

INSPECTION REPORT

NORTH TAWTON PRIMARY SCHOOL

North Tawton

LEA area: Devon

Unique reference number: 113259

Headteacher: Neil Hallam

Reporting inspector: David Marshall
27681

Dates of inspection: 12 - 15 February 2001

Inspection number: 206169

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Exeter Street
North Tawton
Devon

Postcode: EX20 2HB

Telephone number: 01837 82284

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Appropriate authority: Governing body

Name of chair of governors: Barry Trask

Date of previous inspection: 7 - 10 September 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	English Religious education Physical education Special educational needs	How high are standards? How well are the pupils taught? How well is the school led and managed?
19322	Judy Bedawi	Lay inspector		How well does the school work in partnership with parents? Pupils' attitudes, personal development and attendance
20752	John Collings	Team inspector	Science Art and design Design and technology Information and communication technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?
31819	Shirley Duggins	Team inspector	Mathematics Geography History Music Foundation Stage	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North Tawton Primary School is a smaller than average, six class, primary school with approximately 150 pupils on roll. The school occupies the buildings of the former secondary modern school that was built in 1928, and has extensive grounds partly made up of playing fields and a large grassy area and woodland. In recent years three mobile classroom units have been added to the school in order to provide more classroom accommodation and make space within the main building to create a hall. Pupils entering the school are generally below the national average in their overall attainment. There are 29 pupils on the school's special educational needs register, and two pupils with Statements of Special Educational Need, which are in line with the national average. There are no pupils from other ethnic groups in the school, which is well below the national average. There are 15 pupils claiming free school meals, which is below the national average.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

In many respects North Tawton is now an effective school. The quality of teaching is good overall. Annual test results show pupils at the end of Key Stage 2 achieving well above average in English and above the average in mathematics when compared with pupils in similar schools and based on the achievements of their pupils at the age of seven. Those pupils with special educational needs and those with high attainment are taught well with appropriately challenging activities. The leadership and management provided by the headteacher and subject co-ordinators are good. The headteacher, governors and all staff work together well and the very good community links they have secured create a very positive atmosphere in the school that now provides good value for money.

What the school does well

- The quality of teaching is good overall. Sixty per cent of the teaching observed during the inspection was good or better.
- The provision for the social and cultural development of the pupils is good - provision for their moral development is very good.
- The leadership and management provided by the headteacher and key staff are good.
- The governing body is very well involved and makes a very good contribution to the effectiveness of the school.
- Pupils' behaviour and personal development are very good. They are polite and courteous, very enthusiastic and co-operate well.
- The school's relationships with parents and the local community are very good.
- The support staff, caretaker and secretary make important contributions to the effectiveness of the school.

What could be improved

- The provision for pupils in the Foundation Stage is not of an acceptable standard and pupils are not making satisfactory progress.
- The overall curriculum planning to ensure that lessons are appropriate for all pupils at all times is inconsistent. The good practice in English, that has enabled good progress, is not carried out in other subjects.
- The monitoring and assessment of pupils' progress in the non-core subjects are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in September 1998 the school was judged to have serious weaknesses in many areas. Since that time standards in Key Stage 2 have risen considerably through the hard work of the headteacher and all staff. The professional leadership and management of the school have shown great improvement through the delegation of responsibilities to co-ordinators and through the influence of the new deputy headteacher. The direction the school is taking is now clear and the school's long-term financial planning is good. All key staff now have clear responsibilities and support is therefore more effective in all subjects. The monitoring and evaluation of teaching are effective and almost all teaching is now at least good. Assessment of pupils' performance is better, although further improvement is needed. This has led to the greater progress in English and mathematics and most lessons now offer pupils appropriate challenges. All subjects have policies and schemes of work that fulfil the requirements of the curriculum framework established after the last inspection. Involvement of parents in school and the quality of information that they receive from school are now very good. Overall, the school's improvement since the last inspection has been good.

STANDARDS

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

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

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

Results in the 2000 national assessments for seven year olds were well below the national averages for all schools in reading and writing. They were also well below average when compared with schools with a similar number of pupils eligible for free school meals. In mathematics, in the same tests, pupils' results were in line with the national average level of attainment, and also average when compared to similar schools. In science, teacher assessments of pupils' standards at age seven were below average when compared nationally and when compared to similar schools. However, current standards seen during the inspection are average in these areas. This is largely due to the effective teaching of basic skills from the age of five. The results in national tests for 11 year olds in the table above are now being exceeded. These results, at the age of 11, show that when the achievement of those pupils who have been in the school since they were tested at the age of seven are analysed, the school has been successful in raising their attainment. Inspection findings show that pupils at the age of 11 are achieving above average standards in English and mathematics, and in the investigative aspects of science. Standards in information and communication technology are rising quickly now pupils have more regular access to computers. Overall standards in all other subjects are in line with what could be expected for pupils of this age. On the basis of their own prior attainment, pupils up to the age of seven are making sound progress. When children enter the reception class, most are attaining below average standards. Children make little progress as a result of ineffective planning

and are still below average generally at the age of five. However, older pupils make good progress and achieve well. Pupils' work seen during the inspection reflects the above picture of improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils enjoy coming to school and show great interest in their work.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. There is no sign of bullying or unpleasantness. Pupils respect each other and enjoy playing and working together.
Personal development and relationships	Very good. Pupils form very good relationships with their teachers, other adults and with each other. This makes a significant contribution to the school's positive atmosphere.
Attendance	Satisfactory overall, although the level of unauthorised absence is above average.

The personal, social and emotional development of all pupils is good. The relationships they form are very good. The way they work together so well makes a significant contribution to their overall learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Good	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 quality of teaching is good overall throughout the school. Twelve per cent of the lessons observed were very good or better and 60 per cent were at least good, in different classes. Only four per cent were unsatisfactory. This is a significant improvement over the last inspection when 24 per cent of lessons were unsatisfactory. The overall good quality of teaching has enabled pupils to make sound progress at Key Stage 1 and good progress at Key Stage 2. Teachers' knowledge and understanding of the curriculum at Key Stages 1 and 2, and of the individual needs of most pupils are good throughout the school. This means they teach the essential basic skills effectively to most pupils and most pupils learn well. Most teachers have high expectations of pupils, which results in the overall good behaviour and good learning. Occasionally teachers' planning of lessons in science, history and geography is inappropriate because of the lack of suitable assessment to make sure that pupils are building on what they already know and understand. As a result pupils learn less than they are capable of doing. In most lessons the class discussions are lively and challenging and lessons move along at a good pace. Questions are carefully thought out and bring all pupils into the discussions. Pupils learn to listen carefully and concentrate for longer periods of time as they get older. A wide variety of teaching methods are employed to make lessons interesting, and pupils enjoy their learning. Teachers relate well to their pupils and they manage classes well. The teaching, and support, of pupils with special educational

needs is good and they achieve sound standards in their work. Literacy, numeracy and information and communication technology are now being taught effectively across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although the curriculum complies fully with the requirements of the National Curriculum it is not sufficiently balanced for all pupils. The curriculum provided for the pupils in the early years class is unsatisfactory and pupils learn less than they could. The school provides a good range of extra-curricular activities for older pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Pupils are generally supported well. The targets on their individual education plans are relevant to their needs and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. The provision for their spiritual, social and cultural development is also good. The provision for their moral development is very good and pupils soon learn right from wrong and how to behave at all times.
How well the school cares for its pupils	Procedures for child protection are good. There are good procedures to improve pupils' behaviour and attendance and staff work very hard to maintain a caring, supportive environment. Procedures for assessing pupils' attainment and progress are very good in English, sound in mathematics, but unsatisfactory in other subjects.

The school has a good partnership with its parents and this enables them to be regularly involved in school life and activities and to help their children learn more effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides caring and purposeful leadership and enables the school's aims to be achieved through his careful day-to-day management. The deputy headteacher and other key staff work closely with the headteacher to improve pupils' standards.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They visit the school regularly and understand the needs of the school.
The school's evaluation of its performance	Good overall. The school monitors its provision well. They have addressed the priorities and areas for development since the last inspection well.

The strategic use of resources	Good overall. Financial planning is carefully linked to the need to raise standards and the school evaluates the effectiveness of all decisions made. Best value principles are applied well. Learning resources are satisfactory.
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The staff work as a close and supportive team, together with the classroom assistants and the part-time special educational needs co-ordinator, who is careful to ensure that pupils with special educational needs are well supported when she is not in school. The school's accommodation is unsatisfactory. In particular the mobile classrooms are poor, with one having no toilet. The external condition of these mobiles and of the dining hall is poor. The dining hall often has to be closed during bad or cold weather, with pupils being forced to eat meals in their classrooms. There is no medical room. The secretary and headteacher share a small upstairs office and there is nowhere for any private meetings. There is no separate play area for the under-fives.

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 like coming to school. • Behaviour is good. • The teaching is good. • The school is an important part of the community. • The teachers are very approachable. • The school is helping their children to become more mature and sensible. 	<ul style="list-style-type: none"> • Better information about their children's work and progress. • A more interesting range of activities outside the classroom.

Inspection evidence supports the positive views of the parents. The view of the inspectors is that the quality of information provided to parents is satisfactory overall. Additional activities are not a weakness as they are generally interesting and make a good contribution to the pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Generally, standards of attainment on entry to the reception class are below those expected of young children. Not enough progress is made and children's standards remain below those expected in five of the six areas of learning for the Foundation Stage¹; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; creative development. Children's personal, social and emotional development is sound.
2. Results in the 2000 national assessments for seven year olds were well below the national averages for all schools in reading and writing. They were also well below average when compared with schools with a similar number of pupils eligible for free school meals. The results in the 2000 national tests at the end of Key Stage 2 were well below the national average in English, but well above average when compared to similar schools i.e. schools with pupils with similar levels of attainment at the age of seven. The proportion of pupils achieving higher levels was above average in English. These results show that the school is successful in raising pupils' levels of achievement in English at Key Stage 2. They are also a clear indication that at Key Stage 2 the school is extending and challenging higher attaining pupils.
3. The year 2000 tests in mathematics for seven year olds show that the percentage of pupils reaching the expected Level 2 or above was very low in comparison with the national average. However, the percentage of those attaining the higher Level 3 was above the national average. When compared with schools that are broadly similar, the school's results at the end of Key Stage 1 are close to the average. This indicates an improvement since the last inspection that found overall attainment in mathematics at Key Stage 1 below average both nationally and compared with similar schools. For 11 year olds, tests results are average in numeracy and shape, space and measure but below average in handling data. In comparison with schools nationally the 2000 tests show that the pupils' performance was well below average, but average in comparison with schools that were broadly similar. Standards have been inconsistent since the last inspection when for Key Stage 2 they were above the national average and above average when compared to similar schools.
4. In 2000 in science the pupils' standards of attainment in teacher assessments at the age of seven were below the national average. However the number of pupils reaching higher levels was close to the national average. In the tests at the end of Key Stage 2 in 2000, pupils' standards were below the national average and were also below expectations when compared with similar schools. Since the last inspection standards Key Stage 1 have remained below expectations and at Key Stage 2 standards in national tests have improved. This is because although the standards in the Programmes of Study tested by national tests are below expectations, pupils' ability to carry out investigations and fair tests is above that expected. The improvement at Key Stage 2 and particularly the high standards of the investigative aspects of science is due to in-service training and a focus on this aspect of science.

¹ The Foundation Stage is the provision for children from when they start school until they reach the end of their time in the reception class. They are taught according to a set of Early Learning Goals which prepares them for the National Curriculum.

5. The findings of the inspection show that pupils' present standards at the end of Key Stage 1 in speaking and listening, reading and writing are average. At the end of Key Stage 2 standards are above average in reading and speaking and listening. In writing standards are average for 11 year olds. This is an improvement since the last inspection in most areas. Throughout the school, pupils are willing to contribute orally and most pupils express their ideas clearly and confidently. Pupils in both Years 5 and 6 are able to explain their views of how characters might be feeling by accurate references to literary texts.
6. Inspection evidence shows that at Key Stage 1, most pupils read with confidence, and are expressive, fluent and accurate. They know how to use the reading scheme and enjoy selecting their own books. They make spontaneous comments about the story and discuss what might happen next. By the end of Key Stage 2 higher and average attaining pupils are reading fluently and gain meaning for correct expression by scanning forward to the end of the sentence. Pupils at the age of seven are writing in punctuated sentences that communicate meaning in both narrative and descriptive forms. Higher attaining pupils spell most simple, commonly used words accurately. Pupils aged eight and nine have already undertaken tasks suitable for their age range this year such as letter writing, play scripts, and labelling diagrams. In Years 5 and 6 there is greater emphasis on punctuation and sentence structure and greater opportunities for extended, independent writing that enables pupils to make good progress. Higher attaining 11 year olds write a sustained narrative based on careful planning and use complex sentence structures with vocabulary chosen to create good effects. Literacy is used well across the curriculum and is evident in history, geography, art and design and information and communication technology and is helping to raise standards.
7. Inspection findings in mathematics show that pupils' work is average by the age of seven and above average by the age of 11. Pupils in Year 1 recognise and count numbers up to 20, and most use appropriate mathematical language. They are secure in their use of addition and subtraction facts to ten. By the age of seven they develop a good range of mental strategies for solving mathematical problems. They use and apply their knowledge of the four rules of number successfully. Pupils collect and represent data using appropriate charts and graphs to a good standard. The use of appropriate data-handling computer programs is being developed. By the end of Key Stage 1, most pupils work confidently with numbers to 100, and carry out a range of calculations accurately.
8. In Year 3, pupils gain the required confidence to build on what they know. By Year 4, most pupils work with numbers up to 1000, and some apply their skills to higher numbers. Pupils have opportunities to use and apply the skills in other subjects. By Year 5, pupils confidently round numbers to the nearest ten or hundred. Most have a sound knowledge of fractions. At the end of Key Stage 2 pupils have a good grasp of multiplication facts and can quickly recognise pattern in number. They use a variety of mental and written strategies to solve problems. Pupils have a sound knowledge of the properties of different shapes and can measure angles accurately. They collect data and represent statistics in bar charts, line graphs and pie charts using information technology. Pupils generally do well given their prior attainment. Those with special educational needs reach appropriate levels of attainment.
9. Evidence from the inspection shows the standard reached by seven year old pupils in science continues to be below expectations. The standard achieved by 11 year olds is average. This is because pupils' ability to carry out investigations and fair tests is

above that expected. The improvement at Key Stage 2 and particularly the high standards of the investigative aspects of science is due to in-service training, which has led to better teaching. Year 2 pupils can carry out investigations and, with support, pupils are able to recognise whether a test is fair. However, the vast majority of pupils produce similar results and the work is not sufficiently challenging for pupils' level of achievement.

10. Levels of attainment in information and communication technology are average in Key Stage 1 and above average in Key Stage 2. Pupils in both key stages meet the expected levels of attainment in religious education in the local agreed syllabus. By the age of seven pupils have a sound knowledge of Christianity and can already make comparisons with aspects of other religions. By the end of Key Stage 2, pupils have developed their understanding of Christianity further and have a sound knowledge and understanding of other world religions. Attainment in history is sound at Key Stage 1 and good in Key Stage 2. Levels of attainment are average in all other subjects in both key stages.
11. Pupils with special educational needs at both key stages are making good progress, and they achieve satisfactory outcomes in national assessments in relation to their prior attainment. Of the 29 pupils on the school's register, two have Statements of Special Educational Need. Work for these pupils matches targets set in their individual education plans and their progress is reviewed and measured against these goals each term. Good support from classroom assistants enables pupils to complete tasks successfully. The school's policy documents contain a statement and checklist relating to the identification of children with specific abilities or talents. The special educational needs co-ordinator discusses individual pupils with class teachers as the need arises.

Pupils' attitudes, values and personal development

12. The children and pupils have good attitudes to school and know that they are expected to learn. Their personal development is very good, which is an improvement on the good picture at the time of the last inspection. Pupils' behaviour and the quality of relationships are very good and a significant feature of this strongly community based school. Pupils are happy to be in school. The majority are punctual and lessons start and end on time. Their attendance is satisfactory, but the level of unauthorised absence is higher than average. The school has good systems to monitor this and makes it clear to parents that attendance is important.
13. The youngest children are becoming aware of school routines, and settle in well. They share a class with older pupils and this allows them to see how they are expected to behave. The children are developing their social skills, such as sharing equipment and learning to listen without interrupting others. The children are eager to learn and encounter new experiences, but because learning is focused on the Year 1 pupils in the class, the activities provided for them are often not appropriate. Too often the mixed age class attempts the same work, which is unsatisfactory because it does not enable reception children to explore and experiment. They often need a great deal of support with the work they are given and consequently do not develop their independence. Nonetheless, the children generally behave well and have particularly good relationships with the adults around them. They enjoy being part of the school community and respond well to whole-school situations such as assemblies.

14. Throughout the school pupils show consistently good attitudes to, and are enthusiastic about, learning, which maintains the position at the time of the last inspection. They listen carefully to their teachers and respond well in question and answer sessions. They often provide thoughtful answers, for instance, in suggesting different ways of ensuring that vehicle axles and wheels work effectively. Pupils settle to work quickly and work diligently to ensure that their tasks are well presented. Sometimes when work is not sufficiently matched to pupils' ability, they are less involved or interested and noise levels increase. The consequent distraction lessens the progress made. The older pupils always enjoy challenging lessons and are provided with good opportunities to encourage their thinking and develop independent learning skills.
15. The behaviour of pupils is very good, which is an improvement on the judgement of good at the time of the last inspection. There are many instances of pupils supporting each other in class work and there is genuine pleasure when others do well. Pupils are always polite and helpful, readily volunteering assistance if it is needed. Even when not directly supervised, or out of sight of staff, pupils' behaviour remains very good. They are sensible and show a high degree of maturity. Boys and girls and pupils of different ages play happily together at break times and respect each other at all times. Pupils follow and know the school rules. Their very good behaviour makes a strong contribution to the harmony that prevails in the school. No inappropriate or aggressive behaviour or actions were seen during the inspection. There has been only one exclusion this year.
16. The quality of relationships is very good. There is ready acceptance and support by pupils given to their friends who have special educational needs. The pupils have little first-hand experience of meeting children from ethnic minorities. There is some mention in lessons of multicultural aspects, such as different religions or information about African musical instruments, but there is room for more opportunities. Pupils relate very well to the adults in the school and staff provide positive role models that pupils can follow. Pupils are secure, knowing that they can make mistakes and these will be used positively to build on their knowledge. Pupils have a good understanding of others' needs and appreciate views that may be different from their own.
17. The attention paid to pupils' personal development is good. Staff use their good knowledge of pupils and the positive relationships to provide informal reminders about the school's expectations of behaviour, attitudes and sense of community. This is accepted well by the pupils who do their best to improve any weaknesses. However, more formal aspects, such as regular class discussions about personal development, are less evident. The older pupils undertake residential visits to broaden their social development.
18. There are good opportunities for pupils to take responsibility and show initiative, which was a weakness at the time of the last inspection. Pupils relish these opportunities, not just through duties such as returning registers, but by volunteering to tidy up, or through unprompted initiative such as collecting scrap paper, changing reading books or cleaning the whiteboard for the teacher. They also enjoy participating in planned initiatives such as selling Valentine biscuits to raise money for Comic Relief. There is an established school council that is valued by pupils. Independent learning is encouraged, so that the oldest pupils are well able to organise their own learning.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. There are a significant number of lessons that are very good in different classes. Twelve per cent of the lessons observed were very good or better and 60 per cent were at least good. Only four per cent were unsatisfactory. This is a significant improvement over the last inspection when 24 per cent of lessons observed were unsatisfactory. This has largely been brought about by the closer monitoring of teaching by the headteacher and deputy headteacher. The overall good quality of teaching has enabled pupils to make good progress from Year 1 to Year 6.
20. The previous inspection report identified the need for the headteacher and staff to monitor teaching throughout the school in order to raise the quality throughout the school but especially at Key Stage 1. They have very successfully addressed this issue through a comprehensive system of monitoring and evaluating. There is no longer the inconsistency in teaching identified in the last inspection report and an atmosphere of professional trust and confidence is noticeable throughout the school. The issue over planning to ensure progress in the mixed age classes has been very successfully completed in English, and is now being addressed in mathematics and science. All teachers are very aware of the differing needs of pupils and generally work within classes matches the needs of all pupils. However, the lack of assessment in subjects other than English and mathematics means the challenge for pupils is not consistently appropriate.
21. Pupils of high prior attainment are well catered for with appropriate extension activities. This was evident in a literacy lesson in Year 5 and 6 when the less able pupils were given the right amount of support to enable them to complete the balanced arguments that were an appropriate challenge for the more able. This exercise was thoroughly enjoyed by them all. This was also an example of the use of support assistants and parents to support pupils, which is a good feature throughout the school. All teachers use a suitable range of appropriate strategies to develop pupils' learning.
22. The teaching of the reception pupils is unsatisfactory because the planning, although thorough, does not address or identify the learning goals for pupils of this age. Groups of pupils of very differing prior attainments begin their work on the National Curriculum at the same time due to the lack of this necessary planning. In most of the lessons observed in the early years class during the inspection the range of activities provided was always geared towards the Year 1 pupils. The class teacher has good teaching skills and a fund of patience. She creates a very good relationship with the pupils and most were on task and anxious to please her. However, the range of planned activities was not appropriate for many of the pupils in the class and so they made less than satisfactory progress.
23. The good teaching at Key Stage 1 reflects the overall good subject knowledge across the curriculum. Day-to-day planning is good in English and sound in mathematics and most pupils are learning at an appropriate level, despite their wide range of prior attainments. For example, in mathematics, teachers now plan a good variety of practical work which pupils can undertake independently at their own level. Pupils of all abilities are given good support that results in their good progress. Classroom organisation is also good and all activities selected are appropriate to the identified learning objectives in the plans. This is a significant improvement since the last inspection when teaching was generally unsatisfactory at Key Stage 1.
24. The good teaching at Key Stage 2 is also characterised by good subject knowledge and understanding, and clear planning. This enables the basic skills in English and

mathematics to be taught well. The lessons seen were always brisk and no time was wasted. This again is a significant improvement since the last inspection when introductions to lessons were often too long. Teachers make valuable links at this stage between different subjects that produce cross-curricular activities that are particularly valuable. There is some emphasis on investigative work at the top of the school that leads to independence and the overall good personal development of all pupils, but this could be developed further.

25. In all lessons observed in Key Stages 1 and 2, the teachers had appropriately high expectations of pupils, and class discussions were always lively and challenging. This feature of lessons now is a considerable improvement on the situation at the time of the last inspection, and is a result of the careful monitoring by the headteacher and deputy headteacher. Questions are well focused and designed to bring all pupils into the discussions. This helps them to make quick progress towards the lesson's particular learning objectives. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well and introduce new ideas with care and clarity.
26. All teachers are careful to present good role models, and the most effective teaching ensures that other pupils are also used in this way. Teachers have very good relationships with their pupils throughout the school. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively even when their behaviour is challenging, which results in consistently good behaviour.
27. Teaching support for pupils with special educational needs is good. There are well-trained support assistants and the help given in class is appropriate because of the adults' thorough knowledge of individual pupils' needs. The teaching by the part-time peripatetic teacher is good. Tasks are well matched to pupils' needs and lessons move at an appropriate pace. A good feature of this support is the close link made with the work that other pupils in the class are doing. Pupils working with the part-time teacher in the staff room were doing work on word sounds that exactly reflected what their class mates were doing, but at an easier level.
28. Teachers know their pupils well, and assessments using informal strategies to check on pupils' progress were apparent in most lessons observed. However, these are not always consistently used across the school and do not guarantee the fastest progression for all pupils on a longer-term basis in some subjects. The arrangements made in English, where pupils have individual targets that are monitored regularly, is being adopted for other subjects, as outlined in the school development plan. Because teachers know their pupils so well, the current lack of formal day-to-day assessment arrangements does not generally have an impact on the quality of the learning experiences offered to pupils.
29. Marking is generally effective and all teachers use the school's agreed marking policy and strategies. Younger pupils benefit from the way in which their teachers talk their results through with them rather than by simply writing on their books. Homework is used appropriately and effectively to support pupils' progress throughout the school. Both marking and homework were criticised as being inconsistent in the last inspection report, and teachers have worked hard to achieve the present good provision.

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

30. Since the last inspection the school has made some progress in planning for the academic needs of each pupil, however, there is still some way to go. The school has a long-term overview and framework but is not yet addressing the needs of individual pupils. A particular strength in the curriculum is the very clear planning in English, which is now firmly based on what pupils can and cannot do and the progress they are making towards their individual monthly targets. The planning of opportunities for the use of information and communication technology is now included in all weekly lesson plans. However, the curriculum requirements for each key stage are not sufficiently distinct, particularly between the Foundation Stage and Key Stage 1.
31. Although the curriculum meets statutory requirements, it is insufficiently balanced for all pupils. The two-year rolling program identified as being in place in the last inspection has not been fully implemented across all subjects. It is still possible for some pupils in mixed age classes to miss important aspects of some subjects, and for others to repeat work unnecessarily.
32. The implementation of the National Literacy Strategy, and the work of the co-ordinators, has had a significant impact on the quality of planning and provision in literacy. However, this very good practice has yet to be fully duplicated across other subjects. For example, planning in numeracy and science means that some pupils are not sufficiently secure in basic skills before they tackle more difficult work. The school is starting to address this through the adoption and/or inclusion of the Qualifications and Curriculum Authority national schemes of work. The fact that these are not fully in place and work is not consistently based on an assessment of pupils' prior experience and achievement within mixed aged classes means currently the procedures are unsatisfactory.
33. The length of the school day meets the nationally recommended minimum in both key stages. The school makes satisfactory provision for personal, social and health education. Sex education is taught effectively through science and visits from a health visitor. They have a policy which includes drugs awareness, which is taught through visits by the local police.
34. Overall, the curriculum promotes most pupils' intellectual, physical and personal development but is not always accessible to pupils whatever their level of ability. Teachers make good use of information and communication technology to support and enhance subjects across the curriculum. This was evident in the way pupils had researched using the Internet for their work in history and geography. Curriculum provision and assessment arrangements for pupils with special educational needs are good. They have access to the full curriculum and make good progress.
35. There is a good range of extra-curricular activities such as boys and girls football and netball teams, cross-country, musicals, tag rugby, athletics and Kwik cricket. There are opportunities to join a developing choir and learn a musical instrument. Pupils are also involved in the maintenance of the school grounds and visit the Institute of Grassland and Environmental Research during science week to further their understanding of photosynthesis and the eating habits of sheep. Pupils also make a number of other visits that support the curriculum effectively. A noteworthy example during the inspection was a trip to Exeter museum where pupils were inspired by museum staff to develop an understanding of the lives of Romans in the area. The

pupils' understanding of different cultures is enhanced by the opportunity to visit Normandy and by return visits to their French hosts. The school has a range of visitors, including Captain Jamie Miller RN, a local vet, a dentist and a representative of the Royal Birmingham Ballet.

36. The school ensures there is equality of opportunity for its pupils. Pupils work productively in groups regardless of gender. Year 1 were observed collaborating in mixed age and gender groups in a dance lesson, and Year 5 and 6 pupils in mixed gender groups creating circuits and investigating resistance in a science lesson. Pupils respect each other's space in the playground and listen to each other's opinions in lessons. The school takes care when withdrawing pupils for instrumental lessons to ensure that they do not miss the same part of a lesson each week. The school supports accommodation costs on trips such as the residential week.
37. The school is held in high esteem locally and is a vital part of small town life. Links with the local community are very good and a significant strength. In addition to the good range of visits and visitors, the school has links with Glambia foods, a local cheese factory. It presents performances in the town hall helped by the local amateur dramatic society, organises carol singing to raise money for charity, attends services in the church, and is visited regularly by the local rector. The pre-school playgroup visit the school weekly, and the local Guides, Brownies, and Scouts, Cubs and Beavers use the school grounds for a range of activities. Most school events are open to the community and there is an annual school fete open to all held in the school grounds. The school swimming pool is open to the public during the summer holidays, with the school ensuring that its supervisors have received the required training. Local companies support the school whenever needed.
38. There are also good links with the wider community, including the Royal Navy which has a long and interesting association with the school. The school has an enviable reputation in Devon for its prowess at football and tag rugby. There are well established links with Okehampton College and Exeter University who regularly send work experience students to the school. Year 6 pupils have a link with two schools near Turin and are able to exchange projects.
39. There are also good links with other partner institutions. Where possible year tutors from the local secondary school visit North Tawton and pupils spend a day in the secondary school to meet their future form tutors, sample lessons and to start to get used to the procedures in the school. Pupils with special educational needs spend more time there to ensure they are well supported on transfer.
40. Since the last inspection the school has maintained the good provision for pupils' spiritual, moral, social and cultural development. The provision for moral education has improved and is now very good.
41. There are a good range of opportunities throughout the school for pupils to reflect and be made aware of their own and others' spirituality. Whole-school assemblies are Christian and pupils are given opportunities to reflect on how the themes relate to their own lives. By visiting a mosque and a synagogue, they develop an understanding of how other people worship. On a history trip to Exeter museum, pupils were enthralled by handling artefacts over 2000 years old. They visit the Tate gallery in St Ives to appreciate the work of other artists.
42. Provision for pupils' moral development is very good. This is largely due to the very good role models offered by all adults in the school and the very good relationships

between pupils and all adults in the school. The school has an effective behaviour policy, and pupils' attitudes and behaviour in lessons are good and very good in and around the school. They are polite and helpful to visitors and are keen to share their work and achievements and take on responsibility willingly and reliably. Pupils work well together in science investigations, and listen to others' opinions, for example, in a history lesson when considering the differences in the lives of Celts and Romans. The previous report noted that pupils 'arrive at principles to guide their own behaviour without reference to sanction or reward'. This is a significant achievement by the school and continues to be true.

43. Provision for pupils' social development is good. Pupils are encouraged to work in groups and pairs, for example, when using a digital camera to support the development of a digital collage in information and communication technology. Older pupils act as play leaders for younger pupils during break and lunch-time, are members of the school council and are involved in maintaining the school's splendid gardens. Pupils act as library monitors checking books in and out, return registers to the office, and older pupils organise their own leaving party including food and entertainment. There is also good provision for social development through the visits arranged to support history, science and art.
44. Cultural development is good. Pupils develop their understanding of past cultures by visiting Exeter museum when studying the Romans. There are very good links with schools in Italy and Spain and exchanges with a school in France. Pupils maintain these links during the year through the exchange of e-mails. Pupils also study a range of cultures through their work in religious education and use the Internet to explore some of the effects of the recent earthquake in India. They also develop an understanding of Indian culture through art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. A key point for action in the last inspection report was to make use of assessment in the planning of work for pupils to raise pupils' attainment and improve the progress they make. Much work has gone into establishing effective procedures for assessing pupils' attainment and progress for English in Key Stage 1 and Key Stage 2. Very good use is made of the 'First of the Month' books in which pupils complete a piece of written work. This is rigorously marked setting out what pupils need to do next to improve their writing. Daily marking in English also sets suitable targets for pupils to guide them toward improving their work. This system is very effective in raising pupils' standards in English and as a tool for tracking their progress. It is a model of good practice that the school is planning to implement across the school in other subjects.
46. Tracking of children's progress towards the Early Learning Goals in the reception class is unsatisfactory. The planning for these children is not sufficiently focused upon identifying what individuals can and cannot do. Further it does not help the teacher identify what it is that children need to learn to achieve the Early Learning Goals.
47. In mathematics and science, teachers use a range of tests to establish pupils' attainment. However, these are not always used effectively to identify the next steps in learning, particularly for different year groups within the mixed age classes. Insufficient consideration is sometimes given to what pupils know, understand and can do. Termly targets are set and shared with parents and pupils. However, in mathematics and science these are sometimes too general and not sufficiently

focused on individual pupils' needs and abilities. There is no systematic assessment in other subjects.

48. There is a policy for assessment and recording that sets out appropriate procedures to be followed and the national tests at the end of both key stages are analysed to identify teaching needs. Lesson plans do not always identify what is to be assessed, or how this will be done. This means planning appropriately challenging work for each group of pupils is only possible because the teachers know their pupils so well and the classes are quite small. On occasions the work planned is not suitable for the needs and abilities of all pupils in these mixed age classes. The quality of marking overall is sound and good in English. The school has a policy for marking which sets out the procedures for marking English clearly and all teachers follow this. There is a high-quality portfolio of evidence kept for English and some co-ordinators of other subjects keep collections of suitably annotated work from lessons they have monitored.
49. The staff are successful in providing caring support and guidance for their pupils, aided by the high quality of relationships and teamwork. The procedures and practices associated with monitoring behaviour and dealing effectively with any inappropriate incidents, such as bullying are very good. The monitoring of personal development is satisfactory, as are the procedures for child protection and the attention paid to health and safety matters.
50. Of particular note is the good ongoing support and weekly assessment that pupils with special educational needs receive. This ensures that these pupils, as they move through the school, make good progress in achieving their individual targets and in their learning. The good practice seen in meeting the individual needs of pupils with special educational needs is not extended or so closely identified for other pupils in the school.
51. The monitoring of behaviour and procedures to prevent bullying are very good. The school has a good quality, positive behaviour policy that incorporates guidance about bullying and clearly identifies the need to monitor any racism. Staff follow it consistently and fairly. Praise and celebration of pupils' achievements, for instance, through awarding certificates, are a regular feature of school life.
52. The monitoring of personal development is satisfactory. Much of the information that staff have about their pupils is not written down, and is informal guidance offered to pupils as the need arises. Although elements such as sex education for the oldest pupils are well established, activities such as class discussion to raise awareness of personal development issues are not well established.
53. Attendance registers do not meet statutory requirements because a number of sessions are not marked and some individual marks are also missed; there are some pencil entries and alterations to marks are not explained. Although overall attendance is satisfactory, the level of unauthorised absence is higher than is expected. Attendance monitoring is unsatisfactory, and the school has no clear strategies to monitor this or to identify any emerging patterns. The use of information technology to monitor attendance is underdeveloped. The school does periodically remind parents about attendance through newsletters, but there is no formal system for writing to parents when there are concerns about attendance.
54. Procedures and practices associated with child protection are satisfactory. The designated person is aware of procedures but has had no recent training update.

Staff receive guidance about child protection at the start of each academic year from the designated person. Sensitive files are securely and separately kept. The school has positive relationships with external agencies such as the police and social services.

55. Daily welfare and care are satisfactory overall. Pupils and children are well supervised and happy at break times. Their supervisors play traditional games with them, with obvious mutual enjoyment. Pupils have access to large toys such as prams and tricycles and to games such as giant chess. The dining hall is small and has to be closed during any bad weather. This means that pupils have to eat their cooked lunches in the classrooms. Every day staff have to carry their lunches a considerable distance along a path, into the school and eat either in the upstairs staff room or in their own classroom. This is unsatisfactory for pupils and staff alike.
56. The attention paid to health and safety is satisfactory. The school uses the good quality, local authority, guidance on health and safety matters. The majority of required tests are undertaken regularly with the exception of the testing of portable electrical appliances, which have not been tested recently. The testing of fire alarms is not always conducted frequently enough. The school is aware of the need to assess any potential or actual risks and keeps records, with governors being involved in the process. The headteacher was informed of minor issues noted during the inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has a good partnership with its parents and they are regularly involved in school life and activities. Parents and governors who do help during the school week receive a warm and open welcome. They help the teachers by supporting classroom work, or by going on trips or visits. Parents, governors and community members are always willing and ready to support the school if a request for help is made. To celebrate the Millennium, a group of parents using pupils' ideas, built the eye-catching sundial, sited prominently in the school grounds. Other groups also offer help, for example in the regular 'school grounds afternoons' to do general maintenance and tidying of the large site.
58. There is a well established and vibrant parent teacher association known as 'FONTS' – Friends of North Tawton School. This dedicated and hardworking group raise very considerable funds to purchase much needed resources and equipment, for example, computers, library books and playground toys. They cover the costs of heating the swimming pool. Many well attended events are organised throughout the year including the generation game, the adventure challenge and the summer fair.
59. The quality of information provided to parents is satisfactory overall. Parents receive very regular and informative newsletters about school and community events. Although both the prospectus and the annual governors' report are readable, useful documents, there are a few minor omissions in the required information. For instance, the prospectus does not give the pupil absence rates and the governors' report does not give information about school security or the school's National Curriculum targets for the end of Year 6. Parents receive their children's annual report in March so that there is sufficient time to discuss and start to remedy any concerns, before the end of the school year. However, the reports do not meet all requirements because at the Foundation Stage the former Desirable Learning Outcomes, now the Early Learning Goals, are not used. The reports for older pupils in Key Stage 2 do not meet all requirements either, because subjects are not reported

separately. The general headings 'humanities' and 'creative arts' are used, and information and communication technology is not always reported separately. In the sample of reports seen, the setting of individual targets for pupils was variable. However, parents have the opportunity to discuss their children's learning targets at the meetings held twice a year. The results of end of Year 2 and 6 tests are reported properly. The information provided to parents of pupils with special educational needs is good.

60. Almost all parents have signed the home-school agreement and their involvement in supporting their children's learning is sound. Parents are pleased to be able to come into the school and change their children's reading books before school starts each day, and to have reading records in which they can make comments about their reading. However, some parents are unsure of what their children are expected to do, even though some information is given in newsletters.
61. Parents' views of the school are generally positive regarding the openness and approachability of staff, the behaviour, attitudes and strong family and community values that are promoted and the introduction of information and communication technology since the last inspection. However, they expressed some concern about the progress that their children make in the mixed age and ability classes. They also feel that children with specific talent in some subject areas might not be recognised. Inspection evidence does not bear out this concern. The inadequate accommodation, the lack of classrooms and the condition of the dining hall also worry them.
62. Despite these concerns, parents still remain deeply committed to and supportive of their community school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are good overall, which is an improvement on the position noted in the previous inspection. The headteacher provides positive, knowledgeable and caring leadership. His effective day-to-day management ensures the smooth running of the school, and he has a very good understanding of the school's needs. The headteacher was very clear about the school's priorities after the last inspection. He secured the confidence and loyalty of both teachers and governors in the work necessary to effect the many changes. Parents' questionnaire returns and interviews with governors and all staff show how much they appreciate his care and commitment to raising standards of both behaviour and work.
64. The role of the deputy headteacher and other senior teachers is now well organised and has helped to secure the improvements since the last inspection. During the inspection it was possible to see how their individual influence was being used in the school to improve the overall quality of the education being provided. This is particularly true of the deputy headteacher whose expertise in information and communication technology, for example, has given every pupil in the school the opportunity to cover the Programme of Study in this subject. Some teachers with subject responsibility are now taking an active role in the monitoring of teaching in their own subject, which in turn is beginning to enhance attainment and progress and is another improvement on the position at the time of the last inspection. The curriculum leaders for the core subjects of English, mathematics and science are working hard using a variety of monitoring strategies, and are fully involved in the setting of the school budget and the school development plan. Some subjects have two co-ordinators, which enables them to fulfil all these roles thoroughly and with

insight. The many improvements made in the way the senior management team and co-ordinators monitor teaching and standards make them effective and meet the needs of the key issues of the last inspection report.

65. The chair and other members of the governing body are involved in writing the school's aims and policies and support them well. The governors interviewed showed great loyalty and commitment to the school. They are adopting their overall management role very well. Governors clearly show great confidence in the headteacher and staff. The headteacher meets regularly with the chair and other governors to review the progress of a range of issues on an informal basis. This has the effect of making sure all decisions are related to the priorities in the school development plan.
66. The school's finances and resources are well managed and very effectively deployed. There are sub-committees, or working parties, of the governors to monitor staffing and buildings. They are very involved in the review of the school's finances and the formulating of the school development plan. There is a curriculum committee and the governors understand the importance of their role in monitoring the curriculum and educational standards. They visit different classes on a frequent basis. The governors have appropriate systems for ensuring that all funding is used appropriately, including for those pupils with special educational needs. Great care is taken to make sure that best value is obtained in all purchases and site work. There are now good systems in place for evaluating the impact of spending on pupils' achievements, and as a result standards are rising. This is now in full detail as required by the last inspection report. The school now provides good value for money.
67. The school has an appropriate number of suitably qualified and experienced teaching staff. They are dedicated and show care and concern for the pupils. They have sufficient knowledge and expertise to teach the school's curriculum. The way they have begun to understand and use aspects of information and communication technology across the curriculum where previously some teachers lacked confidence, is a significant improvement since the last inspection.
68. The staff work as a close and supportive team, together with the classroom assistants and the part-time special educational needs co-ordinator, who effectively ensures that pupils with special educational needs are well supported when she is not in school. Teaching staff are deployed well in the school, with the special abilities of some teachers being employed effectively. For instance, the part-time teachers in one of the Year 3/4 classes take different subjects in order to use their skills to best effect. Learning support assistants are well qualified and meet regularly with teachers to discuss how to provide for the needs of the pupils. The numbers of support staff for a school of this size is good and they are very much appreciated by the teachers and parents. The school's corporate needs and those of individual members of staff are addressed through the performance management process. There is good delegation of responsibility with the deputy headteacher providing effective support for the headteacher. Some job descriptions do not specify duties and responsibilities. For example, the responsibilities of the co-ordinator for the early years makes no mention of either Desirable Learning Outcomes or the new Early Learning Goals, and does not, therefore, make it clear what is required. Staff newly appointed to the school are inducted well and receive a good level of support. Most staff undertake regular training in their areas of responsibility.

69. In places the school's accommodation is unsatisfactory and hinders the effective teaching of the whole curriculum. There are six classrooms for the seven year groups, which means that mixed age classes operate for all pupils in the school. The fact that there are no rooms available for music or withdrawal rooms for pupils with special educational needs, makes it difficult to use the expertise of the teachers to the best effect. The mobile classrooms are small and used by the older pupils so that there is little space for movement. One mobile has no toilets, so pupils have to go outside to reach the main building. It is the same for pupils doing physical education in the school hall. The external condition of these mobiles and of the dining hall is starting to deteriorate. The dining hall often has to be closed during bad or cold weather, with pupils being forced to eat meals in their classrooms. It is too small for the number of pupils using it. There is no medical room. The secretary and headteacher share a small upstairs office and there is nowhere for any private meetings. There is no separate play area for the under-fives, a concern at the last inspection. This inhibits their physical development opportunities. The school tries hard to cope with the difficulties posed by the accommodation. The buildings are maintained to a good standard by the able cleaners. There are some good examples of display across the school, such as the writing and art work in the hall. Overall, the use of displays to enhance learning and celebrate achievement is well developed and makes a good contribution to the pupils' learning and self-esteem. The extensive outside areas are used well by the school for physical education, art and science.
70. The overall quality and range of resources to support and enhance teaching and pupils' learning across the curriculum are sound and all the demands of the curriculum are being met, apart from the needs of the Foundation Stage. Resources for English and mathematics are good and are sufficient for the teaching of all other subjects. The level of resources available in information and communication technology is satisfactory and they are all used well. There have been improvements in resources since the last inspection, most notably in library provision. The stock of books is now good, well organised and of good quality. Resources in art are good and the school has its own kiln. There is a good range of artefacts in religious education. The school grounds and swimming pool are valuable learning resources and good use is made of visits in the local area. However, the resources for the Foundation Stage of learning are unsatisfactory in all respects and are not meeting children's needs. The reception children are currently being provided with resources and activities aimed at older pupils in Year 1. This requires urgent review.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to raise standards further for all pupils, the governors, headteacher and all staff should jointly:
- (1) Improve the overall provision for children in the Foundation Stage of learning by:
 - a) ensuring that co-ordination of this discrete stage of learning is managed efficiently;
 - b) planning the curriculum to the current requirements for children of this age. An early years policy acknowledging this separate key stage is required as a matter of urgency. The planning should lead to the National Curriculum Programmes of Study, but clearly provide for the needs of young children;
 - c) devising suitable assessment procedures so that there are detailed records of children's achievements in all Early Learning Goals, and these are passed from reception class to teachers in Key Stage 1;

- d) improving the current accommodation in terms of the furniture, equipment and space available;
- e) providing outdoor facilities so that organised play opportunities are available to ensure progress in children's physical development.

(paragraphs 1, 13, 22, 30, 46, 70, 72 to 80)

(2) Raise the attainment of all pupils in all subjects to that in English by:

- a) ensuring that co-ordinators provide guidance that enables teachers to plan work that builds on pupils' previous skills and knowledge;
- b) ensuring that medium and long-term planning for all aspects of the curriculum identifies clear criteria against which pupils' attainment in all subjects can be assessed.

(paragraphs 30, 31, 32, 34, 48, 95, 103, 109, 114, 129)

(3) Provide assessment procedures that reflect the detailed medium and long-term plans in order to guarantee appropriate progress from year to year, and that pupils build on previous experiences, regardless of the class they are in.

(paragraphs 20, 28, 46, 47, 48, 74, 95, 103, 109, 114, 119, 123, 128)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	10	56	28	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	146
Number of full-time pupils known to be eligible for free school meals	n/a	15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	29

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	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	16	15	20
Percentage of pupils at NC level 2 or above	School	67 (73)	63 (77)	83 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	19	21	21
Percentage of pupils at NC level 2 or above	School	79 (77)	88 (95)	88 (95)
	National	84 (82)	88 (86)	88 (87)

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

♀NB Data for boys and girls separately is omitted as the number in each category was not more than ten. |

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	9
	Girls	14	9	14
	Total	23	19	23
Percentage of pupils at NC level 4 or above	School	72 (81)	59 (74)	72 (74)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	9
	Girls	11	11	12
	Total	19	21	21
Percentage of pupils at NC level 4 or above	School	59 (81)	66 (74)	66 (74)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
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	1	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)	7.1
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	80

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	326,008
Total expenditure	339,148
Expenditure per pupil	1,961
Balance brought forward from previous year	12,195
Balance carried forward to next year	- 945

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	42	4	4	0
My child is making good progress in school.	43	43	10	1	2
Behaviour in the school is good.	40	51	5	1	4
My child gets the right amount of work to do at home.	29	52	13	1	5
The teaching is good.	47	48	5	0	0
I am kept well informed about how my child is getting on.	37	40	23	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	31	5	6	1
The school expects my child to work hard and achieve his or her best.	51	36	11	0	2
The school works closely with parents.	39	43	11	4	4
The school is well led and managed.	36	48	10	4	2
The school is helping my child become mature and responsible.	45	47	2	2	4
The school provides an interesting range of activities outside lessons.	34	42	16	2	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

72. Children who are five between September and January attend school from the September. When children come into school they attend on a full-time basis from September for those aged five between September and January, and from January for those aged five from then onwards. At the time of the inspection there were 13 reception children in the class, of whom five had started in January. Also in the class were six Year 1 pupils. The provision for children in the Foundation Stage, in the reception class, is generally unsatisfactory. Overall standards of attainment on entry to the reception class are below those expected of young children. Limited progress is made and children's standards remain below those expected in five of the six areas of learning for the Foundation Stage; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; creative development. Children's personal, social and emotional development is sound.
73. The school environment is not conducive to children under five entering full-time education because there are insufficient opportunities for spontaneous, well structured, and purposeful play activities to encourage and extend children's learning. The previous inspection found that there were too few opportunities for children to explore, generate ideas and use their own initiative and imagination and in some ways this remains the case. The accommodation is limiting and is not well enough organised to support the lessons' objectives effectively. There still is no secure outdoor facility despite the school's best efforts. However, the school and parents are making great strides towards collecting sufficient funds to develop an area available outside. Lessons do not meet their needs nor the intentions of the early years curriculum. Children receive a modification of the Key Stage 1 curriculum which is unsuitable. Consequently they do not achieve expected standards by the age of five. There is an overemphasis on teacher-led activities with limited opportunity for structured play.
74. The previous inspection identified weaknesses in procedures/systems for tracking children's progress. Too little has been done to improve this. At present there is some assessment of children's language and mathematical development that helps their progress. There are no assessments for the remaining areas of learning.
75. The children's personal, social and emotional development meets the expected level of children aged five. However, a planned programme for this provision is not in place. There are good links with the local playgroup. The suitably organised induction procedures ensure that most children enter school with an appropriate measure of confidence. Most children respond satisfactorily to an ethos that promotes good behaviour. Positive relationships develop between children and adults and good routines are established. Children generally behave well and talk willingly. Teachers' questions are answered clearly and children show an appropriate understanding of right and wrong. Most children happily work alongside others knowing that they must take turns. However, they have too few opportunities to learn to work together independently. The quality of teaching in this area of learning is broadly satisfactory. All staff work well together and provide good role models for the children. They acknowledge children's feelings and work with them to resolve conflicts.

76. Children enter the reception class with standards below those expected in communication, language and literacy. They make some progress but standards remain unsatisfactory. Children generally pay attention to adults and listen carefully when being given instructions and guidance on activities. However, children spend too much time on the carpet watching and listening. They understand how to handle books and enjoy listening to stories. They enjoy sharing books and discussing pictures. A few children are beginning to recognise initial letter sounds and distinguish text from pictures. Most children recognise and write their first name. In oral sessions children tend to give one word or short phrased answers although adults encourage answers in sentences. The quality of teaching is broadly satisfactory. The teaching on one day during the inspection by the supply teacher was good. A book corner, containing a suitable range of books, is accessible to the children, and a listening centre. Writing materials are readily available with a limited choice of paper and writing tools. Daily planning by some teachers is unclear. There are insufficient clear, sequential, learning steps based on the records of individual children's progress. Too many activities are whole class, led and controlled by the teacher. There are insufficient opportunities for children to choose and be in charge of their own learning.
77. By the time children are ready to enter Year 1 standards are below those expected in their mathematical development. Children confidently count to ten and are developing the ability to count backwards from ten. They are just beginning to understand numbers through a suitable range of number action songs and are beginning to use their fingers to illustrate the number. Through teacher-led activities they are familiar with using balance scales to find what is lighter than their teddy and heavier than their teddy. They know about simple two-dimensional shapes such as triangle, square and circle. The quality of teaching in this area is unsatisfactory because of the inappropriate nature of the planned activities. Teachers' plans focus on the National Numeracy Strategy and insufficient consideration is given to the range of children's abilities. This leads to ineffective building on their knowledge and understanding. Activities are mainly practical but are so organised that the whole class carry out the same activity and children are unoccupied for unacceptable lengths of time. This was apparent during the inspection when children, although in groups, waited to balance their teddy with other objects. The whole group was not effectively involved by the teacher in what was happening. Insufficient use is made of opportunities in the school day to use mathematics in a meaningful way to extend children's knowledge and understanding. There is no evidence of opportunities for children to choose for themselves activities that involve counting, collecting, and understanding place value.
78. Standards are below those expected for the children's knowledge and understanding of the world. During the inspection it was evident that children are satisfactorily developing a growing awareness of objects that are old compared to those which are new. They know about their immediate surroundings and develop a sense of location and direction. A satisfactory sense of time is developing because of children's progress in knowing the daily routine. Due to the planning being structured under subject headings such as history and science and not under knowledge and understanding of the world, as is expected for reception children, the quality of teaching in this area is unsatisfactory. Activities lack suitable, clear learning objectives and the activity given is unsuitable for these children. For example when comparing teddy bears children were asked to draw an old teddy bear and a new teddy bear. Organisation is inappropriate with a whole-class activity where, although grouped with an adult, children sit for long periods and are not sufficiently involved.

79. By the time children come to the end of the Foundation Stage standards in their physical development are below those expected for their age. Children give unsatisfactory interpretations of movements to illustrate 'Going on a Bear Hunt' and show limited control of their movements. The children need many reminders to keep off the mats piled in the corner and to keep away from equipment stored around the hall. They illustrate satisfactory skills using play dough, moulding and cutting to desired shapes. No evidence was available to judge children's ability to use scissors. Teaching is unsatisfactory because lessons are not sufficiently well planned to teach the necessary skills systematically. Too much time is spent using children to demonstrate, which results in the lesson becoming slow and children not moving for long periods, losing interest and complaining that they are cold. Daily physical activities are not available and they do not have access to suitable climbing apparatus to develop their control of large movements. Children do have occasional access to a few large toys such as prams and tricycles for use on the corridor. This is a limited improvement in resources since the last inspection where they were found to be wanting. As in the last inspection children do not have access to a safe outdoor play area. However, good progress is being made by the parents to raise funds to establish an area in the school grounds and in close proximity to the reception classroom.
80. Generally children's standards in their creative development are below those expected for their age. There are only limited opportunities for activities to promote the development of children's imaginations. There is no area set up for painting where children can explore and experiment with colour and express their ideas regularly. Insufficient suitable experiences are planned to develop children's creativity effectively. The school's planning for this area of learning is unsuitable for the Foundation Stage. Reliance is on planning for Key Stage 1 with insufficient consideration given to the Early Learning Goals for creative development.

ENGLISH

81. Inspection evidence shows that standards in speaking and listening, reading, and writing are in line with the national average at the end of Key Stage 1, and above average at the end of Key Stage 2. Good progress has been made since the last inspection, largely because there is a consistency of good teaching across the school. The co-ordination of literacy is now good and is supported by an action plan that targets areas for development to raise standards further. In addition, the effective analysis of the results of standard attainment tests and other school assessments has led to the setting of targets. This target setting in English has had an effect on the results of the 2000 national tests for seven and 11 year olds, where there is a significant rise in the numbers of pupils achieving the higher levels of attainment.
82. The 2000 national test results have shown the standards to be well below average when compared with schools nationally and similar schools in Key Stage 1. In Key Stage 2, results are well below schools nationally. Comparisons made of improvements since the pupils were tested at the age of seven show that test results are well above that of similar schools. These results show that the school is making good progress in raising standards of attainment in English. Pupils with special educational needs get good support and are making good progress. Teaching takes into account all abilities, including those with special educational needs and pupils who are gifted and talented. In each lesson the teacher puts the lesson objectives on the board and helps pupils to have a clearer understanding of what they have to do and why. This strategy gives pupils a greater self-knowledge of their own learning.

83. The effective implementation of the National Literacy Strategy has improved teachers' subject knowledge and understanding. Lessons are well planned with clear lesson objectives. Pupils' reading and writing skills are built on systematically as they move through the school and teachers are confident in teaching these skills. Homework is regularly set for spelling lists, reading and for research. Parents are very supportive and contribute to pupils' learning by listening to their child read for 20 minutes, three times a week.
84. Pupils' speaking and listening skills are average at the end of Key Stage 1, but good overall in Key Stage 2. Opportunities for the development of speaking and listening are offered to pupils through discussions in class and circle time, when they can discuss matters important to them. Other opportunities are presented through literacy sessions when pupils discuss stories, read in groups and talk to the teacher. At the end of lessons they share ideas and talk about what they have learned. For example, in a Key Stage 1 class, pupils were reading poems from a big book together. They discussed the chosen one and then they were given a great deal of freedom to make their own choices of tasks. The lovely plenary session where they all enjoyed sharing tongue-twisters reinforced their responses well. In one Year 3/4 lesson pupils were writing accounts of their recent museum trip. They co-operated and worked well together and responded with real enthusiasm to the teachers' questions. Pupils read with confidence, enjoyment and with clear diction. In another class, older pupils were discussing and writing poems based on a particular structure. They used a wide vocabulary and were speaking with confidence and clarity. Speaking and listening skills are also developed across the whole curriculum. For example, through discussion and working in groups on particular tasks in the classroom, in games and physical education through listening to instructions, and in art and design and technology when appraising their own and others' efforts.
85. The teaching of writing is good overall. In the scrutiny of work during the inspection there was a range of writing of a good standard. For example, pupils write poetry, creative illustrated stories, plays, historical, descriptive and instructional writing well. By the time most pupils leave the school, their ability to write for a range of purposes and audiences is good. An example of instructional writing was seen in a lower junior class, where pupils were putting Roman words into an order to make a 'dictionary'. This was an exciting, well-planned lesson that made a very good cross-curricular link with history. Another example, in Year 5/6 was of preparing a balanced argument - for or against developments in their town. Pupils obviously felt strongly about this issue and could write clearly and well, on both sides of the argument. Pupils also contribute to a display by designing and writing a front page of a newspaper that links with their learning in religious education. By the end of Key Stage 2 there are very good examples of all types of writing. For example, they have written a variety of poems and information books on areas of nature. In addition, they have written about the town and its history and environment. Adequate time is given to extended writing and some good examples of completed writing were seen in the scrutiny of work.
86. The standard of handwriting is good. There are examples of neat, well-presented writing, across the school. In all examples, handwriting is consistent in size and accurate in form. In one class, in Year 1/2, pupils were clear about the rules for using pencil and pens, and there was no untidy or smudged writing. It is significant that since the last inspection, the expectations of the teachers have risen and particular attention is being paid to handwriting and presentation. There has been a consequent rise in standards. Pupils' development of grammar and punctuation is generally good. Pupils in the later years have draft books where they compose their writing, then edit the spelling mistakes and punctuation errors before writing their final copy. Pupils are

beginning to make good use of information and communication technology to enhance their writing skills.

87. Standards in reading by the time pupils leave school are good. Skills in reading are well taught and, through the setting of specific targets, standards are rising. Reading records demonstrate the range and numbers of books read. Evaluative and supportive comments are written in the reading records by teachers, parents, and also comments on the books read by the pupils. Pupils develop basic library skills through their use of the non-fiction library. They understand how to use the contents, index and glossary in order to locate information from books and understand how useful this skill is. Each classroom has an adequate number of fiction books. There are also non-fiction books in classrooms from which pupils research and access information linked to the topics they are studying. A majority of pupils enjoy reading and many are avid readers. This eagerness and enjoyment of reading can be traced to the interest and positive support of parents who listen to their children reading regularly, combined with the high profile of reading, and enthusiasm of the staff. Pupils generally make good progress in reading and very good progress is made as they reach their final years in the school.
88. The quality of teaching is good overall. Teachers are confident in the teaching of literacy and the teaching of basic skills. Planning is good overall and results in high expectations and a brisk pace to all lessons. Assessment is good and pupils are given published reading tests, optional standard attainment tests to prepare pupils for the standard attainment tests at Year 6. The use of the 'First Day of the Month' assessment tasks is exemplary. The fact that all pupils have individual targets as a result, which they know and evaluate for themselves, is having the effect of raising standards throughout the school. Pupils with special educational needs are well taught and have good support from learning support assistants.
89. There are two subject co-ordinators who work together well. Since the last inspection, just over two years ago, they have undertaken a full review of the English policy in consultation with staff. Their monitoring of planning, teaching and learning in the classrooms has been possible through planned non-contact time linked to the priorities of the school's action plan, and this has had a beneficial effect on the pupils' progress and attainment. English resources are good and there is planned expenditure for purchasing more resources. The organisation and development of the library have been particularly effective with money donated by the Friends of North Tawton School. There is a good range of poetry books and most books are well looked after, demonstrating the care and respect pupils have for school resources and equipment.
90. The school has had a book week and held book fairs to encourage even greater use of books. There are some good displays around the school and one in the entrance hall shows pupils' own designed and illustrated book covers.

MATHEMATICS

91. The inspection found that standards in numeracy are below average at the end of Key Stage 1 and standards in shape, space and measure are average. The year 2000 tests for seven year olds at the end of Key Stage 1, show that the percentage of pupils reaching the expected Level 2 or above was very low in comparison with the national average. However, those attaining the higher Level 3 was above the national average. When compared with schools that are broadly similar, the school's results at the end of Key Stage 1 are close to the average. This indicates an improvement

since the last inspection that found overall attainment in mathematics at Key Stage 1 below average both nationally and compared with similar schools.

92. For 11 year olds at the end of Key Stage 2, standards are average in numeracy and shape, space and measure but below average in handling data. In comparison with schools nationally the 2000 tests show that the pupils' performance was well below average as was their performance in comparison with schools that are broadly similar. Since 1996, when standards were well below the national average, results in mathematics at the end of both key stages have varied widely. In 1999 results at the end of Key Stage 1 rose steeply to above the national average and dropped to broadly in line in 2000. At the end of Key Stage 2 in 1996 and 1997 their performance was above the national averages. In 1998 there was a steep drop to below national expectations and in 1999 a sharp rise to in line with national averages. The year 2000 again shows a steep drop with results well below the national average. The present inspection indicates that because of good teaching pupils' performance is rising to be in line with national averages.
93. Within Key Stage 1 younger pupils can give pairs of numbers that add up to ten. The more able pupils are beginning to think of pairs of numbers to add up to 20. Overall pupils' ability at mental mathematics is below average. They are at the early stage of recognising the place value of two digit numbers and how this could help them to add or subtract a ten from a number. Pupils are confident in naming regular two- and three-dimensional shapes. Within Key Stage 2 pupils understand the meaning of symmetry. They indicate their understanding by correctly drawing the lines of symmetry on a range of given shapes. Pupils have good knowledge of two-dimensional shapes and can plot and draw shapes to given simple co-ordinates. Older pupils use their knowledge and understanding of lines, angles, and properties of two- and three-dimensional shapes to investigate general statements such as the number of lines of symmetry of a regular polygon is equal to the number of sides. Good teaching enables the more able pupils to investigate the totals of all angles in a regular polygon. They are beginning to conduct an investigation systematically and clearly record their findings. Pupils have sound understanding of squared numbers and square roots of simple numbers.
94. Overall the quality of teaching is satisfactory. The quality of teaching in Years 4, 5 and 6 is good. This is because the lessons are well planned to meet the requirements of the National Numeracy Strategy and work is planned to match the abilities of the pupils. The lessons begin with purposeful and challenging questioning to prompt pupils to remember what they have learnt previously; for example how to square numbers like four, six and eight. Individual pupils are warmly encouraged and targeted so that all feel part of the lessons. Lessons move on smoothly with teachers sharing their time appropriately to ensure all pupils understand what they are doing. Where teaching was unsatisfactory, the lessons started purposefully and the teacher posed questions clearly but did not react to pupils' inability to understand. Insufficient care is taken in using precise mathematical vocabulary to make sure all pupils have a clear understanding of the language being used before moving on. The quality of the support staff is good. They work well together with class teachers to help promote standards. Small groups of older pupils experiencing difficulties with mathematics withdraw from their class once a week and receive effective support. They make good progress.
95. Teachers use a range of tests to assess pupils' attainment. They often record strengths but do not always identify difficulties in order to help pupils in the next lesson as occurs in English. Termly targets are shared with pupils and parents but overall

these are too general. The school uses non-statutory test materials but the results are not systematically used to track pupils' progress from year to year. From scrutiny of previous work insufficient consideration is given to consolidating learning and building on previous knowledge and understanding, particularly between year groups. Overall there is insufficient emphasis on number work, particularly in the use of mental strategies, and data handling. The use of information technology to support mathematics is being developed, as is the use of mathematics across the curriculum.

96. The subject co-ordinator provides sound leadership, and has been successful in introducing the numeracy strategy in the school. At present planning is not sufficiently considered to ensure continuity in pupils' learning between year groups

SCIENCE

97. In 2000 pupils' standards of attainment in teacher assessments at the end of Key Stage 1 were below the national average. However the number of pupils reaching higher levels was close to the national average. In the tests at the end of Key Stage 2 in 2000 pupils' standards were below the national average and were also below expectations when compared with similar schools.
98. Since the last inspection standards in Key Stage 1 have remained below expectations and at Key Stage 2 standards in national tests have improved from being well below the national average, to below the national average. Evidence from the inspection shows the standard of Year 2 pupils' work continues to be below expectations. However when pupils' work in all Programmes of Study of the National Curriculum are considered, Year 6 work is in line with expectations for their age. This is because although the standards in the Programmes of Study tested by national tests are below expectations, pupils' ability to carry out investigations and fair tests is above that expected. The improvement at Key Stage 2 and particularly the high standards of the investigative aspects of science is due to in-service training and a focus on this aspect of science.
99. Although their work is generally below the expected standards, Year 2 pupils carry out a range of investigations. For instance, they enjoyed the investigation observed during the inspection into the effect the height of a slope has on the distance a 'car' travels at the bottom. With support, pupils are able to recognise whether the test was fair and that all cars need to be released from the top and not pushed with differing amounts of force. However, Year 2 pupils' work on the sources of light sources is unchallenging and at a level expected for Year 1 pupils. The vast majority of pupils produce similar work and there is an insufficient range of expectation based on pupils' prior achievement.
100. In the lessons seen in Key Stage 2, pupils were challenged but overall, as in Key Stage 1, many of the pupils produced similar work and there was an insufficient range of expectation based on pupils' prior achievement. In Year 6, the vast majority of pupils can create a simple circuit and use it to compare the resistance of two wires of different thickness and the effect of varying their lengths. They understand the effect photosynthesis has on the amount of oxygen in the air and carry out an investigation to demonstrate that the speed of light and sound are different. They enjoy studying the achievements of different scientists such as Koch and Fleming.
101. Science contributes to literacy through, for example, the group discussion in Year 2 when sorting and grouping natural and man-made materials and the recording of

investigations in, for example, Year 6 when predicting, recording and drawing conclusions from their work on resistance. Science supports numeracy through, for example, the creation of graphs to compare pulse rates in Year 5 and measuring angles in degrees when comparing incident and reflected light in Year 6. However, although the school has the equipment for datalogging to monitor, for example, the change of temperature over 24 hours using a computer, insufficient use is made of information and communication technology to record work or analyse results from investigations. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.

102. Teaching is good at Key Stage 1. Teachers plan and use resources well. They are knowledgeable, particularly in developing pupils' ability to carry out investigations. However work is not consistently matched to the needs of all pupils in mixed aged classes. However a good example of matching work to the range of ability was seen with Year 1 pupils when sorting natural and man-made materials. At Key Stage 2 teaching is also good. Teachers use their expertise to provide a good range of investigative work that stimulates pupils' interest and participation. Teachers have high expectations of behaviour and this enables pupils to carry out investigative work safely and with a high degree of independence. The less satisfactory aspect of lessons in both key stages is insufficient planning to meet the needs of all pupils based on their prior achievement. This occasionally results in lack of challenge. Pupils' attitudes to science are good. This makes a significant contribution to standards, particularly in investigative work where their responsible behaviour enables teachers to introduce a more extended range of activities than would otherwise be possible. For example, the more difficult work on resistance for pupils to create their own variable resistor in Year 6.
103. The lack of planning to meet the needs of all pupils is a result of a lack of a clear scheme of work and assessment procedures that address the needs of the mixed aged classes in the school. This restricts teachers' ability to plan work that builds systematically on pupils' knowledge, understanding and skills from one year to the next. To improve the subject further assessment procedures need to be developed that can be used to plan work that is clearly based on prior achievement and matched to pupils' needs.

ART AND DESIGN

104. Standards in art and design are in line with those expected at Key Stage 1 and above expectations at Key Stage 2. This is an improvement since the last inspection where standards were in line with expectations at both key stages. The higher standards at Key Stage 2 are due to the wider range of experiences, good teaching in the Years 5 and 6, and the enthusiasm of the co-ordinator.
105. By the end of Key Stage 1 pupils create pictures in an Aboriginal style, reflect images of the different months of the year and use artistic skills to record work in history related to the Romans. During Year 1 pupils develop other skills, for example, the use of pastels in the style of Rousseau, pencils to create well-proportioned self-portraits and weaving using a range of materials.
106. By the end of Key Stage 2 pupils know that modern 'Paisley' patterns are based on traditional Indian designs and that other Indian designs have been adopted and developed in England, for example, Chintz. Pupils are able to use resources to record a range of Chintz motifs in preparation for developing their own designs. They create good quality paintings of still life and, from a series of photocopies of their own

original pen an ink observational drawing, experiment with a range of water-colour effects. Good use is made of sketch books in both key stages.

107. Art contributes to literacy through discussion of their work, for example, when considering the origins of Paisley and Chintz. A contribution is made to mathematics when working in three dimensions, for example, when making slab and coil pots in Year 5. Pupils make good use of information and communication technology to research examples of the styles of different artists and create digital collages.
108. Overall teaching is good. A significant feature of the good and very good lessons was the enthusiasm and the knowledge and understanding of the teachers, which inspired the pupils. The lesson in Year 4/5 on making slab and coil pots was a good example where the teacher was able to respond to every question of the pupils and provide new examples and challenges. This meant that by the time the lesson ended every pupil had completed at least one pot. This, together with the very good attitudes and behaviour of the pupils, produced work of a standard above that expected of pupils towards the end of Key Stage 2. Pupils with special educational needs are assisted well by teachers and make good progress.
109. The school is adapting its scheme of work to incorporate the nationally recommended examples. However, the existing arrangement does not sufficiently support staff in developing pupils' knowledge, understanding and skills from one year to the next particularly within the mixed aged classes. This results in many pupils not being sufficiently challenged, and progress being inconsistent. There is a good portfolio of work particularly for the upper part of Key Stage 2 but it needs to be extended to Key Stage 1 and the early part of Key Stage 2 to support staff in identifying more clearly what is expected from the scheme of work. To improve standards these examples need to be combined with assessment procedures to monitor pupils' progress in the development of knowledge, understanding and skills so work can be planned that is clearly based on pupils' prior achievement.

DESIGN AND TECHNOLOGY

110. Insufficient evidence was seen during the inspection to come to a secure judgement on standards. Since the last inspection the co-ordinator has left and the new co-ordinator has only been in the post for six weeks. She has not yet been able to monitor whether the Programmes of Study have been covered in sufficient depth or that pupils' progress has been maintained effectively.
111. In Year 2 when making a vehicle pupils are working in line with expectations. They use appropriate vocabulary, for example, chassis, wheels and axle. They can identify why, when combining these, some forms of attachment will not work, for example, double sided Sellotape will not allow the wheels to rotate. In a Year 4 lesson, pupils evaluated products such as balloons and recorders, and used the information gained to plan and make a moving monster with plastic bottles and balloons. However the evaluating, designing and making photo-frames in Year 4 was below the standard expected.
112. Design and technology contributes to literacy through speaking and listening when, for example, pupils discuss the advantages and disadvantages of different methods of construction, effective wheels and axles in Year 4. Numeracy is supported through, for example, the creation of three-dimensional models using 'Lego' and 'Fishertechnik', and measurement of materials when constructing 'nets' to create boxes. Insufficient use is made of information and communication technology. Pupils

with special educational needs are assisted by teachers and support staff, and make sound progress.

113. Insufficient lessons were seen to make an overall judgement on teaching. However, in the two lessons seen one was good and the other satisfactory. Where teaching was most successful teachers had good knowledge and understanding. They use open-ended questions to establish the extent of pupils' understanding, encouraged discussion to maintain interest and had high expectations of pupils to think for themselves. Teaching is less successful when work is not sufficiently challenging or firmly based on prior achievement.
114. Although the school is reviewing the scheme of work to incorporate the national exemplar, the lack of systematic assessment at the end of topics, and the use of these to plan future work matched to pupils' abilities particularly in mixed aged classes, is a significant weakness in the subject. This was identified in the last inspection and has not been adequately addressed. As a result teachers still do not have sufficient information on which to plan work that systematically develops pupils' knowledge, understanding and skills from one year to the next. To improve the subject further, assessment procedures need to be developed and used to plan work that is based on prior achievement and matched to the needs of individual pupils.

GEOGRAPHY

115. Standards are in line with national expectations at both key stages. The teaching and progress that pupils make in Key Stage 1 has improved since the last inspection. Geography is the present development area. With support from the local education authority advisor for geography, the school are at present concentrating on planning geography through geographical enquiry as part of further improving teaching and learning and raising standards.
116. Key Stage 1 pupils are beginning to demonstrate a real awareness of a different locality from their own through a well planned and prepared study of real and imaginary islands. They ask and answer questions about places using selected information from provided resources. The effective teaching uses pupils' responses well to consider the suitability of various modes of transport. Within Key Stage 2 pupils understand the importance of water and are developing an understanding of how water can influence the lives of different peoples. Pupils use a range of resources such as books, the Internet and CD-ROMs to search for relevant geographical information about such areas as India, Mont Blanc, Mount Everest and Dartmoor. Groups in the mixed class of Year 4 and Year 5 pupils made clear verbal and visual presentations of their findings to the remainder of the class. Pupils are familiar with ordinance survey maps, aerial photographs, weather symbols and temperature reading. As a result of good teaching older pupils make good progress in their knowledge and understanding of a developing country. They compare contrasting localities using suitable geographical terminology.
117. The quality of work produced during the year indicates that the quality of teaching is generally satisfactory. During the inspection, however, of the four lessons observed the quality of teaching was very good in one lesson, good in two lessons and satisfactory in the other. In the better lessons observed, teachers' good subject knowledge backed by an enthusiastic approach and effective discussion technique stimulated pupils' interest and eagerness to know more.
118. There is a satisfactory range of resources. There are a variety of reference books accessible in classrooms and pupils make good use of information technology to access information. Wall displays successfully add a further dimension to pupils' knowledge and understanding, particularly that seen in the Year 5 and Year 6 class

portraying many aspects of the culture and lives of the people in India. Pupils keep contact, via the Internet, with developments after the recent earthquake disaster.

119. The headteacher has recently taken the responsibility of managing geography and is working with the local advisor to ensure there is a consistent approach to teaching and delivery across the school. At present there is no structured assessment procedure to report pupils' progress in geographical skills or planning of future work by targeting areas requiring reinforcement.

HISTORY

120. It was not possible for any lessons to be observed during the time of the inspection. However, a visit to the museum at Exeter, by a class of Year 2 and Year 3 pupils, was observed. This along with scrutiny of pupils' previous work and teachers' planning, and talking to pupils, it is evident that standards of attainment in history at both key stages are in line with those usually found in most schools for pupils of this age. This reflects a similar position on attainment to that at the time of the last report in 1998.
121. Overall pupils make sound progress in acquiring appropriate knowledge and understanding of the past. There is a growing understanding of the concept of change over time in Key Stage 1. This is evident in their comparisons of old and new houses. Pupils extend their sense of chronology and of knowledge of the past in Key Stage 2 as topics such as the Anglo Saxons and Romans are studied. The visit to Exeter museum was to support the study of the Romans. Pupils enthusiastically participated in role-play and dressing up as soldiers naming parts of dress showing flexibility and protection to stay alive. Through good teaching pupils made quality comparisons between their lives today, the Celts and the Romans. There was a sense of amazement on seeing artefacts that were 2000 years old. Year 3 and Year 4 study the life and times of Henry VIII using information resources to answer pertinent questions. Pupils become aware of the differences in the ways of life of people in different social strata when exploring the life and times of the Victorians in Year 4 and Year 5. The oldest pupils make an in-depth study of the ancient Egyptians. Different aspects are selected, researched and presented, by groups of pupils, on a poster. This helps them develop their ability to use sources of evidence and information to find out about the past as well as organise and communicate their findings appropriately.
122. Resources are adequate. There are a variety of reference books accessible in classrooms and pupils can examine artefacts and other source material. Good use is made of the school's library service for more resources to support topics studied. Visits to local sites of interest and the museum at Exeter encourage pupils' enquiry skills and enhances their view of the past. Due to the mixed age classes, history is taught through a two-year rolling programme of topics. The scheme of work appropriately addresses the National Curriculum through the use of the Qualifications and Curriculum Authority guidelines and the Devon scheme.
123. The co-ordinator monitors teachers' plans and teaching of lessons. Work is collected from the lesson observed and annotated to identify strengths and weaknesses. There is no assessment system in place to monitor individual pupil's progress in historical skills, knowledge and understanding. The lack of a suitable collection of work to indicate the standard to expect in each year means that teachers have no opportunity to arrive at a common understanding of what to expect or how to assess standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Pupils' achievements in information and communication technology are broadly typical when compared with most schools. However, although pupils' achievements are improving they do not yet meet national expectations across all Programmes of Study. Although they are now planned, there is still a lack of opportunity for control technology and modelling. At the last inspection attainment was below expectations. In the two and half years since the last inspection the school has given a high priority to the subject. There is now sufficient hardware and software and the vast majority of teachers are confident in using information and communication technology in the classroom. The school has adopted a new scheme of work and has developed procedures to monitor pupils' experience of the Programmes of Study in the National Curriculum. The strengths are the use of the Internet, word processing, digital images in graphical modelling and pupils' enthusiasm for the subject.
125. Pupils in Year 2 use a word processor and use 'backspace', 'shift key' and the 'space bar'. They are introduced to simple editing to enable them to rearrange a shopping list and independently box text, change the font, colour and size. However pupils' ability to use the computer to create graphs, or use a graphics program for pictures is less well developed. Pupils in Year 6 are confident to using the Internet to access information in, for example, art and the recent Indian earthquake. They send e-mails to other schools in Italy and are developing links with Spain. They have sound word-processing skills but are not secure in, for example, multimedia presentations. Year 5 pupils use a graphics program to create a digital collage by moving, rotating and resizing images and are able to manipulate a computer program to switch lights on and off in a predetermined sequence.
126. Information and communication technology contributes to literacy through, for example, word processing to draft and edit their work. Pupils use computer programs to help them in mathematics. For example Year 3 pupils produce graphs of pupils hair colour so that they could produce a graph. It makes a contribution to other subjects particularly through access to the Internet to find out about India and to support geography and art lessons in Year 6. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.
127. The teaching of information and communication technology is good. Teachers' knowledge and understanding were good in the lessons seen and this ensured pupils made good progress in their learning. For example, Year 4 pupils developed the ability to write an e-mail, attach a 'Word' document to it and then send it. Most lessons are well planned and inspirational. When combined with pupils' very good attitudes and behaviour, as in a Year 4/5 lesson, pupils could work independently with a digital camera to take photographs and bring them back into the classroom for later manipulation on the computer. However, planning is not yet securely based on pupils' prior achievement and so they make less than maximum progress.
128. The co-ordinator, who is also the deputy headteacher, was appointed after the last inspection. Part of her responsibility is to raise standards in information and communication technology. This she has done admirably. She has adopted a new scheme of work and is modifying it so that it addresses the needs of mixed aged classes more successfully. Although computer access and what pupils have done is now recorded clearly in their books, the lack of clear assessment procedures restricts teachers' ability to plan work that builds systematically on pupils' knowledge, understanding and skills from one year to the next.

129. In order to improve the subject further, and to ensure the attainment in, for example, 'graphical modelling' is matched in all the Programmes of Study of the National Curriculum, better assessment procedures need to be developed. This would enable work to be planned that is clearly based on pupils' prior achievement and matched to their needs.

MUSIC

130. Insufficient evidence was available during the inspection to make a secure judgement on pupils' standards in music. During the inspection, the work of the peripatetic teacher for reed instruments was observed and one class lesson in Key Stage 1 when pupils were introduced to the musical terms dynamics and tempo. The majority of these young pupils can repeat short patterns accurately. They make and choose sounds by responding to given instructions. Pupils have a good awareness of rhythm and use simple percussion and untuned instruments to perform and record their group efforts. In assemblies pupils sing tunefully and with clarity.
131. There are opportunities for individual pupils to learn a range of instruments through the services of visiting music teachers. Appropriate progress is made during these 20 minute sessions. Individual pupil's parents pay for these services. The school provides opportunities for a growing number of pupils to perform at Christmas concerts and become members of the choir.
132. The co-ordinator has been recently appointed and has a very good understanding of the subject. The school's scheme of work is presently being formulated using the Qualifications and Curriculum Authority's documentation as a base to align to the most recent national guidance. Currently there are a sufficient number of percussion and untuned instruments that are stored centrally. However, the range is limited, some need replacing and there are too few instruments from other cultures. The co-ordinator monitors teachers' planning and has had non-contact time to audit the resources. However, she has not yet had the opportunity to focus on improving teaching and learning or raising standards. There is no system for assessing or recording pupils' progress in music from one year to the next.

PHYSICAL EDUCATION

133. During their time in the school pupils develop, refine and modify their skills well in gymnastics through practice and make good progress and reach standards in line with expectations for their age. As shown in a Year 5/6 lesson, their ability to criticise their own and others' performance, to set themselves new targets and then perform over an extended period is above average by the time they leave the school. The quality of teaching is satisfactory overall. Teachers highlight the need for safety in physical education lessons and consequently pupils perform with due care for themselves and others. The majority of pupils can swim unaided for at least 25 metres by the time they leave the school. Older pupils clearly understand the effects of strenuous exercise and how it improves their health. All pupils know the importance of warming-up before energetic physical activities and wearing suitable clothing.
134. Pupils have good attitudes to physical education and games, showing enjoyment in the subject and responding well to the tasks set. Behaviour is always very good and makes an important contribution to the standards achieved. There were good examples of co-operation and collaboration in the Year 5/6 lesson as pupils worked to consider their own and others' performance.

135. Teaching, was never less than satisfactory in physical education lessons, but too few were observed to make an overall judgement. Lesson plans are satisfactory in detail and content. The Year 1 teacher made outstanding use of her own ability in demonstrations to draw out pupils' ideas and understanding, and the pupils were engrossed throughout and learnt effectively as a result.
136. The curriculum for physical education makes a considerable contribution to the social development of the pupils as the use of paired and group work for dance and gymnastics, as well as team games, is an integral part of the curriculum. The several instances of more able pupils being used to help the less able were significant both for social and moral reasons.
137. The level of resources for physical education is sound overall. The large equipment is well maintained and of sufficient quantity and quality. The range of small equipment is good. The size and quality of the school hall allows the full range of possible activities and makes access to the whole National Curriculum possible and teachers use the space well. There is a good school field that is also well used, but the playground is very uneven and does not lend itself to outdoor activities well.

RELIGIOUS EDUCATION

138. Although no religious education lessons were observed during the inspection, good written work was seen for pupils throughout the school, especially in Years 4, 5 and 6. Additional evidence was obtained from an examination of teachers' documentation and interviews with staff and pupils about their work.
139. By the end of Key Stage 2, pupils have made the expected gains in the knowledge and understanding, and they make good progress over their time in school. This shows that standards have been maintained since the time of the last report. Religious education is taught across the school for each week and planned appropriately. Lessons in religious education are often delivered through general discussions based on topics such as, 'friends' as part of personal and social education but with a specific religious focus, such as a story from the lives of religious leaders or famous people. The requirements of the locally agreed syllabus have been built effectively into the school's planning, and the assessment arrangements in the subject are satisfactory.
140. Younger pupils gain knowledge of the rules of Christianity. They develop understanding of these through making links with their own experiences and appropriate personal responses to right and wrong. In one of the lessons, Year 5 pupils discussed the use and importance of symbols and showed developing understanding of the religious significance of some of the Christian symbols. Pupils follow stories from different religions such as, the Christian story of Adam and Eve, and the stories of different festivals, for example, Divali and Passover and from the main religions that are studied in the school. Many begin to understand the deeper meaning of the religious stories. Good use is made of the stories from the Bible to teach pupils about the life of Jesus Christ and His teachings.
141. Throughout the school pupils are taught about the major religions of the world, in particular Christianity, Hinduism, and Judaism, and these are planned to be covered progressively and in sufficient depth. By the time they leave, Year 6 pupils have knowledge of the festivals of different religions, the places of worship, the key people and the holy books, and an understanding into the way of life of people from different

cultures. Most pupils, including those with special educational needs, make satisfactory progress both in lessons and over their time in school.

142. Scrutiny of pupils' work shows that teachers have appropriate expectations of what pupils can achieve and lessons are planned to match pupils' abilities and previous knowledge. Teachers' planning indicates a good knowledge and understanding in the teaching of religious education where it relates to other religions. Discussions with pupils indicate that their attitudes and responses to learning are generally good. Pupils behave well and respond to questions with confidence. Most pupils show a positive willingness to talk about and share personal experiences.
143. The teaching of religious education makes an effective contribution to pupils' literacy skills. Appropriate discussions and questioning in some lessons support pupils' listening and speaking skills. In some classes, pupils are encouraged to record their knowledge and write their own simple accounts. School assemblies support religious education and extend pupils' knowledge of Christianity. The co-ordinator has been given the opportunity to monitor the quality of work in the classrooms. The absence of an agreed approach to assessing the development of pupils' knowledge and understanding, inhibits teachers' planning future lessons based on what pupils have already achieved.
144. The school has a good range of books about other religions of the world and multicultural artefacts. Pupils often visit the local church, and visit the local synagogue and mosque, and this makes a real difference to their understanding and general religious insights.