuition at Key Stage 1. Standards at Key Stage 2 have been maintained since then. Pupils make good progress in learning about rhythm and in using percussion instruments to perform ensemble.
136. Throughout the school, pupils sing out with confidence, with clear entry to each phrase and good memory of the melody and words of songs. Pitch is quite good, but duration of notes is weak. Pupils make good use of dynamics to add interest and contrast to their singing together in assemblies, particularly when accompanied by a visiting guitarist for the song 'Oh Lord, You're Great'.
137. Rhythm work is successfully developed throughout both key stages so that pupils have a clear understanding of how to match a rhythm with the mood of their own compositions. Pupils play a sequence of sounds with untuned percussion instruments, taking correct pauses at the rests and keeping in time together. By the time pupils are about to leave in Year 6, they understand how symbols can be used to represent sounds and dynamics. They respond softly or loudly according to the cards showing different symbols, performing correctly in sequence and together to the tunes: 'London's Burning' and 'Three Blind Mice'.
138. Teaching observed during the inspection was good overall, with strengths in the teaching of rhythm work. According to the planning, teachers ensure that pupils have a broad experience of all the elements of the National Curriculum for music, for instance in performing and composing, listening and appraising. Expertise for teaching singing and instrumental work is satisfactory, although the school lacks a competent pianist to accompany whole-school and whole-class singing. The school improvement plan has recognised this lack and there are plans to provide the school with the services of a part-time music specialist for accompanying pupils. However, the school makes good use of audio-visual aids. Teachers prepare well and pupils' efforts are praised. Pupils are taught with patience and encouragement. Sensitive support ensures that pupils gain confidence and make steady progress in learning. The pace of music experiences is good so that pupils learn a new tune easily.
139. The impact of teaching on pupils' attitudes is very good. Due to good management of time, a variety of tasks and practical 'hands-on' experiences for pupils, they maintain good concentration. Pupils respond in an alert manner to music. They show very good self-control when handling instruments carefully and in returning them to storage. Pupils are very respectful of adults and the performances of other pupils. They are co-operative when performing.
140. The co-ordinator for music is satisfactory. All pupils have extra challenges, for example, being invited to participate in joint concerts locally with other schools. There is good educational inclusion for pupils with special educational needs and they make appropriate progress. There are appropriate links with the community for music. For example, the church is a venue for harvest and Christmas festivals, and parents and community members give good support for pupils' performances at such times.

PHYSICAL EDUCATION

141. Pupils in Key Stage 1 make satisfactory progress overall in their learning and standards are in line with those expected. Observed standards in Key Stage 2 in games were satisfactory, as was progress. Pupils with special educational needs also make satisfactory progress and attain expected standards. However, at Key Stage 2, pupils do not learn gymnastics or dance, due to lack of suitable indoor facilities, and are therefore not fulfilling the statutory requirements of the National Curriculum. The school management has examined ways to deal with this long-term problem, which was also identified in the previous inspection, and has, as yet, been unable to find a solution. Additionally, although most pupils leaving school in Year 6 can swim the recommended 25 metres, they no longer receive swimming tuition, which is offered only to pupils in Key Stage 1. The school does its best to provide plenty of outdoor activity through games, orienteering and extra curricular clubs, using good outdoor facilities well. Nevertheless, as an expanding school, it needs the indoor resources in order to provide the complete range of physical development outlined by the National Curriculum.
142. Although no lessons were observed in Key Stage 1, evidence through teachers' planning and discussion indicated satisfactory learning. These pupils, being smaller and not in a large class, do use the multi-purpose school hall for all physical education activities. There is, though, a considerable range of other school equipment, for example computers, and furniture in the hall and storage is very limited. Pupils, therefore, work in a less than satisfactory environment for physical education, although they become very quickly aware of the need for safe practice.
143. At Key Stage 2, younger pupils learn to throw, catch and keep possession of a ball, as they would do in netball. They find space well, develop good dodging movements, and evaluate their movement accurately. Sometimes they are over exuberant and do not listen to instructions carefully enough. Older pupils are developing good hockey skills, showing competence and control, passing and shooting. Most can dribble and all enjoy the team game aspect, rightly identifying the need to 'find space' to be effective. Some prefer to just play rather than work hard at developing their skills.
144. Pupils' attitudes to physical education are good. They are enthusiastic and because most of their lessons are outside, take part in moderate weather without complaint. Their relationships with each other are very good and in the actual games observed, they were virtually self-regulating in their behaviour with no arguments or distraction.
145. Key Stage 2 pupils have many extra-curricular opportunities in sport – football matches against other schools, tag rugby, netball, table tennis, athletics and Kwik Cricket. Additionally they have had inputs from representatives of the local rugby club and Somerset County Cricket Club.
146. The outdoor resources, playground and field are all good quality and well used, but the curriculum, at Key Stage 2 especially, remains too narrow. The co-ordination of the subject overall is good, with the exception of provision for gymnastics at Key Stage 2, which is unsatisfactory.

RELIGIOUS EDUCATION

147. Pupils' attainment at the end of both key stages is above the expected level of the Agreed Syllabus for Devon. This is good improvement from the previous inspection of 1997, when there was a lack of evidence that religious education had been taught sufficiently.
148. Progress in pupils' learning in religious education is good throughout all year groups. The contribution of religious education to the development of pupils' spirituality is good. Sensitive spiritual provision through collective worship in the school's assemblies, firmly supports the religious education in the school. It is predominantly Christian-based, but promotes good tolerance

and understanding of other minority ethnic religions within the United Kingdom and the world. Lessons successfully develop very good growth in personal insight.

149. Teaching observed during the inspection was predominantly good at both key stages. There are strengths in the skills of questioning by teachers, so that pupils are encouraged to reflect with good insight. Teachers ensure that the planning of lessons is closely linked to the locally agreed syllabus. Relevant topics, a visit to the local parish church and an encouragement to listen to others' views, all help towards lively discussions and a good knowledge of the subject. Teachers' own knowledge of the subject is good. The impact of the good teaching ensures that pupils' learning is good throughout.
150. There is consistent achievement throughout each class. By the time pupils are about to leave Year 6, they have gained a thorough understanding of Christianity, how it began and the significance of the New Testament. There is good understanding of the traditions and features of religions, particularly of Christianity, Judaism and Hinduism. Pupils have a secure understanding of the Bible as the Word of God, and as a guide and means through which they can grow towards an understanding of the concept of God. Pupils understand the importance of worship to believers of a faith, both as an individual and as a shared act of expressing praise and thanks to a Deity.
151. Pupils make good progress in understanding and using the term 'symbolism', for example, of 'God is my rock', and Jesus as 'the Light of the world'. They have studied the meaning of fire to different religions, such as Diwali, and talk perceptively about differing traditions and festivals and the significant meaning behind the ceremonies, for example, the Jewish Pesach. Pupils have a very good understanding of the act of Christian Communion and the Last Supper. Throughout Key Stage 2, pupils make good progress in responding imaginatively to human experiences. They write, with developing insight, about the story of Easter through the 'eyes' of a bystander at the time of Jesus Christ.
152. At Key Stage 1, pupils achieve good learning about Christianity when studying the traditions and worship at Christmas and have clear understanding of why Christians give gifts at that time of the year. They have visited the local parish church and learnt a lot about the building as a place of worship and the significance of various aspects of a church, such as the font. They have a good understanding about resolving conflict in relationships when they share biblical stories together, such as the jealousy over Joseph's multi-coloured coat.
153. The impact of the good teaching ensures good attitudes towards the subject and good behaviour. Pupils' ability to be still, to meditate and reflect is evident during assemblies and class discussions. Teachers encourage excellent personal relationships and very good reflection about the natural world, which is most noticeable in the subject of science as well. Teachers ensure that pupils explore the meaning and purpose of life. They succeed in helping pupils to be aware that religions put forward explanations as answers to the many queries. Good teaching helps pupils to have very good respect for the community of the school, the natural environment and the great achievements of past leaders of the world.
154. The hard-working and enthusiastic co-ordinator has competently updated the school's policy and scheme of work in line with the new Agreed Syllabus for Devon. The co-ordinator has established a good overview of a rolling programme of topics to be covered within each class, so that skills are taught progressively. Her teaching of religious education throughout Key Stage 2 ensures good monitoring of pupils' progress. Teachers' planning is thorough and links closely to the locally agreed syllabus and to other subjects in the curriculum. Although resources are satisfactory, the storage, accessibility and display of them are inadequate.
155. There is very good use of visitors to the school to talk about religion and experiences. For example, a governor visited younger pupils and shared with them the traditions of a Christian

wedding, which pupils enjoyed enacting. Pupils showed much appreciation and respect when handling a beautiful long wedding dress and when looking at a family album of wedding photographs. Pupils have the advantage of a good link with the parish church and the visitors to school, for example local ministers and their wives. Pupils play a prominent role in community activities and fund-raising for local charities. There are good opportunities during class discussions to address the positive acceptance of all minority ethnic groups. Effective studies of other cultures in geography lessons, ensure that pupils have informed knowledge of world-wide religions. Such enrichment begins at the Foundation Stage and is given appropriate prominence throughout the school.