

INSPECTION REPORT

BOASLEY CROSS COMMUNITY PRIMARY SCHOOL

Bratton Clovelly, Okehampton

LEA area: Devon

Unique reference number: 113247

Headteacher: Mrs R Williams

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: June 24th –26th 2002

Inspection number: 197067

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Bratton Clovelly Okehampton Devon |
| Postcode: | EX20 4JH |
| Telephone number: | 01837 871 362 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr Barrie Timms |
| Date of previous inspection: | July 14 th –16 th 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|---|---|
| 22870 | Hilary Bonser | Registered inspector | English; religious education; music; physical education; geography; special educational needs; equal opportunities. | The school's results and achievements; Teaching and learning; Leadership and management. |
| 11575 | Catherine Fish | Lay inspector | | Attitudes, values and personal development; Care and welfare of pupils; Partnership with parents. |
| 28014 | Peter Buckley | Team inspector | Mathematics; science; information and communication technology; art and design; design and technology; history; Foundation Stage. | Curriculum learning opportunities; personal, spiritual, moral, social and cultural development. |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boasley Cross Primary School is a community school that draws most its pupils from a wide rural area on the edge of Dartmoor. The school is much smaller than average in size, with 41 boys and girls from 4 to 11 years of age. Pupils' attainments on entry to the school vary from year to year with the small intake, but are broadly average. There are 24 per cent of the pupils on the register for special educational needs, as a result of learning difficulties. This is about the national average. At present, none have statements of special educational need, which is below average. Pupils come from a variety of backgrounds, some of which are disadvantaged. This is not reflected in the proportion of those known to be eligible for free school meals, which is below average. Currently no pupils speak English as their second language or come from ethnic minorities. The foot and mouth epidemic last year caused significant disruption to the school community. The school was initially closed for two weeks and then relocated in temporary accommodation in Okehampton for half a term. Some pupils had extended absences beyond this, due to quarantine restrictions on local farms.

HOW GOOD THE SCHOOL IS

Boasley Cross Primary School is a good school with many strengths. Standards are now above average overall in English, mathematics and science. Almost all pupils achieve well in relation to their prior attainment, in spite of the disruptions to their learning last year, because the quality of teaching is very good. Pupils behave very well and are very keen to learn. The headteacher, staff and governors work together very well as a team to improve standards for all pupils and are fully committed to continuing this. The school provides good value for money.

What the school does well

- Standards have risen to above average in English, mathematics and science because the quality of teaching has improved further and pupils are now taught very well.
- The headteacher leads and manages the school very well, working closely and very effectively with staff and governors to bring about improvements in teaching and the standards of work.
- The school cares very well for its pupils, providing very good support and guidance for them; together with the very good relationships between all members of the school community, this contributes very well to pupils' very positive attitudes towards school.
- The school promotes pupils' personal, spiritual, moral, social and cultural development very effectively, successfully encouraging them to behave very sensibly, to get on very well together and to work hard.
- The school enriches the curriculum very well so that it is relevant to all pupils and helps to interest and motivate them very well.
- The very good partnership with parents makes a considerable contribution to pupils' learning.

What could be improved

- Standards in information and communication technology and in religious education, which are below average at the end of Year 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. There has been good improvement since then. The school has responded well in tackling the weaknesses noted at that time, although improvements in information and communication technology, in particular, were hindered by the foot and mouth crisis last year. More use is made of information and communication technology to support pupils' learning, especially in Years 1 and 2, but this area still needs further development for older pupils. However, good schemes of work have been put in place in all subjects to help pupils to build systematically on previous learning. The very good improvements in planning and assessment help teachers to meet the needs of pupils of all ages and levels of attainment more effectively. In addition, the overall quality of teaching has improved from good to very good. The National Literacy and Numeracy Strategies have been adapted well for the

mixed age classes and are implemented consistently. Very good improvements have been made in the provision for the children in the Foundation Stage. The impact of these changes can be seen in the good achievements of pupils and in the improved standards in English, mathematics and science, which were described as average in the last report. However, there is no sense of complacency; rather a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning. The school is well placed to make further improvements.

STANDARDS

The very small number of pupils in each year group means that considerable fluctuations can occur from year to year in the school's performance in the national tests. This can give an unreliable picture of improvements in standards. Consequently, the requirement to report pupils' attainment in comparison with all schools nationally and with similar schools is lifted. In addition, pupils in Year 6 were exempted from the requirement to take national tests in 2001, because of the foot and mouth crisis. The school's targets for 2001 were therefore not meaningful. The unconfirmed results of the 2002 national tests indicate that the realistic school targets set for the current Year 6 group have been met.

In order to judge how well pupils are doing, a comparison was made of the detailed test results of individual pupils from the time they join the school, at the end of Year 2 and again at the end of Year 6. Nearly all pupils, whatever their level of attainment, achieve well overall as they move through the school, in relation to their individual starting points. The exceptions are pupils in Year 6 who have achieved satisfactorily but whose progress was slowed by last year's crisis.

Standards on entry to the school are broadly average, although there are variations from year to year. This year, initial assessments showed that some aspects of language development were below average. The children currently in Reception are reaching the expected standards in all areas and some are exceeding them. All have achieved well.

At the end of Year 2, standards are above average overall and pupils are achieving well. They are strongest in reading, writing, mathematics, science, art and design, information and communication technology and design and technology.

Standards at the end of Year 6, this year, are average. This is partly because of the range of attainment within this very small year group, but also because of the unavoidable extended absence of half of them last year. It is not, however, representative of overall standards. Since the last inspection, these have risen more quickly than the national trend in English and science and in line with it in mathematics. This upward trend is reflected in other year groups. Standards are highest in art and design in Year 6, but the standards in information and communication technology and in religious education are below average. The school has already identified these as areas for improvement in the school development plan.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good; pupils enjoy coming to school, they are enthusiastic, eager to learn and work hard. |
| Behaviour, in and out of classrooms | Very good throughout the school both in lessons and at play. No exclusions. |
| Personal development and relationships | Very good; pupils get on very well together, irrespective of age, and with the adults in the school; they act responsibly and show initiative. |
| Attendance | Very good this year. Lessons start promptly. |

The way in which pupils co-operate with each other, concentrate and show interest in their work is a particular strength of the school. They show thoughtfulness and care towards others. The attitudes and

behaviour of pupils was at least good in all lessons seen and very good in many of them.

TEACHING AND LEARNING

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

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

The overall quality of teaching is very good and has improved further since the last inspection. As a result, pupils learn very well in many lessons. The core subjects of English, mathematics and science, including basic literacy and numeracy skills are taught very well across the school. This consistency has contributed well to the improvements in standards and in the achievements of pupils of all levels of attainment. Children's learning in their reception year has been enhanced by significant improvements in the way their work is planned and the very good use teachers make of the improved facilities this year.

The school now meets the needs of all girls and boys well, including higher attaining pupils and those with special educational needs. In very well taught lessons across the school, teachers plan work thoroughly, taking good account of pupils' differing ages and levels of attainment. Teachers use a very good variety of methods and resources to provide challenging and interesting activities. As a result, pupils concentrate well, work hard and achieve well. Teachers use their detailed assessments of pupils to match work to their particular needs, but also to set and use individual targets very well with them, so that they know what to do to improve their work.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good overall; enriched very well by very good links with other schools and the local community. |
| Provision for pupils with special educational needs | Good; pupils have clear achievable targets and receive very effective help from learning support assistants and voluntary helpers. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall; very good for spiritual, moral and social development; good for cultural development. |
| How well the school cares for its pupils | Very well; a strong emphasis on promoting pupils' self esteem contributes very well to their personal development. |

A particular strength is the way that all teachers make use of visits, visitors and very good links between subjects to provide work that is relevant to pupils and captures their interest. Very good assessment procedures are used very well to monitor and support pupils' progress. The school works very well in partnership with parents and this also makes a strong contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good overall; very good leadership by the headteacher, supported by very effective teamwork between all staff. |
| How well the governors fulfil their responsibilities | Very well; they take a very active and well-informed part in the management of the school. |
| The school's evaluation of its performance | Good; strengths and weaknesses are analysed well and result in very effective action to improve standards, teaching and learning. |
| The strategic use of resources | Very good; available funds are used very well to support the school's priorities. |

The school applies the principles of best value well to spending decisions. Staffing levels are good overall. Learning support assistants provide very effective help for pupils' learning. A good level of resources and good overall accommodation are used very well to create a stimulating learning environment for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> ▪ Their children enjoy coming to school. ▪ Their children are well taught. They are expected to work hard, do their best and they make good progress. ▪ They are well informed about how their children are getting on. ▪ The school is well led and managed. ▪ The school is approachable and works closely with them. ▪ The children are well behaved and become mature and responsible. | <ul style="list-style-type: none"> ▪ The amount of homework given. ▪ The range of activities outside lessons. |

Inspectors agree with all of the positive comments made by parents. The activities outside lessons are judged to be very good, when the wide range of visits, use of the locality, visitors to the school and the residential experiences for pupils in Years 3 to 6 are taken into account. The amount of homework is set in accordance with the school policy and is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The requirement to report the school's results in comparison with all schools nationally and with similar schools does not apply, as there are less than ten pupils in each year group. This means that differences between year groups are exaggerated and comparisons can be misleading.
2. Children's attainments on entry to the school, from analyses of the baseline assessments and discussions with teachers, are broadly average, with the full range of attainment represented. However, variations from year to year are more marked than usual due to the small intake. This year for example, initial assessments showed that boys' writing skills and reading overall were below average. Inspection evidence shows that the children have achieved well this year, in relation to their prior attainment. In reading they have achieved very well. This year, most are likely to meet the early learning goals in all areas of their learning at the end of their reception year. Some are likely to exceed them. The considerable improvements in the quality of provision that have been made this year for children in the foundation stage this year have contributed well to their good achievements.
3. Past work and lesson observations show that standards at the end of Year 2 are above average in English, mathematics and science and pupils of all levels of attainment achieve well. Standards this year are average at the end of Year 6 and most pupils are achieving satisfactorily in relation to their prior attainment. This reflects year group differences, but particularly, the unavoidable extended absences last year of half of them due to the foot and mouth crisis. Standards overall have improved in all three subjects since the last inspection from average to above average, as seen, for example, in the work of the current Year 5 pupils and the national test results of Year 6 pupils in 1999 and 2000. Year 6 pupils were disapplied from the 2001 national tests because of the foot and mouth crisis. Detailed records are kept of individual progress through the school. These show that most boys and girls are achieving well overall in relation to their prior attainment.
4. There are a number of reasons for the good improvement in standards and achievement since the last inspection. There has been a further improvement in the quality of teaching, which is now very good in English, mathematics and science, although there has not yet been sufficient time for this to impact fully on pupils' achievement as they move through the school. Other factors include the effective implementation of the National Literacy and Numeracy Strategies and the very good improvements in the planning and assessment of pupils' work, which helps them to build well on previous learning. Pupils with special educational needs receive effective support, helping them to make good progress. The very good behaviour, concentration and positive attitudes that boys and girls of all levels of attainment have towards their work also contributes to their achievements.
5. The improvement is all the more remarkable because of the significant disruption to the continuity and rate of pupils' learning last year as a result of the foot and mouth crisis, in spite of the best endeavours of the school. Although the adverse impact of this on standards and achievement is still evident this year, the extent to which this has already been overcome is a credit to teachers and pupils alike, and to the overall leadership and management of the school.
6. In English, most pupils now achieve well overall in relation to their prior attainment. Standards in speaking and listening are above average at the end of Year 2 and average at the end of Year 6. Teachers provide a good number of opportunities across the curriculum for pupils to practise their speaking and listening skills through in informal and formal situations. Consequently, by the time they leave the school, pupils listen very attentively to their teacher and to each other. They make thoughtful contributions to discussions, building on each other's ideas. Standards in reading are above average at the end of Year 2 and average at the end of Year 6. This is partly

because phonics and key words are now taught in a consistent, well-structured way to younger boys and girls. Teachers also monitor and support the progress of all pupils very carefully. Pupils are enthusiastic readers, and generally show a good understanding of what they read. Standards in writing are above average by the end of Year 2 and average at the end of Year 6. This year, there has been a successful focus on improving spelling and handwriting throughout the school. Teachers do not yet make full use of opportunities in other subjects for older pupils to extend their writing skills.

7. Standards in mathematics are above average by the end of Year 2 and average at the end of Year 6 in all aspects of the subject. Most pupils achieve well in relation to their previous attainment. This is a direct result of improvements in the quality of teaching and the effective implementation of the national numeracy strategy with the associated staff training. Teachers also make good use of their assessments to plan work that is matched well to pupils' differing needs. More use could be made of opportunities for pupils to plan and organise their own work and of information and communication technology to support their developing mathematical skills. Pupils make good use of their numeracy skills in other subjects, for example, when drawing timelines in history and measuring in science.
8. Standards in science are above average by the end of Year 2 and average at the end of Year 6. Scientific enquiry is a particular strength. Pupils of all levels of attainment are now achieving well. This is a result of very good teaching and improvements in planning and assessment. Teachers place good emphasis on pupils understanding and using precise scientific vocabulary.
9. Standards in information and communication technology are above average by the end of Year 2, but below average at the end of Year 6. This is partly because the skills of older pupils have not kept pace with the increased expectations of the National Curriculum since the last inspection and staff training to support these is not yet complete. Pupils achieve well by the end of Year 2 and satisfactorily by the end of Year 6 in relation to their prior attainment. The use of the subject to support the learning of older pupils in other areas of the curriculum is limited by their level of skills.
10. In religious education, standards are in line with expectations of the locally agreed syllabus at the end of Year 2 and pupils achieve satisfactorily. Standards are below those expected by the end of Year 6 and pupils do not achieve as well as they should. They do not have sufficient opportunities to consolidate their learning through written recording and consequently their knowledge about different religions lacks depth. However, they have positive attitudes towards the subject and show respect for the ideas and values of others.
11. By the end of Year 6, standards are average in history, geography and design and technology and pupils achieve satisfactorily. Standards are above average in art and design and pupils achieve well. One reason for this is the opportunity pupils have throughout the school to work with a very good range and variety of materials. The very effective use of visits and visitors also stimulates their ideas. Not enough evidence was seen to make overall judgements about standards in music and physical education although, in the few aspects seen, standards were average and pupils were achieving satisfactorily.
12. Pupils with special educational needs achieve well overall and make good gains in their learning, relative to their prior attainment. This is reflected in the proportion of these pupils who reach the nationally expected levels in their work by the end of Year 6. They make good progress towards their individual targets, which are matched well to their needs. They also make good progress in many lessons as a result of very good support from skilled learning support assistants and voluntary helpers. Higher attaining pupils also achieve well, especially in English, mathematics and science, because of well-matched challenging work. No significant differences in the achievements of boys and girls were noted during the inspection.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to all that the school has to offer are very good. The very positive picture at the

time of the previous inspection has been maintained. Pupils are enthusiastic about school and come in eagerly at the start of the day. Pupils are open, friendly and welcoming and always helpful and ready to talk to visitors. In all lessons seen, pupils' attitudes were at least good, in more than eight out of ten they were very good. They are keen to show and discuss their work. Their very good attitudes to their learning, as well as to other activities within school, are characterised by the very keen attention they pay to what is going on and by their concentration. For example, during an assembly taken by visiting clergy they were very eager to be involved in all he had to say, willingly making suggestions and explaining their ideas. In a visit to the local museum, the pupils concentrated very hard on what the teacher was saying, despite the distraction of other people around them and tempting displays to look at. Pupils co-operate and work well together. This was illustrated by the younger pupils when they were practising throwing and catching in a physical education lesson and Year 6 pupils in a literacy lesson when they were looking in pairs at the advantages of living in a particular place. Very good attitudes are promoted by very good teaching, interesting lessons, very good relationships between the adults and the pupils and mutual respect.

14. Behaviour in lessons generally and throughout the school day is very good. The pupils are very clear about the school's rules and expectations of behaviour because they have been very influential in setting them up and reviewing them. This term they were instrumental in adapting the system of warnings. This was because the pupils said they wanted to ensure that everyone thought before they did anything inappropriate. This mature approach to behaviour has a very positive effect on pupils' personal development as they quickly learn self-control. No oppressive behaviour, such as bullying, racist or sexist comments, was observed during the inspection. Pupils know that they can use the 'buddy bench' in the playground if they are having any problems and a school council member or another pupil will come and talk to them or play with them. Pupils are courteous to each other, spontaneously saying thank you when, for example, someone hands them something they need. They show care for each other by swiftly responding to anyone who is hurt at playtime. Whilst on a visit during the inspection, one of the inspectors was congratulated by a member of the public on the very good behaviour and politeness of the group. This fully endorses comments made by parents who attended the parents' meeting and the belief of parents who contributed to the questionnaire that behaviour is good. There have been no exclusions from school for many years.
15. The pupils have very constructive relationships with each other as well as with the adults in school. There are very high levels of respect shown by the pupils. They are capable of working well in pairs and groups, they play very happily together and make sure that everyone is included. Because the school is small, all pupils know each other and get on together very well, irrespective of age. Parents comment that birthday parties are expensive affairs! Very good relationships are fostered by the school, such as through the reading partnership between older and younger pupils.
16. The pupils' personal development is overall very good. The school works hard and successfully to develop the personal attitudes of all its pupils. These are well celebrated with the awarding of certificates and stars in assemblies. Many show initiative, such as putting chairs away without being asked at the end of lunchtime. Some older pupils run lunchtime clubs for younger pupils. They are willing to take responsibility such as putting their reading records in the right place at the start of the day and being monitors for looking after the animals. Older pupils befriend and help the younger pupils, for example, at playtimes. All are involved in the daily routines of the school and help each other, often without being asked. Pupils gain in confidence as they move through the school. Pupils benefit from the school's very good personal and social education provision, assemblies and circle time that give them the opportunities to reflect on any problems, upon friendships and to develop respect for each other.
17. Attendance at school for this year is very good. There are no unauthorised absences and the number of authorised absences is below the national average for the previous year. With the exception of last year, attendance rates have been rising over the past few years. Last year there was a very high level of authorised absences due to pupils being unable to attend the school for varying periods of time. This was because of the restrictions placed on movements

due to the outbreak of foot and mouth disease that affected the area around the school. The pupils generally arrive promptly in the morning and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching and learning is very good and pupils learn very well in many lessons. At the last inspection it was judged to be good and this improvement is a key factor in the rise in standards and pupils' achievements since then. The quality of teaching was good or better in over nine tenths of the lessons seen and very good in nearly three-quarters of them. It was never less than satisfactory. The consistency of the overall quality of teaching is a particularly good feature. The introduction of a well-planned, ongoing programme of monitoring and support, together with very good teamwork and the sharing of expertise have contributed to this. Teachers provide challenging and interesting work for all pupils, whatever their age or level of attainment, especially in English, mathematics and science, enabling them to do well. Significant improvements in the quality of planning and assessment, which were particular areas for improvement in the last report, also provide better continuity of learning for pupils.
19. Teaching is now very good across the school in the core subjects of English, mathematics and science. This consistent picture makes a key contribution to the good achievements of pupils in these subjects. In the lessons seen, teaching was satisfactory overall in religious education. Time constraints meant that not enough teaching was seen to make overall judgements in design and technology, physical education, history and geography. In Years 1 and 2, the small amount of teaching seen in geography was very good, as in the limited amount seen in Years 3 to 6 in history and design and technology. No lessons were seen in art and design, music and information and communication technology. The quality of teaching is very good overall in the Foundation Stage, Years 1 and 2 and in Years 3 to 6.
20. Basic literacy and numeracy skills are taught very well throughout the school, helping pupils to achieve well and to make very good progress in many lessons. One reason for this is that teachers have worked hard to implement the National Literacy and Numeracy Strategies consistently and in a manner well suited to the small size of the school, effectively helping pupils to build on previous learning. Teachers' expertise has been strengthened by ongoing training and through membership of the headteacher and Key Stage 1 co-ordinator on relevant county working parties. This helps teachers to use questioning and intervention very well to extend pupils' skills and understanding. A very good example was seen of this in a lesson for pupils in Years 1 and 2. During an action game to help pupils recognise different tenses of verbs, the teacher also used every opportunity to extend pupils' phonic and spelling skills. She used very skilful questioning to highlight the difference between long and short vowels and to reinforce patterns for doubling consonants and adding 'ing'. This meant that several Year 2 pupils and higher attaining pupils in Year 1 could give correct examples, such as, 'smiling', 'pulled' and 'riding'. In a very well taught mathematics lesson for pupils in Years 3 to 6, the teacher used her subject knowledge very well to target challenging questions about time, to help pupils meet the very clear objectives for each year group. She made good use of pupils' strategies and errors to help them improve their mental skills of calculation.
21. Pupils with special educational needs are taught very well overall. Class teachers know their particular needs very well and take good account of these in their planning, so that pupils are challenged appropriately. Most work takes place in the classroom. Once a week, pupils are withdrawn from class to work individually or in small groups to work on specific targets in their individual education plans with the special needs co-ordinator. These lessons normally take place on a Friday and so no judgement was made about the quality of this teaching. At other times, pupils receive focused support from very well briefed, skilled learning support assistants or volunteer helpers. They provide very effective help for pupils and make a positive impact on their rate of learning. They give good feedback to teachers and to the co-ordinator through written notes about pupils' progress in each session they lead, which helps teachers to decide what they should learn next. The very good relationships between the pupils and the adults, with whom they work, motivates them well, so that they are keen to improve and work hard. All of these factors combine to help these pupils to make good progress towards their targets.

22. In many lessons, there are strong features that contribute to the very positive attitudes that pupils have towards their learning. Teachers manage their pupils in a very consistent and positive way. This is based on the very good relationships between all staff and pupils throughout the school. Teachers help pupils to meet their high expectations of behaviour and attitudes to work by creating a calm and purposeful atmosphere in lessons. They have a thorough knowledge of individual pupils and use this sensitively to support them and to promote their self-esteem and personal development. They listen to and value pupils' ideas, helping them to develop their confidence in expressing them. This reflects the aims of the school very well. Many good examples of this were seen in lessons across the school. It means that all pupils are keen to share their ideas, irrespective of their level of attainment, and learn readily from their mistakes. Teachers make good links between subjects, often based on the frequent use of first hand experiences in the immediate locality of the school, on visits or with visitors. This, together with well chosen resources, helps to make learning relevant to pupils at all ages, captures their interest and helps to make them keen to learn.
23. Teachers work in close collaboration with their learning support assistants and voluntary helpers. They brief and deploy them very well, often providing them with key questions related to the objectives of the lesson, so that their skilled and valued support has a very positive impact on pupils' learning. Many good examples were seen of teachers using effective questioning techniques to both consolidate and extend pupils' learning, ensuring, for example, that boys and girls of all ages and levels of attainment were equally involved. In many lessons, teachers use a good range of strategies to keep up a brisk pace and sense of urgency, for example, by using time targets effectively. As a result, pupils listen well and work hard. In most lessons, they settled very quickly and sensibly to group activities, showing how very well they can concentrate and co-operate with each other.
24. Teachers have high expectations of pupils' work, especially in the core subjects, which are underpinned by the very good improvements in planning and assessment since the last inspection. This is reflected in the clear objectives for each lesson and, in the best examples, for each task, which they share with pupils. These take good account of pupils' different ages in each class as well as their differing levels of attainment, which means that work is well matched to their needs. In the best lessons, teachers refer to the objectives frequently during the lesson to keep pupils tightly focused on what they are learning and to help both the pupils and themselves to assess how well they have done at the end of the lesson. These, as with pupils' individual targets that they have in front of them in lessons, are phrased so that pupils understand them, often as 'I can' statements. The way that teachers use both the lesson objectives and pupils' individual targets to help them improve their work contributes well to the good knowledge pupils have of their own learning and to the very good progress that they often make in lessons. Teachers also help pupils to improve their work with the useful written comments, when marking it, such as, 'A good amount of important detail. Next time remember to organise it into paragraphs', which pupils try hard to follow.
25. The impact of such features on pupils' rate of learning was illustrated in a very well taught literacy lesson for pupils in Years 1 and 2. The teacher's high expectations of pupils' behaviour and concentration, together with her very good management of them, were reflected in the energetic and purposeful pace of the lesson. She used a good variety of very effective strategies to help pupils improve their skills when writing a recount of their trip to the seaside. For example, she gave them time to discuss with their partner what a good recount should include, so that they could organise and express their ideas first. This meant that all were then keen and able to contribute to the class discussion ideas such as, 'Who went?' 'What we saw', and 'Why we went'. When a higher attaining pupil added, 'The language of time', the teacher at once asked for examples to check that all understood this. Other pupils suggested correctly words such as, 'eventually', 'later' and 'finally'. This was also a good example of the high expectations teachers have of pupils understanding and using specific terminology. The teacher then focused pupils very well on the main learning objectives for their writing by stating clearly which of these all pupils 'must' do, (sequence the events clearly), which 'should' be done (include language of time and past tense) and which 'could' be done (make your writing interesting). Year 2 pupils

suggested using 'adjectives' and 'connectives' for this. This strategy, combined with very well chosen resources for different groups of pupils, helped to make the task appropriately challenging for pupils of different ages and levels of attainment within the class. It also helped all pupils to settle enthusiastically to their work and to concentrate very well, because they knew exactly what to do to achieve success. At the end of the lesson, the teacher encouraged pupils to assess their work against the objectives to find out how well they had done. This showed how very well they had applied what they had learnt. All could give at least two 'time' words and examples of the past tense they had used, while higher attaining pupils had also used adjectives well, as in, 'Soon we found some slippery rock pools and fast nipping crabs'.

26. In the few lessons where learning was satisfactory or good, rather than very good, this was sometimes because teachers' expectations, and consequently the pace of the lesson, were less demanding, or where the match of work was not as sharply focused to pupils' needs.
27. Teachers help pupils to develop their information and communication technology skills and to use them to support their learning in other subjects well in Years 1 and 2. As yet, although satisfactory opportunities are provided, they are not used as effectively with pupils in Years 3 to 6, including those with special educational needs, partly because the planned staff training is not yet complete and partly because pupils' skills overall are below those expected.

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

28. The quality and range of learning opportunities is very good in Years 1 and 2, an improvement since the last inspection, and good in Years 3 to 6, sustained since the last inspection. This has a positive impact on pupils' standards except in religious education and information and communication technology, which are below average at the end of Year 6. The curriculum is broad, balanced and relevant to the pupils and meets the statutory requirements for National Curriculum subjects, religious education and collective worship. Very good use is made of the local environment, visits and visitors to the school. All pupils have swimming lessons in the school pool during the summer term. The allocation of time for the curriculum is appropriate and well balanced.
29. The provision for children in the Foundation Stage is very good. The curriculum is well planned and takes good account of the early learning goals for children of that age. The teachers ensure that all areas of learning are covered appropriately and that tasks provided for children build on the learning needed for them to reach the expected early learning goals by the end of the reception year.
30. Good emphasis is placed on the teaching of the basic skills of literacy and numeracy. Good use is made of the National Literacy and Numeracy Strategies and both are having an effective impact on the standards in English and mathematics. This helps teachers to match work more closely to pupils' differing needs and contributes well their good achievement in these subjects.
31. In addition to the schemes for the National Literacy and Numeracy Strategies, schemes are in place for all subjects based on local authority and nationally produced guidance. The scheme for religious education is in accordance with the locally agreed syllabus. The use of information and communication technology is planned for in other areas of the curriculum. However, it is more effective in supporting pupils' learning in Years 1 and 2 than in Years 3 to 6, where pupils' computer skills are limited.
32. The provision for equality of access and opportunity is good. All staff are very aware of the issues and many good examples were seen in lessons of ways that teachers vary their methods of teaching to meet pupils' differing needs more effectively and ensure that all pupils are fully included. Both staff and pupils are valued by all and visitors are made to feel very welcome. The quality and care put into the school environment reflects the pride in the school felt by all the staff and its pupils.

33. The provision for pupils with special educational needs is good across the school. Their progress is monitored carefully and results in their targets, which are precise and achievable, being frequently updated, helping them to do well. The special educational needs co-ordinator has ensured that the policy and practice have been updated to meet the requirements of the new Code of Practice for September. She works closely with class teachers so that work is well matched to pupils' needs and that pupils receive effective support both in lessons and when withdrawn for specific help.
34. The provision for pupils' personal, social, and health education is very good and has a very high profile within the school. It has been maintained well since the previous inspection. Sex education and attention to drugs misuse are taught formally in Year 6 by the school nurse. Pupils also receive first aid training for a 'Young Life Savers' award. 'Circle time', where pupils have the opportunity to discuss issues relevant to their own experiences, and assemblies are also very effective provision, which support the very good relationships and good personal development seen throughout the school. Concepts of citizenship are promoted well through the school council and pupils' responsibilities around the school. A day visit to Okehampton camp by Year 6 pupils provides them with a 'Life Skills Award'.
35. The school's 'Healthy Living Week' with an impressive number of outside visitors contributing skills, such as 'karate' for exercise and 'Tai Chi' for calmness, and culminating in a health harvest lunch prepared by pupils for grandparents and senior citizens. This was valuable in raising pupils' awareness of different lifestyles. It also demonstrated the very good contribution that the community makes to the school. Other visitors include an author to support the book week, a willow craftsman and sculptor and an archaeologist who brought Ancient Greek artefacts to support pupils' studies in history.
36. The provision for extra-curricular activities is very good and enriches the curriculum. There are opportunities to be involved in sports, art, music enrichment activities both independently and with other schools and an annual school musical production and residential visit. Very good use is made of a wide range of visits to support subjects, in addition to the support the school gives to community events such as, the opening of the Bratton Clovelly Packhorse Trail.
37. Links with partnership institutions are very good. The school has very good links with the village playgroup, which teachers and the pre school governor visit. The school holds a themed playgroup party for all children starting school and their parents. Links with the secondary school are also well developed. The school is visited by a dedicated primary liaison teacher to talk to the pupils followed by a common day for pupils to spend time in their new schools in the summer term. Within the cluster of local schools, staff training is initiated and sporting activities enable pupils to meet their peers in other schools. This is particularly valuable to their personal and social development.
38. The provision for pupils' personal, spiritual, moral, social and cultural development is very good overall and has been improved since the last inspection. The school's ethos strongly promotes tolerance and respect for self and others and this is evident in the school assemblies. The provision for pupils' spiritual development is very good. A key strength in the development of spirituality is the real opportunity pupils have, as members of a small school community, to understand their feelings and the way they impact on others. Pupils are very much encouraged to think about themselves as special pupils with exceptional qualities. For example, in 'circle' time younger pupils sat in a circle, one with a space next to them on the right. By choosing someone, for a special reason, to come and sit next to him or her space was created. Pupils were very thoughtful in their choice and their reasons had quality to them and showed how well they knew each other. Whole school activities, such as making the willow dome and tunnel, bring all pupils together and at the end they had an opportunity to reflect on what they had created together. The many visits, such as, the walk along the Coast Path and the position of the school itself on the edge of Dartmoor with rural views contribute to pupils' spirituality.
39. Very good provision is also made for moral development. The school places great emphasis on the promotion of a very clear moral code through its 'Golden Rules', which reinforces consistent

messages. It is designed to celebrate pupils' achievements and successes through an award system in classes and assemblies. The School Council also fosters this work by supporting children and sharing any concerns they may have at meetings or on an informal basis. The good role modelling by all staff makes an important contribution to moral development. All staff demonstrate support for each other. Honesty, integrity and compassion are all common qualities. The ways, in which pupils are treated, encourages them to take responsibility for their own actions and to understand that they are accountable.

40. Provision for social development is another very good area. There is a strong sense of community, which is fostered by the promotion of common and inclusive values by all who work in the school. Teachers encourage pupils to work co-operatively through paired and group activities. The twice-weekly reading activities session mixes pupils of all ages and fosters pupils' social development. All pupils in Years 3 to 6 enjoy an annual residential journey. Pupils are very actively involved in charity fundraising both at home and abroad. Most recently these include knitting and sewing for Mother Teresa's charity in India and raising funds for Shiska which carries out relief work in a part of India devastated by earthquakes and flooding. They also donate funds, books and equipment to a school in Kwasamagumbe in Tanzania, with which the school has links, and raise funds for the British Heart Foundation and Leukaemia Research.
41. Pupils' cultural development is good. The wide range of visits and visitors to the school enriches pupils understanding of their own culture, for example, the opening of the Bratton Clovelly Packhorse Trail, which included songs, poems, games and riddles. Other opportunities for involvement in music and drama, and the good quality art work seen around the school from a variety of cultures make a significant contribution. The provision for appreciating other cultures is satisfactory. A group of African drummers and a Buddhist have visited the school and the Bishop involved with the Tanzania project opened the new adventure playground. Until recently, the school had links with a school in Plymouth, with pupils from diverse cultures. It is currently seeking a replacement for this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The positive picture at the time of the previous report has been well maintained. All the adults in school work very hard to create a welcoming, caring atmosphere in which pupils feel safe and valued, and where they can learn to become independent and mature. The school is very successful in this and the atmosphere and ethos in the school is purposeful and helps pupils develop very good attitudes to their work. Pupils are very well known to all staff and they know that staff are always willing to help them. Parents were particularly appreciative of the very good personal support the school provided for the pupils during and after the foot and mouth crisis of last year.
43. The school takes very good care of its pupils. Very good attention is paid to pupils' safety, as seen on a trip to Okehampton during the inspection. Risk assessment is undertaken on the building, for trips and visits. Pupils are encouraged to be aware of any dangers they see and to report them. All accidents are attended to promptly and records kept as necessary. The school has taken part in healthy eating initiatives and these are followed up well, for example during lunchtimes by staff on duty. Child protection is taken very seriously and all who need to know are advised of the procedures to be taken. Pupils are very well supervised during the day.
44. The school has very good procedures for promoting good behaviour. They are particularly good because of the involvement of the pupils in the drawing up and modification of them. The behaviour code is discussed with the pupils at the start of every term. Recently the pupils decided that the first sanction should be altered to the loss of five minutes golden time so that everyone would have to think carefully before they misbehaved. This was explained to parents in a letter written by the pupils. This exemplary involvement of the pupils and their appreciation of the need to behave appropriately illustrates well the high level of responsibility rightly placed by the school in its ethos of involving pupils in its work. The school takes the matter of bullying seriously. Pupils are encouraged to report any concerns to staff and it is also discussed during circle time. Pupils are encouraged to talk about their problems and concerns. The 'buddy bench'

in the playground encourages pupils to talk to each other, to develop good relationships and thus minimise the risk of bullying. Should major difficulties arise with either behaviour or bullying, the headteacher monitors these well.

45. The school has good procedures to encourage good attendance. Parents are reminded regularly in letters and other communications about not taking holidays during the term and most heed this advice. Because of the small number of pupils in school, the reasons for any pupils absence is quickly established and the headteacher has good knowledge of where there are ongoing medical reasons for absence. She works closely with parents to try to keep these pupils involved in what is going on in school. Of particular note are the lengths the school and its staff went to last year to support those pupils who were unable to attend school due to the quarantine regulations in place during the foot and mouth diseases outbreak. Work was sent by post and by e-mail to those unable to attend and contact was maintained over the telephone.
46. Although pupils' personal development is not monitored formally, reports written to parents show that teachers have a very good knowledge of their pupils. Pupils' personal development is very well fostered through the school's ethos that very effectively promotes a family atmosphere and very good relationships between all pupils across the whole age range. The school's personal and social education policy supports personal development and activities such as the school council ensures that pupils begin to learn what it is like to live in a society. The very small size of the school helps the pupils to see a miniature community at work.
47. The procedures for monitoring and assessing the progress of pupils with special educational needs are very good. Written observations, including those in the diaries completed by the learning support assistants and voluntary helpers, are kept to monitor progress the progress of individual pupils. These are used in the reviews and consequent rewriting of targets on pupils' individual education plans that are held termly. The targets recorded on individual education plans are discussed with individual pupils and their parents at the review meetings. The early identification of individual difficulties and intervention to support these also contributes well to the good achievements of pupils.
48. Procedures for monitoring and supporting pupils' academic progress are very good. Assessment was described as a weakness in the previous report. Since then, there has been a very good improvement. There are now very good procedures for assessing pupils' progress, especially in mathematics and English, where they are detailed and wide-ranging and used very well to move pupils' learning forward.
49. Teachers formally assess examples of pupils' writing and handwriting very precisely against the relevant national literacy strategy objectives each term, comparing them to national standards. Detailed guided reading records, based on these objectives are also used to monitor pupils' progress, in addition to the home-school reading diaries. In mathematics, as well as regular assessments, teachers discuss with small groups of pupils to ascertain how well they have understood recent work. As well as providing a very clear picture of each pupil's progress, teachers use the information from these procedures very well to set individual targets for pupils. They meet termly with parents to review the previous term's targets and to set new ones for reading, writing and mathematics. These are recorded in booklets that are used at home and in school and stickers placed on them with the date when pupils' meet them. It means that pupils know exactly what to do to improve their work and parents can help them purposefully at home. This involves parents very well in their children's learning and helps pupils to achieve well.
50. This year, procedures to assess the progress of children towards the early learning goals in the foundation stage have been put in place and used very well to monitor their progress and set targets for them. This year, teachers have also developed and implemented a useful, common system for assessing pupils' progress in relation to the planned learning objectives for each unit of work in all other subjects. Individual records are in place for these in science, history and geography and class records for other areas. These are used appropriately to help pupils build on previous learning.

51. The optional national tests are now used in Years 3, 4 and 5, together with other regular tests in reading, spelling and mathematics. The results of these, together with those of the national tests in Year 2 and Year 6, are analysed carefully, both to identify individual pupils in need of additional support and areas of relative weakness in the curriculum. Effective adjustments being made to the curriculum and in teaching and learning to raise standards further. It has led, for example, to a whole school focus on improving spelling and handwriting this year, with additional curriculum time devoted to these each week. Good use has been made of work sampling and tests to evaluate and demonstrate the effectiveness of these developments in raising standards and pupils' progress in these areas over the year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. As at the time of the previous report, parents have positive views of the school. They are happy with most areas of the questionnaire sent to them. They are particularly pleased with the high expectations set for their children, the good teaching, the quality of information they receive and the approachability of the school. Inspectors agree with these positive comments. The quality of teaching is found to be very good, leading to very good learning by the pupils. Parents raised concerns about activities outside of the classroom and the amount of homework set. Activities that broaden and add to the curriculum are found to be very good, when visitors to the school, the good number of trips and visits made by all the pupils, the residential experience available to all pupils in Years 3 to 6 and lunchtime activities are taken into account. Homework is judged to be appropriate and in keeping with the school policy.
53. The quality of information parents receive is very good. Regular newsletters keep parents up to date with a wide range of events, including those local community, activities and opportunities available to them and their children. Reports are sent to parents annually at the end of the summer term. They are of good quality and show that the teachers have very good knowledge of pupils' strengths and areas for improvement in their work, as well as their attitudes, behaviour and personal development. All pupils in Years 3, 4 and 5 take standardised tests at the end of the year; these are not as yet reported to parents, but this is being considered. Although reports do not contain any targets for pupils, this aspect is very well covered in termly target setting meetings with parents. These meetings are very well attended and ensure that parents can find out exactly how their child is doing and what they need to do to improve. Parents are asked to help at home with these targets and many parents are supportive in this matter. Pupils are very aware of their targets and parents have ready access to them. They are displayed in the classrooms and are also placed within the reading record or plastic wallets that goes home nightly; these contain dates of when targets are achieved. There is close liaison with parents of pupils with special educational needs.
54. The school works hard to develop and maintain very good relationships with parents, in most cases it is very successful. The school enjoys the confidence of nearly all parents. Parents generally say that the school is approachable. They can make contact with staff at the school at any time, although the teaching load means it is easier to speak to teachers at the end of the day. However, any urgent discussions are held immediately. The school consults parents frequently through questionnaires about aspects of the school's work. These include how the school helps the pupils to settle when they first start, the quality of reports, target-setting meetings and how the school celebrates success. These all help to involve parents fully in the work of the school and for their comments and suggestions to help the school improve its support for them. The home-school agreement was drawn up originally in consultation with parents and is soon to be reviewed, is signed by all. The school has an active and productive 'Friends' association that organises fund raising and social events such as a sausage sizzle and coffee mornings, sometimes held in Okehampton and designed to involve members of the public in supporting the school. Funds raised have been used, for example, to provide money for the adventure playground and for weights and scales. Further very useful support is provided through work parties, such as the recent one to spring-clean the school.
55. The school actively encourages parents to come into school to help and a good number of parents are able to do this. Their support is greatly appreciated, especially the flexibility that

some can offer. They help by supporting pupils with their reading and writing as well as with computer skills and artwork. Many help with swimming; this contributes to the school's good record of all pupils being able to swim before they leave. A good example of the family atmosphere within school is the invitation to Christmas lunch extended to grandparents. As many families in the school have long associations with it, they enjoy keeping this link. The school holds workshops to keep parents abreast of what their children are learning and these are very well attended. A recent one on mathematics gave many parents an insight into what it is to learn this subject from scratch! Others have included first aid and information and communication technology for parents to improve their own skills.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school is very good. There has been a good response overall to the weaknesses identified in the previous report. Very good improvements in all aspects of the planning of the curriculum and in assessment procedures and their use help teachers to meet the needs of all pupils more effectively. The use of information and communication technology to promote pupils' learning has improved but is not yet fully developed. The subject, together with religious education, has been identified as a focus for development in the autumn. In addition, the quality of teaching and learning has improved from good to very good. Good use of staff training and a well-planned programme of monitoring and support have made a good contribution to this. The National Literacy and Numeracy Strategies have been implemented very well. The impact of these changes can be seen in the good overall achievements of pupils of levels of attainment and in the continuing improvements in the standards. The effective and sensitive way that the far-reaching practical and personal consequences of the foot and mouth crisis last year have been managed means that the adverse impact on the continuity of pupils' learning, standards and achievement has been kept to a minimum. This year the provision for children in the Foundation Stage has been significantly improved, so that they now achieve well and get a flying start to school.
57. The headteacher provides very good leadership. Her role in shaping a very well motivated staff team, fully committed to school improvement, has been an important factor in the improvements brought about since the last inspection. It results in high-quality teamwork, characterised by very good mutual support, hard work and the dedication of all to improving the quality of teaching and learning for pupils. By involving all members of the school community every other year, for example, in a review of the aims of the school, the headteacher provides a very clear, shared sense of direction and purpose for the school. It is focused successfully both on raising standards and the achievements of each pupil, irrespective of their level of attainment, gender, background or culture, through the provision of a rich and interesting curriculum from which each of them can benefit. She successfully promotes a very close partnership with parents and the community that has a very positive impact on pupils' learning. The very good relationships, teachers' very good knowledge of pupils and the way they promote self-esteem, recognise achievements and the value of the individual are some of the many examples of how the school's aims are seen in practice daily. This makes a strong contribution to the personal development and very positive attitudes and very good behaviour of the pupils.
58. The headteacher and staff work together very well as an effective and efficient team to manage the smooth day-to-day running of the school and the pastoral care of pupils. The co-ordination of subjects is managed by the whole team, as there is a small number of teachers. This approach works well because responsibilities for leading certain aspects of development within subjects and areas are clearly organised and delegated to individual teachers on a termly basis. Their involvement in identifying and monitoring priorities for the school development plan contributes to the effectiveness of this. They regularly review planning and the outcomes of pupils' work, often by discussing pupils' learning with them. Through lesson observations, the headteacher and Key Stage 1 co-ordinator have helped to promote a consistent approach to teaching and to improve its quality.
59. The special educational needs co-ordinator provides good leadership. She works closely with class teachers and learning support assistants and this results in very focused support for

individual pupils, which contributes well to their good achievements. She has liaised well with partner schools to update the school's policy to meet the requirements of the new Code of practice, keeping staff up to date with these. The governing body fulfils its responsibilities in this area satisfactorily and receives regular reports on the provision for special educational needs.

60. The determination and capacity of the school to raise standards is seen in the way that the headteacher has put into place good systems to support a rigorous approach to all aspects of monitoring and evaluation, which are now good. This is a good improvement since the last inspection. Discussions and action points agreed with teachers, following lesson observations by the headteacher and Key Stage 1 co-ordinator, have contributed well to improvements in teaching and learning, as well as the good use of external monitoring by local education authority inspectors. Further improvements have been made in school development planning, especially in the way that progress towards the identified targets each year is monitored and evaluated. A particular strength is the way in which governors are involved in this. In developmental work in literacy and numeracy, for example, the designated governors have observed lessons, looked at examples of pupils' work, joined in staff training and attended meetings with the literacy and numeracy consultants, reporting back to the full body. This helps to provide the governing body with a very good, first hand awareness of the strengths and weaknesses of the school, on which to base their decision-making.
61. The focused use of the performance management process to support school development is linked effectively to well-planned in-service training. The school is making good use of initiatives, such as the additional literacy strategy, as well as schemes such as the 'Healthy Schools Award' to provide further support for school improvement. The headteacher manages the additional bureaucratic demands, arising from implementation of national initiatives such as these effectively, especially in the light of her 0.8 teaching commitment as the head of a very small school. She does this, for example, through the use of information and communication technology and by prioritising and delegating appropriately, so that these demands do not detract from the benefit to pupils. Increasingly good use is being made of performance data to track pupils' progress, through appropriate information systems. National test results are carefully analysed to identify weaknesses in the curriculum so that appropriate remedial action is taken. For example, there has been a clear and successful focus this year on improving spelling and handwriting throughout the school.
62. Governors are very committed and supportive of the school and carry out their statutory duties very well. The quality of financial planning and management is very good, and the funds received by the school are used effectively to improve standards and achievement and to provide very good quality of education overall. This is because the governors use their very good knowledge of what is needed to continue to move the school forward in their planning. A good example of this was their decision to fund the alterations in the classroom shared by the reception children and pupils in Years 1 and 2 and the creation of a dedicated early years outdoor area. This has had a very positive impact on the learning environment of these children and contributed to their good achievement this year. Good use is also made of specific grants, for example, to improve the level of adult support in classes. With the help of information provided by the efficient administrative assistant, governors monitor spending regularly.
63. Principles of best value are applied well and contribute to the improved cost effectiveness of the school. The headteacher and governing body compare the school's expenditure with that of other small schools locally to help them evaluate the effectiveness of their spending decisions. The school ensures through competitive tendering that they obtain best value for money when purchasing resources and services. Parents are consulted regularly through questionnaires, for example, about various aspects of school life, such as the quality of reports and target setting and pupils are consulted through the school council.
64. There is a good number of well-qualified and experienced teachers who are deployed effectively. There is a higher than average number of learning support staff who provide skilled, effective help for pupils' learning, including for those with special educational needs. The school is well supported at lunchtimes by the mealtime assistant and cook and the cleaner maintains the

buildings well. The school's accommodation is good overall. Classroom space and facilities have been improved for younger pupils. Attractive and interesting displays celebrate pupils' work in every area of the school. The small size of the hall restricts the nature of physical activities for a full class. The fixed apparatus is not suitable for older pupils. However, the school has worked hard to compensate for this with the addition of a challenging outdoor adventure play area. Staff use the spacious and attractive grounds, which include environmental areas and a swimming pool, very well to support pupils' learning across the curriculum. Together with the new early years' outdoor area, these provide a stimulating learning environment. The space available for administration is limited. Teachers use a generally good range of resources well to support pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

- a) Raise standards in information and communication technology to the expected levels by the end of Year 6 by*:
- ensuring pupils have sufficient opportunities to develop their skills fully in control technology, simulations and multimedia presentations;
 - further increasing staff skills and confidence by fully implementing the planned training programme;
 - enabling older pupils to use information and communication technology to support their learning in other subject areas more effectively.

(See paragraphs 7, 9, 27, 86, 91, 97, 104, 110, 118, 120, 122 and 131.)

- b) Raise standards in religious education to the expected levels by the end of Year 6 by*:
- providing more opportunities for older pupils in particular to reinforce and extend their learning through written recording;
 - Ensure that pupils are given appropriate opportunities to deepen their knowledge of world religions as they move through the school.

(See paragraphs 10, 83, 127 and 130-2.)

**The school has already identified these areas for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 18 |
| Number of discussions with staff, governors, other adults and pupils | 17 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 13 | 4 | 1 | 0 | 0 | 0 |
| Percentage | 0 | 72 | 22 | 6 | 0 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | YR- Y6 |
|---|--------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 41 |
| Number of full-time pupils known to be eligible for free school meals | 1 |

Special educational needs

| | YR- Y6 |
|---|--------|
| Number of pupils with statements of special educational needs | 0 |
| 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 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 3 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 8.5 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

NB The requirements to report the most recent National Curriculum test results for the end of Year 2 and Year 6 do not apply as there were less than 10 pupils in each year group.

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 | 41 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 2.4 |
| Number of pupils per qualified teacher | 17 |
| Average class size | 21 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 32 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 2000/2001 |
| | £ |
| Total income | 152,416 |
| Total expenditure | 144,650 |
| Expenditure per pupil | 3,445 |
| Balance brought forward from previous year | -3,583 |
| Balance carried forward to next year | 4,138 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 0.2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.2 |

| | |
|--|---|
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |
|--|---|

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 44 |
| Number of questionnaires returned | 32 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 47 | 44 | 6 | 3 | 0 |
| My child is making good progress in school. | 59 | 31 | 3 | 3 | 3 |
| Behaviour in the school is good. | 47 | 44 | 0 | 3 | 6 |
| My child gets the right amount of work to do at home. | 38 | 38 | 16 | 3 | 6 |
| The teaching is good. | 62 | 31 | 0 | 3 | 3 |
| I am kept well informed about how my child is getting on. | 56 | 38 | 3 | 3 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 59 | 31 | 3 | 6 | 0 |
| The school expects my child to work hard and achieve his or her best. | 59 | 41 | 0 | 0 | 0 |
| The school works closely with parents. | 55 | 35 | 6 | 3 | 0 |
| The school is well led and managed. | 59 | 31 | 0 | 9 | 0 |
| The school is helping my child become mature and responsible. | 53 | 34 | 6 | 3 | 3 |
| The school provides an interesting range of activities outside lessons. | 42 | 23 | 26 | 3 | 6 |

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

65. The provision for children in the Foundation Stage is very good. The seven children are taught in one class, which also contains pupils in Years 1 and 2. They are taught in a spacious classroom, recently enlarged with a separate small room, well equipped and imaginatively arranged by two part time teachers, one of whom is the early years co-ordinator. They are assisted ably by experienced learning support assistants and parent helpers. The secure outdoor area is attractive and well equipped and enhances the physical and creative areas of the curriculum very well, although its use is restricted by the weather. It is currently set up as a Life Boat station, following a recent visit to the Bude station. The lifeboat, life belts and wet suits were thoroughly enjoyed by the children and enriched their experiences. Pupils enter the school in two intakes during the year. A well-planned programme introduces the new children and their parents to the school and ensures that positive relationships are quickly forged with families and children settle very well. Links with the local playgroup in Bratton Clovelly, are developed well through visits by staff and the pre-school governor, and such events as the summer term 'Playgroup party' when pre-school children and their parents visit the school.
66. The children come to school with a varied range of experiences and skills. Some have attended full time nursery, other attend three playgroup sessions each week, while others have not attended either of these. This is reflected in the local authority baseline assessment, which indicates that children's attainment on entry to the school covers a wide spectrum but is broadly average overall, although this year's baseline shows standards in reading and boys' writing to be below average.
67. The provision has been improved, since the last inspection, by the extension of the teaching area, toilet facilities, the development of a secure outdoor area and the improvement in teaching. The quality of teaching is now very good. Teachers have high expectations and the very good range of experiences provided motivates children to work hard and maintain concentration. Planning is very thorough, and the time-table is very well balanced to ensure that all children in this mixed age class have access to an appropriate curriculum. Teachers are good at challenging the children to extend their knowledge and vocabulary and seize every opportunity to reinforce their literacy and numeracy skills. They use their learning support assistants and other adults effectively to support group and individual children's learning. They are always well briefed and know how to guide and encourage the children. The curriculum is securely based on national guidance for the Foundation Years. Most children are on course to reach the expected outcomes in all areas of learning and some to exceed them by the end of their reception year. This represents a good level of achievement from their individual starting points.

Personal, social and emotional development

68. The children are eager to come to school and have settled very quickly into the class routines. Parents and adults are welcomed into the classroom with the children each morning, which contributes to a calm and purposeful start to the day, as well as providing a good opportunity to discuss any matters. The children have quickly learned the rules and conventions associated with classroom and school life. This area of development is very well taught and teachers and teaching assistants have high expectations of what pupils should do for themselves. The use of circle time contributes to their personal development by providing structured opportunities to share views and experiences, which they do confidently. They play and work happily together and know the rules associated with taking turns, tidying up, and listening to others. They undress and dress themselves for physical education.

Communication, language and literacy

69. This year, the baseline scores in this area were below average overall, although there is a wide range of attainment. On entry, while most pupils recognise their name, none have a secure sight vocabulary. The teachers provide many purposeful activities, which make a valuable contribution to children's learning and help them to achieve well. For example, children recount their news and learn to sing a large repertoire of rhymes, which helps them to practise putting words into sequence, as well as their pronunciation. They can copy words and many make very good attempts at writing, some using finger spaces. Most know initial letter sounds and letter names and some are confident with initial blends. Pupils have made very good progress with their reading, most now exceeding the expectations of the early learning goals. They follow, predict and retell the sequence of a popular story read to them. Children recognise their name and most can write it well. They enjoy books and delight in taking them home to read together. Comments in children's home school reading journals indicate a high level of support and encouragement of reading. Boys and girls handle the books carefully and understand that print is read from left to right. They talk enthusiastically about the pictures and develop their imagination and language through role-play in, for example, the attractive area set up after their recent visit to the seaside. They are beginning to recognise many clearly displayed captions and display notices in the classroom. Twice-weekly reading activities sessions where older pupils join them are effective and enjoyable in promoting reading and speaking skills. The overall quality of teaching is very good. Teachers take every opportunity to reinforce communication skills, and reading and writing play a big part in all lessons. A consistent approach between the two teachers, the introduction of the early literacy strategy by a trained learning support assistant, and emphasis on learning new vocabulary are successful in leading children to meet, and for some to exceed, the early learning goals expected by the end of their reception year.

Mathematical development

70. Day to day use of number is used effectively by the teachers to encourage children's development in mathematics. Children enjoy their work with numbers, responding quickly and with a good degree of accuracy in their mental maths work in the very well taught lessons. They can 'count on' given a random number below ten and know numbers less than and more than a given number. They can arrange counters in sets of two and most count confidently in twos. They relish the opportunities to write numbers on their white boards and follow the activities of the older pupils using the counting stick with interest. Children are confident in identifying squares, rectangles, triangles and circles. Number songs and daily routines are used to reinforce counting activities and, as a result, the children learn quickly and achieve well as a result of very good teaching.

Knowledge and understanding of the world

71. Children are gaining a good understanding of the world in which they live through, for example, comparing their trip to the beach with photographs of people going to the beach 100 years ago. They use the school grounds to look closely at the unusually high number of different wild flowers, and its surrounds to gain an awareness of places in relation to each other. Children confidently use a computer programme to move shapes on the screen and understand how information can be presented in different forms. They used a paint programme to create sea creatures. Boys and girls have good opportunities to use a variety of construction kits to make their own models. In religious education pupils listen to stories from the Bible and are beginning to understand why Jesus is special to Christian people. Very good teaching enables children to have a good balance of formal investigation and guided play. This helps them to 'discover' new knowledge and achieve well in relation to their previous attainment.

Physical development

72. In a very well taught games lesson, children enjoyed the vigorous warm up and moved and used the space very well. They worked well by themselves and collaboratively, bouncing, throwing and catching balls and bean bags. They showed good awareness of space and the other

children when practising rolling hoops. Children have many opportunities to develop fine motor skills as they handle small tools such as pencils, crayons, paintbrushes, glue sticks and scissors. They frequently put together and take apart construction materials and work with jigsaws and other tabletop equipment. These activities are making a significant contribution to their physical development and they achieve well in relation to their prior attainment. Regular planned times in the hall provide a structured time for responding to music through dance, and using floor space and apparatus to develop their large muscle skills. They have other good opportunities for physical development, using the wheeled vehicles and other apparatus in the secure outdoor area and playing in the adventure playground.

Creative development

73. Teachers organise the curriculum well and provide the children with regular planned opportunities for music, paint and a range of materials. This helps them to achieve well, with most likely to meet the expected levels by the end of the year and some to exceed them. After looking at wild flowers in the grounds and environmental area, for example, in a very well taught lesson, children used coloured play dough to recreate the flowers, very accurately representing the number and colour of petals. They used tools skilfully to cut their shapes and squeeze out roots. They developed their three dimensional skills further when they made under-water collages and pushed, pulled and squeezed clay to make small pots. No music was seen during the inspection, but from teachers' planning, children are introduced appropriately to a variety of rhymes and jingles. They are beginning to develop a sense of time and rhythm, learning songs and using percussion instruments.

ENGLISH

74. When children start school, their language skills are broadly average, although these vary from year to year as a result of the small intake. Evidence from lessons, past work and school records shows that standards in English are above average at the end of Year 2 and average at the end of Year 6. This differs from the upwards trend since the last inspection. It also differs from the above average standards evident in Year 5, for example. It reflects partly a year group difference, which is exaggerated by the very small size of the year group, but is also the effect of half of them having extended, unavoidable absences during the foot and mouth crisis last year. This has also resulted in achievement of these Year 6 pupils being satisfactory overall, rather than good, in relation to their prior attainment. The detailed records now kept of individual progress show that most boys and girls of all levels of attainment achieve well as they move through the school.
75. The overall above average picture shows a good improvement from the time of the last report, when standards and progress were described as satisfactory. A number of factors have contributed to this. The overall quality of teaching has improved to very good and the national literacy strategy has been adapted and planned well to meet the needs of pupils of differing ages in the two classes and it is implemented consistently. Pupils with special educational needs are carefully identified at an early stage and the special needs co-ordinator, class teachers and skilled learning support assistants work closely together to help these pupils to do well. This, too, is an improvement from the time of the last inspection when their progress was described as satisfactory. The additional literacy strategy and early literacy strategy have been adapted well and used effectively to give pupils additional help where it is needed. The effectiveness of the support is seen in the good proportion of these pupils who reach the expected standards in English.
76. Standards in speaking and listening are above average at the end of Year 2 and average at the end of Year 6. Pupils achieve well overall. One reason for this is that teachers provide a good number of opportunities for pupils to practise their speaking and listening skills through, for example, frequent paired or group activities across the curriculum, as well as more formal opportunities in assemblies. Another is the evident value that teachers place on pupils' responses, which encourages them to contribute in lessons. By the end of Year 2, pupils listen attentively to their teacher and increasingly to each other, responding appropriately to questions

and instructions. They ask relevant questions and make thoughtful contributions to class discussions, which show good understanding of what they hear. They share their ideas clearly, for example, when explaining why they think that the 'pupil of the week' is special. Higher attaining pupils suggest, for example 'She shares, even if she has only had a short turn', while lower attaining speakers offer, 'She's a good friend'. By Year 6, pupils engage in conversation with adults confidently. They respond thoughtfully to each other's views and begin to build on these in discussions. They speak audibly in front of larger groups, adapting their tone and style to the audience. A good example of this was heard in an assembly, when two older pupils successfully helped younger pupils to explain what they had been doing in the art club that they run for them.

77. Teachers successfully extend pupils' vocabulary in all subjects through their consistent emphasis on pupils understanding and using technical terms and challenging vocabulary correctly. Most Year 2 pupils, for example, could explain clearly what 'human' and 'physical' features meant in geography, while older pupils used terms, such as, 'virus' and 'bacteria', correctly as a result of the teacher's very clear explanations. This also has a positive impact on increasing pupils' sight vocabulary when reading.
78. Standards in reading are above average at the end of Year 2 and average this year at the end of Year 6. Most boys and girls of all levels of attainment achieve well in relation to their prior attainment. Several factors have contributed to this improvement. Phonics and key words are taught in a very consistent, well-structured way and teachers monitor and support the progress of individual pupils carefully. They make good use of guided reading sessions as well as a good variety opportunities across the curriculum to help pupils to apply these successfully. These include older pupils working regularly with younger pupils, playing focused games, for example, to help them learn their key words. Teachers successfully foster interest and enjoyment of books. Pupils read regularly at home and very well used reading diaries provide a good dialogue with parents, especially of younger pupils and maximise their contribution to this aspect of their children's learning.
79. By the end of Year 2, almost all pupils read an appropriate range of books with reasonable fluency and accuracy, often with good expression. They have a good sight vocabulary and use a variety of ways to tackle unfamiliar words. They show a good understanding of what they are reading, in discussion, as well as by substituting sensible words for those they do not know. Some higher attaining pupils show an increasing understanding of plots and characters. One pupil, for example, explained that Mr Fox was her favourite Roald Dahl character because of the way 'he found a secret hole to the three nasty farmers'.
80. By the end of Year 6, most pupils read a good range of books, clearly and with expression. They can draw some comparisons between different authors, giving sound reasons for their preferences, although some pupils still need support in drawing conclusions from factual information. Pupils enjoy reading and all are well motivated, including those with special educational needs, who are keen to improve and make good progress towards their targets. Pupils apply their reading skills effectively to retrieve information from a variety of sources, including books and the Internet. This is largely due to a good emphasis on the teaching of research skills, and frequent opportunities to apply them in a variety of subjects, for example finding out about famous scientists such as Jenner and Pasteur. Pupils now know exactly what they need to do to improve their skills from their reading 'wheels', which state clearly the learning objectives for guided and individual reading each term. This motivates them well, as they date the objectives as they meet them, and helps them to achieve well. Teachers keep detailed records of pupils' progress during guided reading sessions, noting specific skills that need further development. All of these factors make a good contribution to pupils' rate of learning.
81. Standards in writing are above average overall, except in the current Year 6 group where they are average. Almost all pupils now achieve well in relation to their prior attainment. One reason for this is the good use teachers are making of training in guided and modelled writing strategies to help pupils to improve their skills. Another is the very good use they make of a wide range of

very focused assessment procedures, for example, in the setting of precise individual targets, linked closely to the national literacy strategy objectives for different forms of writing. Information from pupils' test results and examples of their writing are analysed carefully to identify areas and action for general improvement. This year, for example spelling and handwriting have been a focus for successful development across the school. Assessments show that almost all pupils have made good progress in these areas over the year.

82. By the end of Year 2, pupils write in simple sentences, using generally well-formed letters and reasonably accurate spelling. They write in a good variety of forms, including poems, letters and stories. They begin to include relevant details and to use capital letters and full stops correctly. Some higher attaining pupils begin to use interesting vocabulary, techniques such as capital letters for emphasis and more structured sentences, as in, 'After all that hard work, they all drifted off to sleep'.
83. By the end of Year 6, pupils write in a good variety of forms and extend their ideas by adding description or explanation. Higher attaining pupils are beginning to use more complex sentences confidently, although they do not yet always use the range of vocabulary that they do in oral work. Pupils often make very good progress in literacy lessons in learning a good range of strategies and techniques for improving their writing, including the use of recognised authors as models. However, some pupils do not yet apply these ideas consistently in their own work, especially in narrative writing. Some good examples were seen of teachers using opportunities in other subjects for pupils to practise and extend their writing skills, such as writing a letter to householders in Bratton Clovelly to explain the purpose of a questionnaire that they were distributing. In general, however, not enough use is made of this to support pupils' learning in subjects such as history and religious education.
84. The quality of teaching is very good overall. This is a good improvement since the last inspection and a key factor in the rise in standards and the good overall achievement of pupils. This was illustrated in a very well taught lesson for pupils in Years 3 to 6. The teacher used her evident subject expertise very effectively in very well chosen extracts from books by Philip Pullman to demonstrate how dialogue can be used to portray character. Skilful, challenging questions were matched well to pupils' differing ages, so that all were included in the discussion and these evoked thoughtful responses from pupils. A Year 5 pupil, for example, suggested that readers were made to think that the main character was unpleasant, 'because of the reactions of other people'. The teacher made good use of opportunities to help pupils build on previous work on adverbs, by identifying examples in the text and extended the learning of older pupils to include the use of adverbial phrases. She made the objectives of the subsequent written task very clear, so that pupils knew exactly what they had to do. She also made very effective use of role-play to engage their interest and stimulate their ideas for writing a similar piece of dialogue. As a result, older pupils settled quickly to their work and concentrated well. The teacher provided very good support for younger pupils' learning, working with them to produce a piece of collaborative writing. She challenged them continually to improve upon their initial ideas, which they did successfully. For example, when the teacher asked, '--- we don't want to say he is in a bad temper, as he comes in the cafe, how could we show it?' a Year 4 pupil was able to suggest, 'He stormed in and slammed the door'. When the teacher asked how that could be carried on in dialogue, another offered, 'Hot chocolate now!!' Such responses, as well as the individual writing of older pupils showed the very good quality of learning in the lesson.
85. Teachers show a very good understanding of the national literacy strategy. This is evident in their skilful and challenging questioning seen in lessons, which is made particularly effective by the very good knowledge they have of each pupil's learning, as a result of the wide range of ongoing, termly and annual assessments they make. They use these to pitch questions at just the right level for pupils of differing levels of attainment. The way that teachers use these assessments to set individual reading and writing targets also contributes well to pupils' good achievements. Pupils have their targets with them in lessons to remind them of the particular points they are currently working on and that they need to check in their work, while the full involvement of parents means that they can help their children work on their targets at home.

86. Teachers work in close partnership with their learning support assistants, deploying and briefing them very well. This contributes to the very effective, skilled support they give both to pupils with special educational needs and to other groups with which they work. They also work closely with parent helpers, sharing planning and key objectives, which also helps them to make a valuable contribution to pupils' learning. Teachers set high expectations and establish good classroom routines and this was reflected in the way that pupils worked in independent group activities purposefully and co-operatively, as well as very good attitudes and behaviour shown by pupils in lessons. The very good relationships between pupils themselves and with their teachers also contribute to this. They provide some opportunities for pupils to word-process their work, but in general they do not make enough use information and communication technology to support pupils' language development.
87. Teachers work very effectively as a team to co-ordinate the subject very well. The results of this can be seen in the improvements in standards since the last inspection as well as the very consistent approach to planning and teaching the national literacy strategy, which helps pupils to build effectively on previous learning. Teachers plan carefully to provide relevant and stimulating activities that motivate and interest pupils very well, often based on visits made by the pupils or community activities such as the opening of the 'Packhorse Trail'. The rich curriculum makes a strong contribution to the very positive attitudes pupils have towards their work and their very good behaviour in lessons. It also makes a good contribution to their personal, spiritual, moral, social and cultural development.

MATHEMATICS

88. By the end of Year 2, standards of attainment in mathematics are above average and represent an improvement since the last inspection. At Year 6 standards are average, similar to those seen in the last inspection. Pupils enter the school with broadly average attainment and the standards reached by Year 2 pupils shows that they achieve well. The current Year 6 pupils' attainment is average, and not as strong as in other year groups. They have achieved satisfactorily overall in relation to their prior attainment but their very good response to the challenges set for them means that in lessons they are now making good and sometimes very good progress. Pupils with special educational needs achieve as well as other pupils. Test results over time have kept pace with the nationally improving trend.
89. The teaching of mathematics is consistently very good in the Year 1 and 2 class, and promotes pupils' interest, effort and understanding very well. Very good teaching in one lesson encouraged pupils, by using counters, to explore arranging arrays of numbers to understand that 2×4 is the same as 4×2 . The tasks were well matched to pupils' differing levels of attainment and there were good opportunities for pupils to investigate. They worked very well in pairs organising their counters into rectangles and writing the number sentence on their white boards. Higher attaining pupils worked with a greater number of counters, understanding, for example, the equivalence of 6×5 and 5×6 . In another lesson, pupils used counters to cover various sized leaves and accurately recorded their results on a block graph, some pupils transferring their results to a computer programme. By the end of Year 2, most pupils can confidently count in 4s, double numbers, and place number multiples accurately on a counting stick. Higher attaining pupils can add units to two-digit numbers, carry out simple multiplication, calculate change from £1 and identify some properties of shapes.
90. Very good teaching was also seen in the class for pupils in Years 3 to 6. In a lesson on time, pupils were asked to set their card clocks to various times and hold them up so that the teacher could assess their accuracy. Answers to questions using digital and analogue clocks, and 12 and 24 hour clocks were recorded quickly and accurately on white boards by the older pupils. Questions were targeted well at different age groups. All pupils were very well challenged and the pace well maintained. Pupils responded very well to the activities for each age group that involved estimation and the use of standard units. For example, some younger pupils estimated how long it would take to read a page of text and how many catches of a ball could be made in a set time. Year 5 and 6 pupils interrogated an evening television guide, answering the set questions accurately, but opportunities were missed for them to challenge each other with

questions. Likewise in another lesson, pupils worked well at sequencing numbers at an appropriate level for their age but were not given chance to make up their own sequences for others to work out. By Year 6, most pupils round and order large numbers, such as figures recording the areas and populations of different countries, carrying out long multiplication, ordering, adding and subtracting fractions, and finding their decimal equivalents and percentages. They explore the distinctive features of shapes, parts of circles, and calculate accurately the areas and perimeters of rectangles, triangles, hexagons and parallelograms. Many can construct and measure angles accurately, use the language of angles, such as acute, obtuse and reflex, readily and correctly, and have worked with angles in a triangle and around a point. Examples from previous work also include ratios, proportions, coordinates in all quadrants, square numbers and symmetry.

91. Teachers provide good opportunities for numeracy skills to be used and consolidated in other areas of the curriculum, for example, when using timelines in history and pie charts in geography, and when measuring in science and design and technology. Pupils extend their understanding of data handling and their computer skills, in history, for example, in their study of the occupancy, age and type of buildings in the village, although more use could be made of information and communication technology to support the mathematical learning of older pupils in particular.
92. The overall quality of teaching in the two classes is very good, an improvement since the last inspection, and contributes well to the overall above average standards. Teachers are very skilled at matching the work to the wide age range of pupils in their classes and they make full use of the skilled learning support assistants who work with different groups, including pupils with special educational needs, so that all can participate fully in lessons. Classes are very well managed. Relationships between all adults and pupils are very positive, and this establishes a very good ethos for learning that pupils respond to well. They are very well behaved, work for sustained period of time and through target setting have a very good understanding of their own learning. Teachers plan their work, based on the national numeracy strategy, very well and each lesson has a clear focus on the teaching of numeracy, which is shared well with pupils, so that they know what they should be learning, in addition to the focus of their individual targets. A variety of strategies promote quick thinking and the involvement of all pupils, and this is a significant improvement on a weakness noted in the previous inspection. Teachers keep detailed assessment information and know their pupils very well. Work is well presented, but there is an over reliance on the use of frameworks and worksheets and insufficient opportunities for pupils, particularly as they get older, to organise their own work. In both classes, while teachers set appropriately challenging work and have high expectation of what their pupils can achieve, some tasks could be more open ended and pupils given more independence in setting each other challenges.
93. The teaching team co-ordinates the subject very effectively. The headteacher and the Key Stage 1 co-ordinator are on local authority working parties for teaching mathematics in small schools. Their participation is used well in school to further improve the quality of teaching and learning. Teaching is observed, assessment procedures are very thorough, results of tests are analysed carefully, and the implications for teaching are discussed and shared very well.

SCIENCE

94. Standards in science seen during the inspection were above average at the end of Year 2 and average at the end of Year 6. Although standards at the end of Year 6 were higher at the last inspection, year groups are very small and standards vary year to year. In addition, pupils' learning was disrupted last year because of the foot and mouth crisis. However, the trend in national test results in science over time has risen more quickly than the national trend. Overall, pupils are achieving well in relation to their prior attainment. Pupils with special educational needs are fully included and achieve equally well.
95. All aspects of science; life and physical process, and materials and their properties are covered well and there is a strong emphasis on teaching scientific enquiry and investigative skills. Pupils

record their work well, using frameworks that are matched well to their level of understanding, and they use their numeracy skills to communicate information through tables and block graphs. However, more use could be made of opportunities for pupils, especially the older ones, to organise their own work.

96. Pupils in Years 1 and 2, in a very well taught lesson on the growth of plants, knew the main conditions required and showed a good understanding of fair testing. An attractive display in the classroom of their work contributed to this. The school made good use of digital camera photographing the eleven wild flowers found in the well-used environmental area, the grounds and hedgerows. These were put into a flower bank in the computer and pupils then 'dragged' them onto a plan of the school, placing them where they predicted they would be found. Pupils then visited all of the areas outside, well supported by a learning support assistant and other adults, to find the flowers. Pupils could readily identify flowers such as 'Herb Robert', 'Celandine' and 'Lady's Smock'.
97. In Years 3 to 6 pupils recapped their knowledge of micro organisms as an introduction to a very good lesson. Appropriate questions were well targeted to the different aged pupils. They understood that these are living organisms, often too small to be seen, and can be beneficial or harmful. Following the introduction, the teacher provided a good level of challenge for pupils of different ages. She focused on pupils in Years 3 and 4 listing variables that might be considered when creating mould on food, while Year 5 pupils, with a learning support assistant, made bread with and without yeast. Year 6 pupils researched famous scientists, such as Louis Pasteur and Edward Jenner, on the Internet to compile a short biography. This supported current work in literacy lessons well and provided an opportunity for them to practise their computer skills. However, past work shows that not enough use is made of information and communication technology to help older pupils to develop their scientific skills.
98. The quality of teaching is very good, an improvement since the last inspection. Teachers are very aware of the needs of the wide age range of pupils in their classes and take good account of this in their planning. They have good assessment procedures and are skilled at using this information in questioning pupils to assess their understanding. Teachers have very good subject knowledge and are well supported by learning support assistants, and in the younger pupils' class, by parents. Teachers recognise and use scientific vocabulary and always insist on its use by pupils. They manage their pupils very well, make science interesting and maintain a good pace to lessons. This has a clear impact on pupils' learning and their very good progress in lessons. Class organisation allows opportunities for pupils to work together collaboratively to plan and discuss their work and this contributes well to their social development. Plenary sessions are well managed, and allow pupils the opportunity to speak to the whole class. Pupils enjoy science and respond enthusiastically, particularly to investigative work. The good use of the neighbouring environment and events such as 'Science Week' contribute positively to pupils' cultural development. The subject is very well developed, planned and monitored by the teaching team. Resources are of good quality, well organised and used effectively.

ART AND DESIGN

99. No lessons were observed in art and design, so no judgement can be made on the quality of teaching. From work in the portfolio of the Year 1 and 2 class, displays around the school and those in the Year 3 to 6 class, standards are above average at the end of Year 2 and Year 6 and pupils achieve well. Standards have been well sustained since the last inspection.
100. Pupils throughout the school are able to respond confidently to the very good range and variety of materials with which they work. These include much three-dimensional modelling, paint, crayon, pastel, textiles and information and communication technology paint programmes. Attractive displays, work in sketchbooks and the high quality portfolio of work in the Year 1 and 2 class all provide evidence of above average standards. Opportunities for the whole school to work together in, for example, making banners and the willow dome and tunnel encourage artistic appreciation and breadth of study.

101. Pupils in Years 1 and 2 have recently used visits and a visitor to the school to stimulate their artwork. They saw life-sized and larger sculptures when they visited the Mythical Garden, sketching them and trying to find out what they were made from. They made their own willow sculptures successfully in a grassed area near the classroom, under the guidance of a willow sculptor. Following a visit to the seaside, they made above average attractive collage and used an information and communication technology paint programme well to create sea creatures. Pupils explored properties of materials when doing designs in batik and copied the shapes, colours and patterns from pictures they were given. Good links are made with other cultures through art. For example, in their topic on Mexico, pupils enjoyed mask making, weaving and making a material collage.
102. Pupils in the Year 3 to 6 class made careful sketches from photos of classical athletes in preparation for making a model with movement. They also posed to model the action, and were photographed using a digital camera. From this they made their models, approximately 30cm high, and with a good sense of form and movement, which form an impressive display in the hall. They used their literacy skills appropriately to write in instructional style account of what they had done and this is included in their sketchbooks. They have studied the work of Clarice Cliff and made their own teacup designs of rural scenes. Pupils used mainly the rural views from their own windows at home for their designs. They took this further by making bookends in clay and decorating them with a three-dimensional rural scene.
103. Teachers plan their work on a rolling programme that ensures good coverage of National Curriculum requirements, but equally there is flexibility to use opportunities as they arise. Satisfactory use is made of information and communication technology to support the pupils' learning. The range of outside visits also contributes as a very good stimulus to art, and many examples of the work in the portfolio arose from these. Through such opportunities, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

104. Only one lesson, for pupils in the Year 3 to 6 classes, could be observed during the inspection. Judgements about attainment are based on that lesson, evidence from the portfolio of work in Year 1 and 2, teachers' planning, and discussions with teachers. These show that standards are above average at the end of Year 1 and 2 and broadly average at the end of Year 6. Standards in the lesson seen using fabrics were above average, but overall pupils do not have enough opportunities or skills to use information and communication technology control programmes in their work. Standards of pupils' work have improved in Year 1 and 2 and been sustained in Years 3 to 6 since the last inspection. The achievement of pupils, including those with special educational needs, is good in Years 1 and 2 and satisfactory in Years 3 to 6.
105. The very good quality portfolio of work seen in Years 1 and 2 provided evidence of a good range of work, and included making puppets using textiles, making moving vehicles and food technology, linked to the school's Healthy Living Week. There was due emphasis on the use of key vocabulary, such as, chassis, axles and specific materials. Work was well planned by pupils, listing the materials and tools they needed, and there was evidence too of pupils evaluating and modifying their design. The portfolio also contains very good assessment information about pupils' skills.
106. In the one lesson seen in the Year 3 to 6 class, teaching was very good. Pupils were continuing the challenge of designing a card, using fabric and threads based on a Devon landscape, to encourage tourism. From this common theme, work was matched well to the pupils' age. Pupils planned their work well, sketching their landscape and annotating it with the materials needed and the stitches to be used. During the lesson, some pupils used the Internet to find examples of different stitches. Very good use was made of the learning support assistant in discussing with individual pupils their choice of texture, colour and width of the threads. Pupils worked very carefully and sensibly, enjoying and taking a pride in their work. There was evidence of ongoing evaluation and changes to their work. Other work seen included food technology and designing pop up cards.

107. Across the school, pupils' literacy skills are used and consolidated usefully in the range of writing undertaken, such as labelling, note making and the writing of short evaluative accounts. Mathematical skills in measuring and in drawing plans are used effectively at various times. The team of teachers works very well together in promoting design technology. The planned rolling programme ensures good coverage, and there is an appropriate action plan to develop the subject, but there is a need to improve the resources to include information and communication technology control programmes.

GEOGRAPHY

108. Only one geography lesson was taught during the inspection week, so no overall judgement can be made about the quality of teaching. However, evidence from that lesson, discussions with staff, scrutiny of planning, displays and previous work across the school indicate that standards are average at the end of Year 2 and Year 6. Pupils, including those with special educational needs, achieve satisfactorily. These judgements are similar to those in the last inspection.
109. By the end of Year 2, pupils compare the village of Tocuaro in Mexico with their own locality and begin to think of appropriate geographical questions to ask, such as, 'What is your job in the village?' or 'How do you keep safe when earthquakes come?' They make good use of information and communication technology, for example, to present their findings of a survey they conducted into the types of accommodation pupils have stayed in on holiday as graphs. This also supports their work in mathematics well. They develop their mapping skills systematically, building on earlier experiences of identifying different areas in the school and making simple plans of them to construct a route to show a visitor around the school. Pupils begin to develop a good knowledge of their own locality because teachers make very good use of a wide range of visits and visitors for this purpose. For example, pupils develop their understanding of how different places support different occupations through visits to a local farm, the nearby village and the fire-station and letter sorting office in Okehampton, as well as those in contrasting places further away, such as Bude.
110. By the end of Year 6, pupils have a good knowledge of the features of their own locality. One reason for this is the continuing good use of visits and visitors to stimulate pupils' interest and to encourage an enquiry based approach. They use information from town studies of Padstow and Okehampton, as well as surveys of the village of Bratton Clovelly to develop their understanding of why settlements grow and decline in particular locations. The annual residential visit for pupils in Years 3 to 6 is also used well in this way, with different locations chosen each year to broaden pupils' geographical experience. However, their knowledge of locations outside the United Kingdom is more limited in discussion and no evidence of written work in this area was seen. Pupils show a satisfactory understanding of possible advantages and disadvantages of living in, for example, rural and urban areas. They make appropriate suggestions for improving the environment of a cliff top and car parking area in Bude, to make it more attractive to tourists. This work is being used well to support their work in literacy, by writing a letter to the town council with their suggestions. Only limited evidence was seen of pupils using information and communication technology to support their learning in geography.
111. In the lesson seen for Years 1 and 2 pupils, the quality of teaching was very good. The teacher used pupils' experiences of their seaside visit to Bude very well, through questioning and the very good variety of activities to motivate and interest them. As a result, they worked hard and concentrated well as well as thoroughly enjoying the activities. The teacher varied the lesson objectives very well to take good account of the different ages and levels of attainment of pupils in the class. For example, some pupils in Year 1 carefully copied beach photographs, competently using a paint program unaided to represent and label human and physical features. Other Year 1 pupils first worked with the teacher to identify the route taken to Bude in a road atlas. They then worked well together, to place photographs taken during the journey on the appropriate place on the map. The teacher helped Year 2 pupils to develop their mapping skills very effectively. Before they drew a sketch map to show different features of the beach from photographs, she encouraged them in pairs to use a very good range of resources to represent

the photograph as accurately as possible in play trays. This led to very good discussion between the pupils about relative size and position, which also contributed well to their speaking and listening and mathematical skills. As a result, there was a good level of accuracy in their completed sketch maps, which had keys to identify the main features. By the end of the lesson, all pupils knew how well they had done because the learning objective for each task was very clearly explained by the teacher. She questioned them individually and skilfully as they worked to assess whether they had met these. All of these factors contributed to pupils' very good learning in the lesson.

112. The subject is not a current focus for development and the co-ordinating team manages it satisfactorily. The curriculum is planned carefully in rolling programmes for both classes to ensure that all pupils have full access to it and that National Curriculum requirements are met. In the class for younger pupils, the planning is particularly well focused, with the good assessment procedures linked closely to the lesson objectives for each year group. This helps pupils to develop their skills and understanding well in all areas of the subject, although these systems have not been in place long enough to impact fully on standards at the end of Year 2. The emphasis on basing as much work as possible on visits and field work means that the subject makes a good contribution to pupils' personal, spiritual, moral, social and cultural development.

HISTORY

113. During the inspection week, no lessons were observed in history, although an inspector accompanied Year 3 and 4 pupils on a museum visit. Therefore, judgements in are based on teachers' planning, the portfolio of work in Years 1 and 2 and displays of pupils' work throughout the school. From this standards are broadly average at the end of Year 2 and Year 6 and pupils' achievement, including those with special educational needs, is satisfactory across the school. This compares less favourably with the previous report where standards were reported as above average.
114. The strength of the subject is in the very good range of visits, and the weakness is in the amount of written work that, particularly the older pupils produce, and the opportunities they have to organise and set out their own work. Much recorded work is completed using well-devised, school based, and appropriate writing frames, well matched to pupils' needs. However, more use could be made of opportunities for older higher attaining pupils, in particular, for writing at greater length to reinforce and extend their knowledge.
115. The portfolio of work in the Year 1 and 2 class shows that by the end of Year 2 pupils are able to sequence events correctly, as for example, in The Great Fire of London. Pupils can explain why the fire started; know how it spread and how events were recorded. They also understand how London has changed since the Great Fire. They can use secondary sources to find out about famous people such as Florence Nightingale, recount the story, give appropriate reasons for her actions and identify some changes that she made through her work. The time line in the classroom recording events over the last two years contributes to pupils' mathematical development. Pupils' current work is based on their visit to the seaside. They compare from photographs what people took to the seaside 100 years ago with what they took on their visit.
116. Pupils in the Year 3 to 6 class have studied Ancient Egypt. There was good evidence of teachers developing pupils' skills by identifying what they already knew, what they wanted to find out and how they would find the information. A good range of work included finding out about Egyptian beliefs about life after death, Howard Carter's excavations, the differences in lifestyle between the rich and poor in Egypt and the building of the pyramids. Pupils' extended writing included reporting a tragic death and researching mummification. Visitors to the school, such as the archaeologist who brought ancient Greece artefacts to support pupils' study of the period contribute both culturally and spirituality, through holding real artefacts, and give them a good understanding of the difference between primary and secondary sources of evidence. Current work includes a study of the village of Bratton Clovelly. Pupils are currently using an information and communication technology database programme to enter the responses they have had to

their questionnaire about occupancy, style and type of building in the local village, although they need some support in this. Year 3 and 4 pupils visited the Okehampton museum to support their learning of local history. Events, such as the opening of the Bratton Clovelly Packhorse Trail which included songs, poems, games and riddles contributes well to pupils' understanding of history and their cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. During the inspection week, no direct teaching of information and communication technology was seen. Therefore, judgements are mainly based on the scrutiny of pupils' work, teachers' planning and discussion with pupils and teachers.
118. By the end of Year 2, standards in information and communication technology are above average, but by the end of Year 6 they are below average. This is largely because the demands of the curriculum for the older pupils require them to develop their skills over a longer period of time, and the updating of hardware through the purchase of new computers and the link to the Internet are relatively new. In addition, there is no software yet for control technology or simulations and the planned staff training was disrupted through the out-break of foot and mouth disease last year. It is now due to be completed by March 2003. The school has identified information and communication technology as an area for development and has a realistic action plan to ensure that the older pupils acquire the necessary skills over time to reach the required national standards. Pupils' achievement by the end of Year 2 is good and pupils in Year 6 have achieved satisfactorily against their prior attainment. Since the last inspection, standards have improved by the end of Year 2 but have dropped by the end of Year 6. During this period, the national expectations of what pupils can achieve in information and communication technology, especially the older pupils, have increased but the school has not kept pace with these.
119. By the end of Year 2, pupils confidently log-on, use the mouse to open files and folders, select from an on-screen menu, delete and insert letters and words, save and print their work. They know that information can be obtained from television, video, tape, CD-ROMS and the Internet. Scrutiny of an excellent portfolio of work shows that pupils use the computer to word-process, produce block graphs, combine imported clip art pictures with text and use an art program to draw shapes and pictures. Pupils know how to enter instructions into a floor turtle to make it move in a pre-determined path. Digital cameras are used well to support many areas of the curriculum. Pupils work very well together and enjoy helping each other in a very sensible manner. In lessons, teachers make good use of opportunities for pupils using the computers to support different areas of their learning. This is an improvement since the last report. Following a visit to the seaside, for example, pupils used an art programme independently to recreate the scene and then labelled the geographical features in each area; while in a mathematics lesson, pupils used a data base programme to record their results. The school made good use of the digital camera to photograph the eleven wild flowers found in the well-used environmental area, the grounds and hedgerows around. These were put into a flower bank in the computer and pupils then 'dragged' them successfully onto a plan of the school, placing them where they predicted they would be found.
120. By the end of Year 6, pupils can word process their work and import pictures into text. They use the Internet when, for example, researching the lives of famous scientist in a science lesson, and they are currently building up a data base of information about occupancy, style and type of building in the local village. However, although teachers plan satisfactory opportunities for older pupils to use information and communication technology across the curriculum, these are not as effective as they might be in supporting their learning in other subjects because of their computer skills are not yet developed well enough. The new computers have the software to enable pupils to make a multi-media presentation and this activity is planned for the end of this term. The portfolio of pupils' work is to be extended next year to include evidence from the Year 3 to 6 class, but at the time of the inspection there were few examples of pupils' work.

MUSIC

121. No lessons were taught during the inspection and there was little written evidence of pupils' work. Consequently no overall judgements can be made about improvements since the last inspection, standards, pupils' achievements or the quality of teaching. The judgements made are based on scrutiny of planning, some evidence of composition and performance and discussions with pupils and teachers. During an assembly, two small groups of pupils from Years 5 and 6 performed compositions they were preparing for a subsequent party for children starting in September. They used recorders and tuned and untuned percussion instruments successfully to convey the different feelings experienced by younger pupils in the school during a recent visit to Bude. They played confidently and the compositions showed appropriate attention to dynamics, texture and tempo to portray contrasting moods. This indicated that by the end of Year 6, standards in this aspect of the subject are average.
122. Current planning shows that all elements required by the National Curriculum are taught in a well-structured way. Learning objectives are clearly identified for each unit of work and teachers assess pupils' progress against these to help them to develop their skills progressively. As yet, however, little use is made of information and communication technology to help pupils develop their musical skills and knowledge. The curriculum is enriched well through a variety of visiting musicians so that pupils learn more about classical and traditional music and music from India and Africa. All pupils take part in an annual musical production. Their learning opportunities are extended very well by their involvement in community events. Last term, for example, pupils in Years 3 to 6 rehearsed action and clapping songs and some that they made up and performed these at the village concert. This term all pupils helped to celebrate the opening of the local 'Packhorse Trail' by singing traditional songs. They have also performed in concerts with the village adult choir, singing recently revived songs and carols that were written by a local composer. Such activities also promote their personal, social and cultural development very well.

PHYSICAL EDUCATION

123. During the inspection period, only a games lesson for pupils in Years 1 and 2 and an athletics lesson for pupils in Years 3 to 6 were seen. Consequently, no overall judgements can be made about standards in the subject, pupils' achievement or the quality of teaching.
124. From the lessons seen, standards in games at the end of Year 2 and in athletics at the end of Year 6 pupils are broadly average. Pupils, including those with special educational needs, achieve satisfactorily in these aspects. In a very well taught lesson for pupils in Years 1 and 2, the teacher organised and managed the pupils very well so that, without exception, they responded promptly to her instructions, trying very hard to follow these exactly. She used a good variety of well-chosen activities to help pupils improve their throwing and catching skills, which helped them to maintain full concentration and a good level physical activity. They worked together very well, taking turns and sharing equipment very amicably, so that no time was wasted. The effective contribution of two well-briefed additional adults and the use, for example, of different sized balls helped all pupils in both year groups to develop their existing skills very well.
125. A well taught athletics lesson for pupils in Years 3 to 6 was supported by the class teacher, but led by the administrative officer, who is a qualified coach. Her expertise was evident in the very well chosen sequence of activities, both in the warm up and main part of the lesson, which helped pupils to develop specific techniques to improve their sprinting skills and stamina. Pupils could explain the effect of exercise on their bodies and understood the importance of the safety procedures that were emphasised appropriately. In pacing themselves in running over a given distance, pupils learnt from each other's performance and used this well to improve their own. In other activities, however, pupils did not have the opportunity to evaluate their own or other's performance and their individual improvement was less marked.
126. Scrutiny of planning and discussions with staff show that pupils have full access to the breadth of physical activities required in the National Curriculum, although the use of information and

communication technology to support pupils' learning is underdeveloped. Outdoor and adventurous activities are taught during at least one of the annual residential visits, in which all pupils from Year 3 to Year 6 take part. The school swimming pool is used when the weather permits in the summer months to ensure that all pupils can swim at least 25 metres by the end of Year 6. The small size of the hall places some limits on its use for indoor games activities during inclement weather, and for apparatus work in gymnastics for older pupils. To help compensate for this, the school has provided a well-planned and equipped adventure playground, which offers suitable levels of challenge for pupils of all ages. This is an improvement since the last inspection. Pupils' opportunities for physical activities are extended well by a weekly sports club at lunchtime, which offers a variety of activities over the year, such as tag rugby and kwik cricket, as well as a football club, which older pupils organise and run for younger pupils. Older pupils also have the opportunity to take part in competitive sports with other local schools, such as cross country running and netball coaching and tournaments. All of these activities are open to boys and girls and contribute well to their social development.

RELIGIOUS EDUCATION

127. Evidence from lessons seen during the inspection, together with discussions with staff and pupils, scrutiny of planning and previous work indicate that, at the end of Year 2 standards meet the expectations of the locally agreed syllabus and boys and girls of all abilities achieve satisfactorily. However, at the end of Year 6, standards are below those expected and pupils do not achieve as they should, especially in the aspect of learning about religion. Standards are lower than those described in the previous report. This is largely because, although all of the required elements of the locally agreed syllabus are taught, pupils in Years 3 to 6 do not have enough opportunities to consolidate and extend what they are taught through written work.
128. The quality of teaching is satisfactory overall. By the end of Year 2, pupils know how Christians celebrate Easter and Christmas. They are familiar with some of the stories from the Bible, such as those about Noah and Job. They find out about some features of Christian churches by visiting the village church. They know that Harvest is a time of thanksgiving and write simple prayers of thanks. They begin to learn about Jews celebrate festivals of thanksgiving such as Sukkot, by transforming the willow dome in the playground into a Sukkah.
129. In a well taught lesson for pupils in Years 1 and 2, the teacher helped them to recall and extend well what they had learnt from a visitor, who had talked to the pupils about her Buddhist beliefs the previous week. The teacher read the story of the birth of the Buddha, using skilful questioning to check their understanding of key points and challenging older pupils to add to their initial responses. She also used the opportunity well to increase pupils understanding of specific vocabulary, such as 'meditation' and to help pupils compare the story with the birth of Jesus. Boys and girls were equally interested, listened well and were keen to contribute their ideas. They settled with enthusiasm to record the main events of the story in zig-zag books, first pictorially and then in writing. As they worked, the teacher questioned them to assess their understanding and recall of the story. The activity was well-chosen to help them practise their literacy skills as well as reinforcing their learning about Buddhism. In the same way, the teacher used the additional activity of sketching a statue of Buddha to familiarise pupils with Buddhist artefacts and improved their skills of close observation by drawing pupils' attention, for example, to the position of the hands.
130. By the end of Year 6, pupils have only a superficial knowledge of some of the key beliefs, practices and stories of Christianity, and know very little about those of Judaism and Hinduism, confusing the religions to which these belong. After visiting places of worship in Okehampton, belonging to different Christian traditions, they identify some similarities and differences, but have difficulty in explaining these. They reflect thoughtfully on the importance of relationships and begin to develop their own ideas about important questions such as justice and tolerance when learning about the work of religious figures, such as Martin Luther King and Mother Teresa. They show respect for the ideas and values of others.

131. In a satisfactory lesson on this topic, the teacher focused pupils well, with good questioning about the importance of religion in the lives of the people they had chosen to research. One older pupil explained faith well as, 'Total belief in their God'. The teacher extended pupils' learning by linking this very appropriately to the stories of Abraham and Isaac in the Old Testament and to Thomas in the New Testament, although few pupils could recall details about Abraham from previous work. Pupils worked very co-operatively in small groups to continue to research information, about their chosen figure. The teacher used the opportunity well to reinforce pupils' literacy skills by questioning pupils about techniques to use, such as scanning for key words, highlighting, and note-taking and giving younger pupils good support in this. Although some older pupils were using the Internet to find relevant information, they found little to add to what they already knew during the time available. Some groups of Year 5 and 6 pupils showed initiative in the ways they were choosing to present their findings to the class. While they could discuss some of the actions taken by Mother Theresa, explaining, for example, how she set up hospitals and the significance of her nursing people who were 'untouchables', they could only relate these to her beliefs with considerable prompting.
132. The co-ordinating team, which includes the governor with responsibility for religious education, is currently reviewing the planning and teaching of the subject, with the help of guidance related to the recently revised locally agreed syllabus. At present, pupils in Years 3 to 6 do not have enough opportunities to consolidate and extend their knowledge by recording what they learn. There was no written evidence of pupils' work available of topics studied during the first two terms of this school year, as these had been taught mainly through discussion and oral work. Through frequent opportunities for discussion, the subject makes a good contribution overall to the personal, spiritual, moral social and cultural development of the pupils, for example in fostering respect for the values and beliefs of others and in forming their own ideas. Local clergy visit the school regularly and make a useful contribution to pupils' learning. Assemblies are planned carefully to include themes that support topics in religious education lessons.