

INSPECTION REPORT

Clyst Honiton CE VC Primary School

Exeter

LEA area: Devon

Unique reference number: 113351

Headteacher: Mrs A H Williams

Reporting inspector: Stephen Dennett
13712

Dates of inspection: 8th – 10th May 2001

Inspection number: 210797

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary Controlled
School category:	Primary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Clyst Honiton Exeter Devon
Postcode:	EX5 2LZ
Telephone number:	01392 367456
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Willmington
Date of previous inspection:	01/02/99

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Stephen Dennett	Registered inspector	English Science Art and Design Design and Technology Information and Communication Technology Equal opportunities Special Educational Needs English as an additional language	What sort of school is it? The school's results and standards How well are pupils taught? How well is the school led? What must the school do to improve further?
11564	Jean McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20086	David Speakman	Team inspector	Foundation Stage Mathematics Geography History Music Physical Education Religious Education	Pupils' attitudes, values and personal development How good are curricular and other opportunities Provision for pupils from a Traveller background

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clyst Honiton Church of England Voluntary Controlled Primary School provides full time education for 45 pupils, 23 boys and 22 girls. At the time of the inspection, there were seven children under five at the Foundation Stage of their education. All the pupils come from a white United Kingdom background and none speak English as an additional language. A small minority of pupils come from a Traveller background. Twenty-seven per cent of pupils are eligible for free school meals, which is above the national average. The social and economic backgrounds of the pupils are broadly average, but a significant minority come from relatively unfavourable circumstances. Thirty per cent of pupils are on the school's register of special educational needs and two per cent have statements of special educational needs. Both these figures are above the national average. The majority of these pupils have learning difficulties, frequently associated with language development. Pupils' levels of attainment on entry to the school are generally below average.

HOW GOOD THE SCHOOL IS

This is a good school that has improved significantly since the last inspection. The school no longer has any serious weaknesses and is well placed to make further improvements to the quality of education provided for its pupils. Standards are good in mathematics and science at the end of Key Stage 2 and the overall quality of teaching is good. The governing body and headteacher provide very good leadership and management for the school. Despite the very high unit costs, the school provides good value for money.

What the school does well

- Standards in mathematics and science are above average at the end of Key Stage 2.
- The quality of teaching is good overall and pupils learn well, especially at Key Stage 2.
- Pupils have positive attitudes to school and their work. They generally behave well.
- Provision for pupils with special educational needs is good overall and they generally make good progress.
- The leadership of the school by the governing body and the headteacher is very good.

What could be improved

- The provision for children with special education needs at the Foundation Stage requires some improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very significant improvements to the quality of education provided since the last inspection. All the issues raised at that time have been addressed well and there have been general improvements to the standards achieved by pupils in several subjects. The last inspection required the school to raise standards in English, mathematics, science, information and communications technology and religious education. Standards have been raised from below average to above average in mathematics and science. In English, standards have been raised from below average to in line with the national average, and standards in reading are above average. This is a particularly important achievement in the light of the fact that a significant proportion of pupils have special educational needs associated with poor language development. In religious education, standards now meet the expectations of the locally agreed syllabus, whereas they did not at the time of the last inspection. Standards in information and communications technology have been raised from well below average to in line with those expected nationally. The last inspection found that a third of teaching at Key Stage 2 was unsatisfactory. Teaching is now good overall and at Key Stage 2, nearly three-quarters of teaching seen was good or better. All the weaknesses found in the curriculum by the last inspection have been addressed, especially the provision for special educational needs. There has been a dramatic improvement in the leadership and management of the school, which are now very good. There have been very significant improvements in the use of support staff, which was another area criticised by the last report. Finally, there were a number of other issues raised by the report, all of which have been addressed. There are now good systems for monitoring pupils' progress and there are good quality schemes of work for all subjects. Teachers' lesson plans now meet the needs of pupils well, and whole-school planning is thorough and detailed. All the minor health and safety issues raised by the last report have been dealt with. The only issue that remains unresolved is

the small size of the school hall, but the school has taken steps to alleviate the negative effect this has on standards of gymnastics by other means.

STANDARDS

The table giving the results of National Tests has been omitted as the cohorts taking the test are very small. This makes year-on-year comparisons statistically unreliable and may give a misleading impression of the school's results over time. In the most recent tests in 2000 at the end of Key Stage 2, pupils achieved standards that were above average in English nationally. In comparison with similar schools, standards in English were very high. Pupils' achievement in mathematics and science were very high compared to the national average. In comparison with similar schools, standards were well above average in mathematics and above average in science. However, it should be noted that these tests were taken by a very small cohort of pupils. Observed standards in English are average at both key stages. Standards in reading are good at Key Stage 2 and average at Key Stage 1 Standards in writing are average throughout the school and pupils' range and use of vocabulary is limited. Standards of speaking and listening are satisfactory overall. In mathematics, standards are average at Key Stage 1 and above average at Key Stage 2. Standards of numeracy are generally good. Standards in science are close to the expected level at Key Stage 1 and are above average at Key Stage 2 Standards in art and design, design and technology, geography, history, information and communication technology, music and physical education are at the expected level at both key stages. Standards in religious education meet the requirements of the locally agreed syllabus throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school They show considerable levels of concentration and this has a positive effect on their learning.
Behaviour, in and out of classrooms	Behaviour is generally good, both in lessons and in the playground.
Personal development and relationships	Pupils' personal development is satisfactory overall, although some younger pupils do not fully understand the negative impact of their actions on others. Relationships between pupils themselves, and between pupils and teachers, are good.
Attendance	Attendance is good and pupils generally arrive at school on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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.

Teaching is good overall. Teachers take great pains to ensure that lessons are interesting and that activities are well matched to the needs of individual pupils. Teaching is particularly strong at Key Stage 2, where sustained good teaching has raised standards considerably in core subjects since the last inspection. Teaching was very good in 5 per cent of lessons seen. In 50 per cent, it was good and in 45 per cent it was satisfactory. No unsatisfactory teaching was seen. The quality of teaching in English is good overall, with the best teaching in Key Stage 2. This judgement is based on the good levels of achievement being sustained by pupils who have come from a low level of prior attainment. The quality of teaching in mathematics is also good overall, with numeracy a particular strength at both key stages.

Good teaching is characterised by good subject knowledge, which is used well to challenge pupils in their learning. All teachers have high expectations, both of achievement and behaviour. The teaching of basic skills is good overall and pupils are making good progress in reading and numeracy. Teachers' planning is effective, with good links between schemes of work, medium-term planning and lesson plans. The wide range of teaching methods used by teachers means that pupils are interested in their work and sustain concentration well. Good use is made of time, support staff and resources, and lessons generally move at

a brisk pace. There is one weakness in pupils' learning. Children at the Foundation Stage who have special educational needs are not identified soon enough and, as a consequence, they make insufficient progress in their learning, especially in their social and emotional development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a broad, balanced and relevant curriculum for all pupils, who have equal access to all the learning opportunities provided by the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good overall. However, aspects of provision at the Foundation Stage are unsatisfactory
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is satisfactory overall. The school makes good provision for pupils' moral and social development.
How well the school cares for its pupils	The school has good procedures for monitoring pupils' academic performance and has effective systems for ensuring good attendance and behaviour.

Procedures for child protection and ensuring pupils' welfare are satisfactory overall. Systems for support and guidance are largely informal, but generally satisfactory. The school has effective links with parents and this has a positive effect on pupils' progress. Communications between the school and home are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school and her clear sense of educational direction has done much to move the school forward significantly since the last inspection. She is supported well by all staff and governors.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well and, together with the headteacher, has effectively addressed all the serious weaknesses found by the last inspection.
The school's evaluation of its performance	The school is very good at evaluating its performance. The targets identified in the improvement plan are well focused and the action taken is doing much to raise standards and improve the quality of education provided.
The strategic use of resources	The school makes good use of all its strategic resources.

The school has a good level of staffing and the accommodation, with the exception of the hall, is good. Resources are generally satisfactory but they are good for information and communications technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Teachers are willing to discuss children's progress with parents.• Children enjoy the after school clubs.• Standards have been raised significantly since the last inspection.• The headteacher provides very effective leadership for the school.• The school communicates well with parents.• Parents feel comfortable about approaching teachers with issues that arise.	<ul style="list-style-type: none">• Incidents of inappropriate behaviour are not always dealt with quickly enough.• After school activities are sometimes cancelled at short notice.• Some parents would like their children to get more homework.• Other parents feel that their children should not get homework at primary school.

Parents have very positive views of the school. The inspection team agree with all the positive comments made by parents. In response to the aspects which parents would like to see improved, the team offers the following comments. Incidents of challenging behaviour are generally dealt with quickly and effectively, although there are some children at the Foundation Stage that present staff with continual challenges. These relate to poor social skills and steps are being taken to address these difficulties. The school's provision for extra-curricular activities is good considering the small size of the school. The school has good communications with parents and it appears that good notice is generally given of any changes to the schools' programme. Homework meets national guidelines and makes a good contribution to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with levels of attainment that are below average. They make satisfactory progress and by the time they are five, they achieve the early learning goals for the Foundation Stage, although there are some weaknesses in their personal, social and emotional development.
2. In the 2000 Key Stage 1 national tests, standards were very low compared to the national average in reading. In comparison with schools with a similar number of pupils entitled to free school meals, standards were well below average. Standards in writing were very low compared to the national average and in comparison with similar schools. In mathematics, standards were very low compared to the national average and well below those found in similar schools. Due to the small numbers in each cohort, these test results are not a reliable indicator of achievement or of trends over time. Inspection evidence shows that the underlying abilities of different cohorts vary greatly, and in some year groups, the proportion of pupils with special educational needs is nearly fifty per cent.
3. At Key Stage 2, in the 2000 national tests, standards in English were above the national average and very high in comparison with similar schools. In mathematics, standards were very high in comparison both with national averages and similar schools. Standards in science were also very high in comparison with national averages and well above those found in similar schools. Again, due to the small numbers in each cohort, these test results do not give a reliable picture of pupils' achievement over time. There is considerable variation in ability in different year groups, with a significant proportion of pupils on the school's register of special educational needs. Overall, the school has made good progress in achieving its targets. In 2000, it exceeded its targets in both English and mathematics at Key Stage 2.
4. Observed standards are satisfactory overall. This represents some significant improvement since the last inspections, when standards at Key Stage 2 were below average overall. Now, standards in English at the end of both key stages are broadly average. Standards in speaking and reading are good, but standards in listening and writing are only just average. Pupils' responses in lessons show they do not always listen carefully and they have a tendency to interrupt each other when talking. The quality of pupils' writing is variable and although standards of handwriting, grammar and spelling are generally acceptable, pupils' use of vocabulary is limited and unimaginative. Pupils make satisfactory use of their literacy skills in other subjects and standards of presentation are generally good. At Key Stage 1, standards in mathematics are broadly average. Pupils' basic numeracy is sound, but there are weaknesses in their understanding of place value in addition, for example. At Key Stage 2, standards are above average and pupils make good progress in their numeracy. Many pupils have well developed mental skills. By the end of Key Stage 2, almost all pupils can recall multiplication tables up to 10 rapidly and perform complex calculations 'in their heads'. In science, standards are average at the end of Key Stage 1. Pupils have a satisfactory grasp of living processes and recall some properties of common materials. At Key Stage 2, standards in science are above average. Pupils have a good knowledge of the human body, can recall significant facts about the properties of materials and understand the basics of electricity, light and magnetism. A particular strength of pupils' scientific achievements is their thorough understanding of investigative science.
5. Throughout the school, standards in information and communications technology are at the expected level. This is a significant improvement since the last inspection, where standards were found to be well below average. At both key stages, pupils have well-developed computer skills, which they use appropriately in their learning in other subjects. They access the Internet to find information they need and are beginning to use e-mail to send messages to other schools. Standards in religious education are in line with those expected by the locally agreed syllabus at both key stages. This represents an improvement since the last inspection, when standards did not meet the expectations of the agreed syllabus. Pupils have a satisfactory recall of major stories

from Christianity, as well as aspects of other world religions, such as Hinduism and Judaism. They also have a sound grasp of the main cultural features of these religions.

6. Standards are in line with those expected at the end of both key stages in art and design, design and technology, geography, history, music and physical education. However, standards in gymnastics are not as high as they could be due to the lack of suitable accommodation and equipment. Standards are broadly similar to those found at the time of the last inspection, although aspects of most subjects have improved at Key Stage 2, where the range of learning experiences have been improved through better quality teaching.
7. There is no significant variation in the progress made by all pupils, including those from Traveller backgrounds. Neither is there much difference in the attainment of boys and girls. Progress made by pupils with special educational needs is good overall and generally achieve standards which are good in relation to their prior attainment, especially at Key Stage 2. However, as children with special educational needs at the Foundation Stage are not identified soon enough, they are generally making unsatisfactory progress in relation to their prior attainment.

Pupils' attitudes, values and personal development

8. Pupils' attitudes, values and personal development are good throughout the school. This is a similar position to that found by the last inspection. Pupils have positive attitudes towards their learning, they listened attentively to their teachers, are keen to participate and make sensible contributions to class discussions. Almost all show great enthusiasm for school and considerable interest in their learning activities. Children at the Foundation Stage enter the school with poorly developed social skills and many do not reach the early learning goals for their personal, social and emotional development by the time they are five.
9. Behaviour in class and around the school is generally good. Pupils move around the building in an orderly way and show respect for their surroundings. Most pupils play safely and sensibly in the playground, showing consideration for others. There is a complete absence of any kind of oppressive behaviour, including bullying. Pupils play happily in pairs and small and large groups. Pupils with special educational needs are well integrated into the school. They are well supported by staff and are happy and secure in their learning.
10. The school routines are well established and, from an early age, pupils are confident and highly motivated. They enjoy the practical activities that are provided and respond well to the many opportunities for independent research in subjects such as geography, where they use many sources to find out about the wider world. Younger pupils have a limited understanding of the impact of their actions on others, but older pupils are beginning to understand that what they do affects the whole group. Generally, pupils have a satisfactory respect for the feelings, values, and beliefs of others. They discuss and draw up their own school rules and they say this makes them more responsible. They are learning to understand and appreciate others' points of view. This is developed well through acts of collective worship and religious education lessons. Generally pupils are very loyal and caring, particularly of younger pupils.
11. Pupils are given appropriate opportunities to show initiative and develop personal responsibility. They are given opportunities to do jobs around the school, such as preparing the hall for assembly. They are also taught to take responsibility for their own learning. Pupils' independent research skills, where older pupils work in groups or pairs, are well developed. Adults provide good role models for pupils and are consistent in applying the aims and values of the school. Pupils respond very well to this and are confident and secure in the family atmosphere that the school provides. Relationships between pupils themselves and between pupils and other adults are good. Pupils support each other effectively in class, share materials amicably, and concentrate well when working in pairs. At playtimes, pupils play happily together and share playground equipment fairly. Pupils who are new to the school are welcomed enthusiastically and are soon made to feel part of the 'school family'.

12. Levels of attendance are good, and unauthorised absence is broadly in line with the national average. This is an improvement since the last inspection. A prompt start is made to the beginning of lessons, and pupils' regular attendance has a positive impact on their progress and achievement.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good overall. In lessons seen, five per cent of teaching was very good. It was good in 50 per cent of lessons seen and in 45 per cent of lessons, it was satisfactory. No unsatisfactory teaching was seen. There has been an improvement in the quality of teaching since the last inspection, when teaching was unsatisfactory in 16 per cent of lessons.
14. The quality of teaching at the Foundation Stage is satisfactory overall, although there are some weaknesses in the early identification of children with special educational needs. Although children under five are taught in the same class as Key Stage 1 pupils, teachers provide a satisfactory range of learning experiences for them. They are also well supported by the teaching assistant, who supervises their directed play activities well. At Key Stage 1, the quality of teaching is satisfactory overall and in half of the lessons seen, teaching was good. Teachers have a good knowledge and understanding of the primary curriculum and teach basic skills well. At Key Stage 2, the quality of teaching was very good in nine per cent of lessons and good in 64 per cent. This high percentage of good quality teaching has had a direct positive effect on the improvement in standards achieved by pupils.
15. The teaching of English, mathematics, and science is good throughout the school. A good emphasis is placed on the teaching of reading and the development of literacy skills. The teaching of numeracy at both key stages is effective and teachers make good use of a wide range of learning techniques to improve pupils' mental arithmetic skills. This has had a positive effect on the standards pupils achieve. Teaching is also good overall in information and communications technology, where standards have been raised from well below average to in-line with national expectations.
16. At both key stages, teachers use their good levels of knowledge and understanding well to ensure that pupils make good net gains in their learning overall. The teaching of basic skills is good and pupils are making rapid progress in numeracy and science. Pupils have also made good progress in their reading and in the development of their information and communications technology skills. The quality of teachers' planning is good and takes into account the difficulties of planning for mixed age and cross-phase classes. Tasks are well matched to the needs of individual pupils, including those with special educational needs. Teachers' expectations are always at least satisfactory, and at Key Stage 2 they are high. Some of the teachers are recent entrants into the profession and as a consequence are still developing their range of teaching methods. However, generally teachers use a good range of methodologies that insure pupils are interested in lessons. The school has worked hard, and to good effect, to develop effective behaviour management strategies. As a consequence pupils behave well in class and their pace of working is good.
17. Good use is generally made of time, support staff and resources, although at Key Stage 1, the pace of lessons occasionally slackens. As a consequence, the youngest pupils sometimes lose concentration. Classroom assistants support teachers effectively, working well with individuals and small groups to extend their learning. Teachers have effective systems for assessing pupils' work and this information is used well to set targets and adjust planning to take account of individual pupil's needs. Homework is used well, particularly at Key Stage 2, to extend pupils' learning and prepare them for the next stage of their education.
18. There are significant numbers of pupils with special educational needs throughout the school. Overall, 30 per cent of pupils are on the school's register of special educational needs. Provision is generally good and pupils learn well in relation to their prior attainment. This is particularly true at the end of Key Stage 2, where well-focused tasks and intensive support have insured that pupils make good progress in relation to their underlying abilities. However, children at the Foundation Stage who have special educational needs are not identified soon enough. As a

consequence they make slow progress in their learning and do not reach all the early learning goals. They make particularly slow progress in their emotional and social development.

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

19. At the time of the last inspection, there were serious weaknesses in the range, balance and breadth of learning opportunities offered to pupils, and pupils were poorly prepared for the next stage of their education. The school has made good progress in addressing these issues. The curriculum now has satisfactory breadth and balance, both in the Foundation Stage for children up to five, and between the subjects of the National Curriculum for pupils aged five to eleven. Suitable schemes of work, based on nationally published guidelines, are in place in all subjects, and activities are carefully planned to ensure that all pupils in mixed-age classes receive suitable work. Pupils with special educational needs, other than those at the Foundation Stage, receive a good range of learning opportunities. These meet their identified needs well and provide effective support for learning in literacy and numeracy. The school makes appropriate provision for health education, including sex education and guidance on harmful substances at an appropriate level, and for personal and social education. All statutory curriculum requirements are met.
20. The National Numeracy Strategy is used consistently and well and the National Literacy Strategy is implemented satisfactorily. The implementation of both of these strategies is having a positive impact on standards not only in English and mathematics, but also in other subjects. This is working well in history and religious education for example, where teachers provide good opportunities for writing and reading for research. Religious education is taught in line with the locally agreed syllabus. The previous inspection reported that the school hall offered insufficient space for teaching gymnastics to Key Stage 2 pupils. The situation still remains, but the school tries hard to meet requirements by teaching gymnastics out of doors during the summer term, as time permits. Tasks set in class are usually well matched to pupils' ability. In classes where the pupils have additional support, this has a positive impact upon their learning. Social inclusion for all pupils is a strength of the school. All staff make strenuous efforts to include pupils of all abilities and backgrounds into every activity. There is equality of access and opportunities for all pupils.
21. An imaginative range of additional learning opportunities enriches the curriculum. These include a wide range of visits out of school and visitors into school and French for all pupils at Key Stage 2. There is a close connection with the church, which hosts a range of school activities. Pupils also visit places of worship from other faiths studied in religious education. These include a synagogue and a mosque in Exeter. The history curriculum is enriched through visits to museums where pupils experience contact with clothes and customs from recent British history, the Victorian era and the ancient Egyptian culture. The school welcomes a broad range of visitors, often with special skills, including the local vicar, theatre groups, local artists and local residents who talk about their holidays in times past.
22. The school provides a satisfactory range of extra-curricular activities. The small size of the school places limitations on sporting activities which can take place within the building, but pupils take part in football and netball matches with neighbouring schools. Pupils have good opportunities to develop their information technology skills before school and during the lunch break. There is also a recorder club and a gardening club. The school has access to a range of social and learning experiences with another small local primary schools, with which it also shares the bi-annual residential visit, and a joint yearly visit by a local theatre group. Out of school visits to places such as the National Marine Aquarium in Plymouth, Paignton Zoo, Exeter Museum, and Dartmoor enhance pupils' knowledge of their local environment. Parents who have accompanied children on these trips commented on how well behaved they were when out of the school environment.
23. The school makes satisfactory provision for children's personal development through personal, social and health education lessons, 'circle time', and sometimes through religious education. Pupils have a self-evaluation sheet for their end of year report, and also select work for their

record of achievement. Pupils are taught to take responsibility for their own actions, and to be tolerant of others. Pupils are friendly and polite to visitors, and are keen to 'show off' their school. They enjoy talking about their work, love their school, and are keen to come. The community policewoman regularly visits the school to discuss issues such as drugs, bullying and safety. From an early age, pupils undertake responsibilities such as handing out registers, putting chairs in place at the start of lessons, and looking after younger pupils during break times. Relationships are good throughout the school, and adults in the school provide very good role models for pupils. Adults in school are consistent in applying the aims and values of the school. Pupils mainly respond very well to this, and are confident and secure in the family atmosphere that the school provides.

24. The partnership that exists between the school and the community is a strength. The regular involvement of the community encourages pupils to value their education, and contributes to the quality of relationships in the school. The vicar takes an assembly in school fortnightly, and sometimes religious education lessons, for example, by conducting a mock infant baptism and talking to the children about the Christian year. Pupils use the church for assemblies, to which members of the community are also invited, and for festivals such as Easter and Christmas. It is also used as a resource for religious education work. All these have a positive effect on pupils' learning. The Parish Council contributed to the climbing equipment and seating on the school field, which members of the community share after school hours. Some local businesses, such as Exeter Airport, have provided prizes for school fetes, and during the inspection a grandparent spoke to pupils on family holidays in the past.
25. Although there is not a playgroup in the village, the 'Sticky Fingers' parent and toddler group meets twice a week in the school hall. During the inspection pupils from the school were seen putting out toys, and playing with toddlers before the start of lessons. Parents spoken to during the inspection thought that the social experiences children gained in this group prepared them for when they started their full time education. The school has satisfactory links with Clyst Vale Community College. The school uses Internet links successfully to locate and research extra information in various subjects, such as environmental studies, history and geography.
26. The school makes satisfactory provision for pupils' spiritual development. Assemblies are of good quality, with opportunities for pupils to reflect on serious aspects of life, including friendship and important human qualities. They are encouraged to think about what matters in human relationships. For example, they consider a person's physical characteristics, or those qualities, such as kindness, thoughtfulness and consideration that cannot be seen or measured. A burning candle provides a focus for reflection at these times. Topics such as 'growth' in science offer additional planned provision for pupils' spiritual development. Further opportunities are taken as they occur, such as awareness and caring for nesting birds in the school's grounds. However, opportunities are sometimes missed in subjects such as music and art.
27. Provision for moral and social development is good. This is an improvement on the previous inspection, when provision was only satisfactory. 'Circle time' at Key Stage 1 and more structured personal, social and moral education lessons at Key Stage 2, provide pupils with good moral and social education. There are good behaviour management procedures, which reinforce positive behaviour and which are consistently applied by teachers. In addition to these, teachers provide good role models for pupils' behaviour. Each class has its own set of appropriate rules, which support good moral development and help establish the school as an effective social unit. There are good relationships in school as a result of the good provision for pupils' social development. Older pupils often look after younger ones and the school operates as a harmonious community. The school is effectively involved in charitable work, such as the Marie Curie Trust, the Tear Fund, Water Aid and supporting people affected by the recent Asian floods. These activities help to extend pupils' vision beyond their own situations and develop caring attitudes towards others. The school has contact with a home for the elderly in Exeter, and they regularly sing carols at Christmas time there.
28. Provision for pupils' cultural development is satisfactory, as at the time of the previous inspection. Pupils develop an appropriate understanding of their own culture through history lessons, where they visited a museum in Exeter and Tiverton to learn about life in Britain in the

war years and other periods studied such as the Ancient Egyptians. Younger pupils are taught about holidays from the past through talking to a grandparent who tells them about her holidays as a child. To support their work on rain forests and on animals for younger pupils, pupils visit a local zoo to find out about creatures from other countries. Provision for pupils to develop understanding of other cultures is satisfactory. Even though most pupils come from a small village, pupils understand that many other cultures are represented in society, and that some people have different beliefs from their own. Major world religions are studied in religious education, and visiting performers have included musicians from other cultures. The major events of the Church calendar are celebrated, with festivals from other faiths and cultures from the Jewish and Hindu faiths. Pupils have experienced an 'Indian event', when they sampled food from this country and learned about the cultural traditions. A visitor also talked to pupils about Indian artefacts and how they tell us about cultural traditions. Provision for pupils' cultural development mainly focuses on English and Asian cultures, and other rich sources, such as African and Caribbean cultures are not fully explored.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school has formal procedures for health and safety and child protection, of which all adults in school are aware. The school, through the governing body, regularly reviews premises safety issues, and supports the safety and welfare of all pupils. A number of minor health, safety and welfare issues were brought to the attention of the school during the inspection. All adults are aware of their responsibilities for child protection and, when necessary, the school consults with a number of outside agencies such as the educational psychologist, speech therapists, Traveller Education Service, and an advisory teacher for special educational needs. Since the last inspection the school has fenced in the pond, and improved security arrangements including an entry system and the fencing of the front playground area. It has also created a secure play area for children at the Foundation Stage.
30. Parents at the meeting, and those spoken to during the inspection, were well aware of procedures for reporting absence, and the school has good procedures for following up absence, although these are rarely needed because the school now has a higher than national rate of attendance. Procedures for reporting sickness and absence are written in detail in the school's prospectus. The majority of pupils arrive at school on time, and a number come in early to practice their information technology skills. Registers are completed efficiently and are now returned to a place of safe keeping at night and at the weekend.
31. The school has recently reviewed its behaviour policy, which includes a section on bullying. Parents at the meeting and those spoken to during the inspection thought the standard of behaviour in school and on trips was good, and that pupils knew how they were expected to behave. Parents said that they would feel confident about approaching the school if their child was being bullied. They also felt that the school addresses problems quickly and sensitively. The system of rewards, including the headteacher's 'Star' book for special work and kind behaviour, which is used in the Friday assembly, help to reinforce the importance of good behaviour in creating a stimulating yet caring learning environment. Pupils spoken to during the inspection said how much they enjoyed coming to school, and said how they would deal with any instances of bullying. Older pupils also said they were looking forward to moving onto the next stage of the education.
32. Good procedures are in place for eliminating intimidating and oppressive behaviour. An effective system of rewards and sanctions is firmly in place and is known to parents, teachers and pupils. The school aims are prominently displayed on all internal walls. One aim is to create a secure, happy and caring environment within a Christian ethos. The school fulfils this aim well. The school uses occasions such as assemblies and circle times to discuss friendships and the importance of being kind to each other to reinforce its behaviour policy.
33. The school's procedures for assessing the attainment, achievement and progress of individual pupils are good. Pupils take the statutory National Curriculum tests of attainment when they are seven and eleven. Pupils at Key Stage 2 also take the optional National Curriculum tests of

attainment throughout the key stage and a Middle Infant Screening Test is used to identify potential literacy strengths and weaknesses of individual pupils. Pupils' reading skills are checked each year from Year 2. Year 3 pupils take a non-verbal test, which the school uses as an indicator of pupils' potential. These test results combine into a very useful individual profile for each pupil and teachers use these in their planning to ensure that work is matched appropriately to each pupil's ability. The school has developed very useful progress books for each pupil in literacy. These books effectively record pupils' progress through the National Curriculum levels for writing and are effective in informing teachers how well pupils are doing. They are planning to start the same progress record in mathematics.

34. The use of day-to-day assessment, and pupils' assessment profiles are good and the information gained is used effectively in adjusting teachers' planning where necessary. The school maintains useful individual progress profiles for each pupil and uses them well to match work to pupils' individual needs. Procedures for monitoring and supporting pupils' personal development are satisfactory overall. These are informal and based on the teachers' good knowledge of their pupils. There are currently no written assessments to monitor pupils' personal development.
35. Pupils with special educational needs are well supported in their work in the school, and are helped to achieve the targets set in their individual education plans. This good support is provided in class by teachers and support assistants, and in withdrawal groups by the special needs' co-ordinator. School staff are well supported by an external team of specialists such as the Traveller Support Group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents have very positive views of the school. The previous inspection praised the good links the school had with parents, and these links have been maintained, and even strengthened since that time. All parents who responded to the questionnaire thought the school was well led and managed and that teaching was good. They considered that the school had much improved since the previous inspection, and many have chosen to bring their children considerable distances to attend the school. Some parents and grandparents were also pupils themselves, and are very keen for their children and grandchildren to carry on the family tradition. Parents at the meeting, and those spoken to during the inspection, felt confident about approaching the school with problems, which they thought were dealt with quickly and sensitively.
37. The partnership with parents develops well from the time that children enter the Reception class. Staff are welcoming as pupils come into the classroom, and are available to speak to parents. Teachers of older pupils also regularly talk to parents informally to ascertain their opinions about what is happening in the school. All pupils take home books with a diary that tracks their reading progress. This has a positive effect on standards of reading. The diaries also act as a means of communication between parents and teachers. Parents spoken to during the inspection who were attending the 'Sticky Fingers' mother and toddler group thought that this group prepared their children for entry into the school well, and the commencement of their full time education. Children in this group regularly meet pupils at the school and look forward to starting. The school's links with the local comprehensive school are effective in preparing older pupils to move on to the next stage in their education.
38. There is a good involvement of parents in the work of the school and this is effective in supporting pupils' learning. Parents, grandparents and governors are encouraged to play an active part in the life of the school, and many do so, for instance by listening to reading, going on school trips, giving talks in school, and helping to maintain the grounds. The school feels that this significant input by parents reinforces the importance of education in pupils' eyes. Most parents are satisfied with the amount of homework pupils receive, although a few felt that pupils of primary age should not receive work to do at home. There are regular school newsletters of a good quality, and also class newsletters that contain curricular information. This information is also put on the parents' notice board. Appropriate opportunities are provided for parents to meet teachers following the publication of annual reports. These reports usefully contain a target sheet completed by pupils and teachers.

39. Parents of pupils with special educational needs are very satisfied with the good efforts of the school on behalf of their children. Parents are suitably involved in setting realistic and achievable targets, and individual education plans are informative and up to date. There are appropriate termly meetings to discuss pupils' progress towards targets, and ways in which parents can help them at home.
40. The parents' and teachers' association makes a significant contribution to pupils' learning by providing resources such as a keyboard, a play parachute, play equipment, and computers. The association holds many social events that are always well attended by parents and members of the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher is a very effective leader and manager of the school. There has been a very significant improvement in the management of the school since the last inspection, when this aspect was found to be unsatisfactory. The headteacher has a clear educational direction for the work of the school and communicates this effectively to all staff and the governing body. As a result, the school's social and academic aims are reflected well in its work, ensuring that each pupil is a valued member of the school community. There is a due emphasis on promoting high standards, effective teaching and enjoyable learning. All these features have combined to remove the serious weaknesses that were found at the time of the last inspection.
42. The headteacher is supported well by all staff and, together, they form a cohesive and effective team. Curriculum and management responsibilities are shared between the teachers and they manage literacy and numeracy jointly. This arrangement has been effective in raising standards and works well, given the school's limited personnel. The headteacher (who is the special needs co-ordinator), staff and governing body manage special education needs at the school effectively. They provide full inclusion successfully for all pupils on the school's special education needs register. The school uses all the funds, which are provided for these pupils, effectively and delegates further money from the school's budget where necessary. This money is used well to provide a classroom assistant and to ensure these pupils are provided with the level of support they need. All statutory requirements are met. However, the management of special educational needs at the Foundation Stage is unsatisfactory, as children are not identified soon enough to draw up effective education plans. As a consequence they are not making sufficient progress towards the early learning goals.
43. The governing body is effective in fulfilling its statutory responsibilities and there is an appropriate range of committees to oversee the work of the school. Governors visit the school and observe lessons regularly. They discuss matters informally with the headteacher and take care to be informed about the day-to-day running of the school. As a result they are involved actively in shaping the direction of school, including commenting on and making amendments to the school's improvement plan. Governors have a good understanding of the strengths and weaknesses of the school and have made perceptive comments on how the quality of education could be improved. This has also contributed significantly to moving the school out of the serious weaknesses found at the time of the last inspection.
44. The headteacher effectively monitors teaching and this has led to an improvement since the time of the last inspection, especially at Key Stage 2. Lesson observations take place at regular intervals and teachers are given honest and supportive feedback. Governors also visit classes in order to report to the governing body on standards of provision. The school has set in place all procedures for the performance management of staff. The headteacher's current objectives have been set. Those for the staff are on an extended review period because two teachers have recently completed their newly qualified teachers' year.
45. Current school priorities arise from the school improvement plan. In the past they were identified from the previous inspection action plan. All targets are highly appropriate. Targets from the action plan have been met well, and this indicates that the school takes very good action to meet its targets. The school has a very high commitment to improvement. All staff and the governing

body share this. There are good procedures for the induction of new staff. These follow the local education authority procedures and new staff say that the school provides an effective start to their career.

46. There are good systems for financial planning, which are monitored effectively by the governing body and the local education authority. The school's educational priorities are supported well by these financial systems, which are clearly linked to the school's improvement plan. The school's efficient administrative assistant monitors spending effectively and governors are presented with regular management figures to enable them to track expenditure and income. The school makes appropriate use of technology, both in its administrative procedures and to support learning across the curriculum. Accounts, records and attendance are all recorded electronically and satisfactory use is made of computer technology to produce reports and documents. The school has made good use of specific grants, including the New Opportunities Fund for information and communications technology training, and the National Grid for Learning money for new computers. This expenditure has had a positive effect on standards in information and communication technology, which are now satisfactory overall and have improved significantly since the last inspection. The school is making good progress in applying the principles of best value and makes regular comparisons of its performance with similar schools. The school gives good value for money, despite the very high unit costs it incurs.
47. There is a good number of staff to support the curriculum. Staffing levels enable the school to divide the Key Stage 2 class into two groups for teaching of numeracy and literacy. Foundation Stage pupils are also supported by a teaching assistant in some activities. The accommodation is good overall. The last report said that the school could not deliver all aspects of the required curriculum because, for example, it was not possible for it to cover the complete range of the physical education syllabus within the school building, particularly gymnastics. The situation remains the same, owing to the small size of the hall. The school has recently added a new library facility to the building and this has had a positive effect on standards in English and on pupils' research skills. The school is kept in a very clean condition, and is free of graffiti or vandalism. Resources are satisfactory, for all subjects, except for information and communication technology where they are good and have a positive effect on standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to improve further the quality of education provided, the governing body, headteacher and staff should:
- a. Improve provision for children in the Foundation Stage who have special educational needs by:
 - i. identifying children with potential additional needs at an early stage;
 - ii. evaluating their needs in detail;
 - iii. devising and implementing individual education plans to address their needs, including their personal and social needs.

[See paragraphs: 1, 8, 14, 42, 50]

PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS FROM TRAVELLER BACKGROUNDS.

49. Provision for pupils from Traveller backgrounds is good and they achieve well. There is no difference in the rate of their progress than that of other pupils. Pupils from Traveller backgrounds have very good attitudes to learning and they work with concentration in small groups and with individual support. They are well supported by their class teachers and the effective work of the support staff. Some are also supported through the local education authority's Traveller Support Service. Pupils are fully included in all activities that take place in the school and have the same curricular provision as all other pupils. Assessment of the progress of pupils from Traveller backgrounds is good. In addition to being included in the school's procedures, the local education authority's Traveller Support Unit carefully monitors their progress. Good links are maintained with the parents of pupils from Traveller backgrounds. A teacher working for the local education authority's unit supports the school well in this parental liaison. Provision for pupils from Traveller backgrounds is managed well.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5%	50%	45%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		45
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		12

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	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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
	200			7

<i>National Curriculum Test/Task Results</i>		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	4	4	4
Percentage of pupils at NC level 2 or above	School	57 (80)	57 (70)	57 (90)
	National	83 (82)	84 (84)	72 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	57 (80)	85 (90)	71 (70)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000			6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	5	6	6
Percentage of pupils at NC level 4 or above	School	83 (50)	100 (25)	100 (25)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	4	4	4
Percentage of pupils at NC level 4 or above	School	67 (50)	67 (25)	67 (25)
	National	70 (68)	72 (69)	79 (75)

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

Details of the numbers of boys and girls taking the tests have been omitted as the total number of pupils taking the tests is below 10.

Please note that the information in these tables is statistically unreliable due to the low numbers of pupils taking the tests each 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	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	17.1
Average class size	20.5

Education support staff: YR – Y6

Total number of education support staff	1.5
Total aggregate hours worked per week	42

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	131,076
Total expenditure	129,297
Expenditure per pupil	3,316
Balance brought forward from previous year	7,660
Balance carried forward to next year	9,439

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	41
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	35	53	12	0	0
My child is making good progress in school.	41	53	6	0	0
Behaviour in the school is good.	35	47	6	12	0
My child gets the right amount of work to do at home.	41	53	0	0	0
The teaching is good.	47	53	0	0	0
I am kept well informed about how my child is getting on.	47	41	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	6	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	47	35	18	0	0
The school is well led and managed.	59	35	0	0	6
The school is helping my child become mature and responsible.	47	35	12	0	6
The school provides an interesting range of activities outside lessons.	47	41	12	0	0

Other issues raised by parents

- Teachers are willing to discuss children's progress with parents.
- Children enjoy the after school clubs.
- Standards have been raised significantly since the last inspection.
- The headteacher provides very effective leadership for the school.
- The school communicates well with parents.
- Parents feel comfortable about approaching teachers with issues that arise.
- Incidents of inappropriate behaviour are not always dealt with quickly enough.
- After school activities are sometimes cancelled at short notice.
- Some parents would like their children to get more homework.
- Other parents feel that their children should not get homework at primary school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50. Children in the Foundation Stage are taught in a class with pupils in Years 1 and 2 and some pupils from Year 3. Currently there are seven children under five. A satisfactory curriculum is planned and the areas of learning are generally met, although there is a lack of provision for learning through structured play. Children enter the school with standards of attainment that are below average and make good progress. Teaching is satisfactory overall and children benefit from good quality support from the teaching assistant. They achieve the early learning goals, although there are some weaknesses in their personal, social and emotional development. Although children are often taught alongside older pupils, they have planned activities that enable them to work through most areas of learning. However, children with special educational needs are not identified soon enough and consequently do not make satisfactory progress. There have been a number of improvements in the provision for children at the Foundation Stage since the last inspection. The curriculum is now broad, balanced and based on the early learning goals. The programme of study now leads to the National Curriculum, which children begin as soon as they are ready. There is one significant difference between the situations found at the time of the last inspection and now. At that time, children were found to enter the school with levels of attainment that were close to average. Now, attainment on entry is below average. Despite this lowering of underlying attainment levels, the school still manages to get most pupils to the expected level by the time they enter Year 1, which is a significant achievement.

Personal, social and emotional development

51. Children are developing independence satisfactorily and in the early parts of lessons they generally work well on their own. They are confident enough to show adults their work. Most are well behaved and are becoming familiar with the limitations of what is right and wrong. Concentration is varied. Some children display high levels of involvement, whilst others who find the work more challenging give up easily, lose concentration and become unsettled. Later in lessons, especially when adult supervision is less direct, they have difficulty in concentrating. However, the behaviour of the vast majority of pupils is good. Most children respond well to adults' directions and generally work well with each other. Their personal development is limited in learning situations where they have more freedom. When out of school in a science lesson, for example, where children were investigating plants in the natural environment, behaviour and self-control deteriorated and more effort to control them was needed. Not all pupils will achieve the early learning goals in this area of their development. Teaching is satisfactory in this area of learning, but there is too little emphasis on learning through structured play and this limits aspects of children's personal development. The teacher and the teaching assistant, who work well together, appropriately control children's behaviour.

Language, literacy and communication.

52. Children are on course to achieve the early learning goals in reading, writing and in their speaking and listening by the end of the Foundation Stage. Higher-attaining children's reading skills are better than expected for children of this age. They retell the story in good detail, using pictures as a guide and remembering the main development of the story. They read confidently and accurately with very few mistakes. Reading is fluent and accurate and securely based on a very good knowledge of a wide range of initial letter sounds. They are beginning to use punctuation such as full stops and commas for pauses and to add interest to their reading. Average attaining children are set to meet the requirements of the early learning goals. They do not always really know what the story is about and retell only in outline, without sufficient detail. This indicates some lack of understanding in reading. Their reading is hesitant and, although there is developing word recognition, there are few, if any, strategies to build words that are not known. Basic reading skills have been established. Children know pictures and text are related, and that books tell stories. They are beginning to recognise familiar words and read very simple sentences independently. The reading of lower attaining children have little word recognition and only very basic reading skills are established. Some have not yet developed a sufficient

knowledge of initial words or letter sounds to enable them to work out how to read words that are not known to them. The teaching of reading is good. Children are supported at appropriate levels, and lower attaining children have their own packs of words to learn to read. Good records of children's progress are kept.

53. Speaking and listening are generally well developed, although children at this stage are better speakers than they are listeners. They generally interact with others satisfactorily and enter into conversation. Vocabulary is appropriate. They speak clearly and audibly and with confidence. However, they have not yet developed the ability to listen to others for extended periods without interrupting. Teachers provide appropriate opportunities to develop their speaking and listening skills and enter into conversation with children appropriately.
54. Writing is developing satisfactorily and pupils are able to pick out objects that begin with specific letters. Most higher-attaining children and average attaining pupils know their letter sounds and can write the letters accurately. They draw objects accurately and write the words clearly, but the spelling of most words is inaccurate. Teaching is satisfactory and children's writing skills are satisfactorily supported.

Mathematical

55. Children are given satisfactory opportunities to develop their mathematical skills and they are on course to attain the early learning goals. Children recognise numbers, reading and writing numbers up to 20 accurately. They count reliably to 20 and some children count beyond this level. They count reliably sets of between 22 and 25 objects and place them in hoops marked by the written numbers. They place numbers in order and know which are the greatest and which are the smallest numbers from sets of numbers in the 20 to 30 range. The quality of teaching is generally good and pupils are making good progress in their learning, from a low base. The effective use of a teaching assistant to support the learning of the youngest children means they generally concentrate well and complete tasks in the allotted time.

Knowledge and understanding of the world

56. Teaching in this area of learning is satisfactory, and sometimes good. Children are given good opportunities to explore and investigate the world about them, for example when looking for living creatures. They have good opportunities to search different habitats for different types of animals. They identify an appropriate range of living creatures and know where to look for different creatures. They suggest, for example, that they look for fish and frogs in the school pond, caterpillars under leaves and birds in trees. Some anticipate that they might find a snake in the school's conservation area. Their knowledge and understanding of living creatures and their prediction skills are developing satisfactorily. They are aware of different locations, such as beaches and towns, knowing the basic characteristics of each location and they are on course to achieve the early learning goals. Their use of computers and understanding of information and communications technology are developing well.

Creative

57. Children are aware of different locations and draw pictures in their books, which accurately reflect what they see. They represent the scenes well in their drawings and colours are accurate, as is the relative position and placing of objects in the pictures. They know the colours of different parts such as the sun, sky, sand and sea. Other drawings are accurate in shape, for example, houses, people, animals and scenes resemble the originals well and are easily recognisable. Children are familiar with an appropriate range of musical instruments and know how to produce sounds by banging, plucking and scraping instruments. Teaching is satisfactory in this area of learning. A satisfactory range of opportunities is provided and supported by the teacher and teaching assistant for children's development.

Physical

58. Children's physical development is satisfactory and they are in line to achieve the early learning goals by the time they begin Key Stage 1 work. Children use equipment appropriately, hold pencils properly to colour and to write simple words and sentences. They have sound levels of control in these activities. In physical education lessons, children are developing sound throwing and catching skills. However, their sense of fairness in playing games is not yet sufficiently developed. Teaching in this area of learning is satisfactory, with guidance at appropriate levels.

ENGLISH

59. Standards are satisfactory throughout the school. By the time they are five, most children have reached the early learning goals in language, literacy and communication. At Key Stage 1, in the 2000 national tests, however, standards were very low compared to national averages in reading and writing. In comparison to similar schools, standards were well below average in reading and very low in writing. The number of pupils taking tests each year is very small and this makes results unreliable as a measure of pupils' actual achievement or of trends over time. In the cohort who took the test, a third had special educational needs. The school says standards have improved due to the successful implementation and rigor of the National Literacy Strategy, and this is confirmed by inspection evidence. Overall, observed standards at Key Stage 1 are similar to the national average, which is a similar position to that found by the last inspection.
60. At Key Stage 2, in the 2000 national tests, standards were above average. In comparison with similar schools, standards were very high. Again, these results were from a very small cohort, which the school says contained a number of higher attaining pupils. Consequently, any year-on-year comparisons are unreliable. Observed standards at Key Stage 2 are in line with the national average and this is an improvement from the situation found by the last inspection, where standards were found to be below average.
61. Standards of speaking are satisfactory at Key Stage 1 and good at Key Stage 2. Younger pupils talk confidently on topics that interest them, as for example, when they discussed their seaside holidays in a history lesson. They speak clearly and use a growing vocabulary of words that are suitable to the occasion. Older pupils talk confidently in a wide range of contexts, including some formal occasions, such as school assemblies and church services. Their discussions are of interest to the listener and they use a good range of expression and vocabulary. For example, pupils are able to give detailed accounts of how they use computers to solve mathematical problems. Standards of listening are satisfactory overall at both key stages, but some younger pupils interrupt others when speaking and do not always listen attentively to instructions. Older pupils listen carefully in discussions, making suitable contributions and asking questions which show they understand what the speaker is saying.
62. Standards in reading are good throughout the school because of the high priority that teachers give to reading and the efforts they make to involve parents in supporting their own children. Pupils at both key stages read enthusiastically and competently, with fluency and expression. They enjoy their books and are eager to talk about the characters in them and the plot. Although they know sounds very well, some younger pupils, and pupils with special educational needs, are reluctant to use them to build new words, and this is a weakness. A strength of reading is the good opportunities that pupils are given to use their reading from an early age to find out about things. As a consequence of this strategy, the majority of pupils are familiar with both fiction and non-fiction materials. Older pupils say they particularly enjoy researching topics in the recently opened library and give examples, such as when they found out about the Ancient Egyptians in history. Reading diaries provide useful dialogue between parents and teachers, and have a good effect on pupils' progress.
63. Standards in writing are satisfactory overall, but there are some weaknesses. Although standards of handwriting and presentation are generally satisfactory, standards of spelling and grammar are very variable. In some year groups, pupils spell very well, including words with complex regular patterns. In one lesson for example, pupils in Year 4 correctly spell words like 'thought', 'ought'

and 'nought'. However, some older pupils find it difficult to spell regular words correctly and this limits their use of vocabulary when writing stories. Overall, pupils' use of words is unimaginative and most of their writing is lacking in creativity. The school has identified this as a weakness and plans are in hand to address it through action set out in the school improvement plan. Standards of punctuation are satisfactory overall.

64. Pupils with special educational needs make good progress in relation to their prior attainment. Although some children enter the school with standards which are well below average in speaking, listening, reading and writing, by the time they leave at age eleven, most are achieving standards which are close to average, especially in speaking, listening and reading. This is largely due to the good level of support they receive in the Key Stage 2 class and the good quality teaching in Years 5 and 6.
65. Pupils have positive attitudes to their work in the subject. They work hard and are enthusiastic about the activities they undertake. Relationships are good, both between pupils and teachers and between the pupils themselves. They support each other well and, frequently, older pupils will help younger ones, by explaining problems to them patiently. Behaviour is almost always good and pupils follow instructions promptly. All pupils make good progress in their learning, irrespective of their prior attainment, including those with special educational needs.
66. The quality of teaching is good overall. It is satisfactory at Key Stage 1 and good at Key Stage 2, where a significant proportion of very good teaching was also seen. This good teaching at Key Stage 2 has raised standards significantly since the last inspection. As a consequence, most pupils are now achieving well in relation to their prior attainment. Teachers have a secure knowledge of the National Literacy Strategy and, because learning objectives are shared with pupils and work is set at the right level, learning for all groups of pupils is good and the majority achieve well in lessons. Marking of pupil's work is thorough and positive and sometimes indicates to pupils where they can improve their work. Homework is set regularly and has a good impact on learning. Management of pupils is generally good because texts in lessons are chosen for their interesting content and there is a good balance of practical activities, which motivate pupils successfully. Plenary sessions are used well for pupils to share and celebrate their learning. The quality of pupils' learning is good overall. At Key Stage 1, pupils make satisfactory progress in their acquisition of basic reading and writing skills. They concentrate appropriately in lessons and show satisfactory levels of concentration. At Key Stage 2, pupils are making good progress in their acquisition of speaking and reading skills. They put considerable effort into their work and concentrate well. This has a positive effect on the progress they make in their learning.
67. The leadership and management of the subject is good and the headteacher has worked well with other staff to address the weaknesses identified by the last inspection. The strategies employed have raised standards at Key Stage 2 and improved the quality of teaching. There are good systems for assessing and monitoring pupils' attainment and this information is used effectively to adjust planning where necessary. The National Literacy Strategy has been adapted well to the needs of the school and the governing body is fully involved in the monitoring of the subject. The school has exceeded its targets for English for 2000. Good use is made of staff, especially teaching assistants, who support pupils with special educational needs well. The opening of a new library, which is beginning to have a positive impact on pupils' research skills, has enhanced provision for the subject recently.

MATHEMATICS

68. In the National Curriculum tests of attainment at the end of Key Stage 1, standards were well below average for schools nationally and against similar schools. However, cohorts are small and this data should be treated with some caution. At the end of Key Stage 2, standards in the National Curriculum tests of attainment in 2000 were very high when compared to schools nationally and to similar schools. Again there are only 6 pupils in the cohort, so caution should be exercised in interpretation. When standards of last year's 11-year-olds are compared to standards achieved when they were 7, they have made above average progress over Key Stage 2. This presents a promising picture at Key Stage 2.

69. Currently standards at the end of Key Stage 1 are in line with expectations and at the end of Key Stage 2 are above. This represents an improvement in standards since the previous inspection, when standards at Key Stage 1 were satisfactory and at Key Stage 2, attainment was below average. The school exceeded its published targets at Key Stage 2, when all pupils gained the nationally expected Level 4 or above.
70. At Key Stage 1, standards are in line with expectations. Pupils count reliably, both forwards and backwards, to 50 and some beyond. Some younger pupils have difficulty in counting over the ten, for example from 39 to 40, but manage this with some assistance. Higher attaining pupils identify accurately the range within which a number falls. They correctly state that 52 comes between 50 and 60. They use this well to accurately approximate and round the number to the nearest 10, developing sound approximation skills. Average attaining pupils can recognise numbers that are '10 more' or '10 less' than other numbers, showing a beginning to understanding place value in hundreds, tens and units. Pupils readily understand and recall addition facts to 20. They use this to build a sound idea of subtraction being the opposite of addition and know that sums can be re-arranged using this fact. However, not even higher attaining pupils have the skills to add and subtract tens and units competently. This indicates a lack of understanding of place value in addition.
71. Standards at Key Stage 2 are above expectations. Pupils use mental recall of numbers to 20 competently to solve problems involving larger numbers. They perform mental calculations of addition up to 100 rapidly and accurately, using a range of strategies for adding numbers, including well-developed understanding of place value in solving addition of tens and units without setting out the questions. They understand place value to 1000 and can approximate in order to guess the answers to sums. All pupils have a strong mathematical vocabulary and use words such as horizontal or vertical accurately. They have good skills at solving problems. They are able to select information that is relevant and important from written question. This shows that they are able to read and understand questions in a focused manner. When solving problems, they also show that they are secure in their knowledge, understanding and use of number. They are competent in using approximations to estimate answers and choose the appropriate operation correctly once they have interpreted the question. Overall, pupils show good skills in solving problems, some with more than one operation.
72. The scrutiny of pupils' books shows a good coverage of the National Curriculum and National Numeracy Strategy. Higher attaining pupils are generally working consistently at above expected levels, average attaining pupils are also mostly attaining the same higher level and this is above what can reasonably be expected. Lower attaining pupils are generally achieving average levels and, again, this is above what can reasonably be expected. This shows that the levels of attainment are generally above what can be expected of the groups of pupils and all are achieving well.
73. The quality of teaching is satisfactory at Key Stage 1, but good at Key Stage 2. This is an improvement since the last inspection, when teaching at Key Stage 2 was unsatisfactory. Opening activities are effective at focusing in on the main learning objectives of lessons and in directing pupils' attention appropriately. Lesson planning is good and successfully meets the requirements of the wide ability and age range in each class. Occasionally pupils are asked to do tasks that involve skills, which they have not effectively developed, such as adding tens and units. The Key Stage 2 class is split into upper and lower key stage groups, and each is separately taught. A teaching assistant works under the direction of the teacher, with Foundation Stage pupils in mathematics lessons. This effectively enables teachers to more closely focus on the requirements of pupils of all ages. A wide variety of methods, such as whole-class discussion, group work and individual tasks are used to suit the different activity at different parts in the lesson. The pace of some parts of the lessons becomes too slow for some pupils. This is occasionally due to the teaching assistant's attention being over-directed on a small group rather than supporting the whole group of reception children. At this time, the attention of children working independently is not as good. Clear explanations of procedures leads to quick and clear understanding of the learning objectives planned. Basic skills are taught well and the teachers' good subject knowledge of problem solving techniques, for example, is used effectively to extend learning.

Behaviour management techniques are good. Teachers settle classes well before talking to them and pupils are kept working at a satisfactory pace.

74. Pupils' attitudes are good. They meet the challenge of the activities with satisfactory levels of determination. Behaviour is good. Pupils settle to work readily and work successfully with each other. They enjoy the numbers songs and rhymes and join in enthusiastically. Some however, lack confidence when left to work independently and seek support from their teachers too readily. Older pupils have good attitudes and persevere when things are explained. They are enthusiastic about mental arithmetic sessions, join in enthusiastically and are keen to give answers. They concentrate well and remain on task for considerable periods. By the end of the key stage they have developed good working habits, concentrate well and stay on task for extended periods. They work well together as groups and share ideas to good effect.
75. The leadership and management of the subject are good and all staff have a clear idea of what steps need to be taken to further improve standards. Assessment procedures are good. The progress of individual pupils is tracked at their own level on an on-going basis. More formal procedures include the National Curriculum tests of attainment at the end of each year at Key Stage 2, in addition to the statutory testing at the end of years 2 and 6. This makes a significant contribution to the attainment of individual pupils. The co-ordinator has plans to develop progress books, along the lines of those successfully used in Literacy. The school intends this development to target problem-solving strategies.

SCIENCE

76. Observed standards are good overall. At Key Stage 1, in teacher assessments in the year 2000, 71 per cent of pupils reached Level 2, which indicates that standards were well below average. However, this was a very small cohort with a significant proportion of pupils with special educational needs. At Key Stage 2, the proportion of pupils reaching Level 4, 100 per cent, was very high compared with the national average. It was also well above the standard found in similar schools. At the time of the last inspection, standards were found to be sound at Key Stage 1 and the picture is much the same now. However, at Key Stage 2, standards were below average at the time of the last inspection and now they are good. This represents a very good level of improvement.
77. At Key Stage 1, pupils are developing a satisfactory understanding of materials and their properties. They can sort them into sets, using criteria such as 'smooth', 'rough', 'hard' and 'soft'. Pupils also have a satisfactory knowledge of the properties of common materials and use an appropriate range of scientific terms to describe their observations. Pupils' understanding of physical processes is satisfactory. Pupils are developing a good understanding of the principles of sound and light. Their understanding of life and living processes is satisfactory overall. Pupils can name parts of the human body and know that animals live in different habitats. In one lesson, for example, pupils in Year 2 were able to name a number of plants and animals that could be found in different locations. Good use was made of the school environment during the lesson. Overall, pupils have well developed investigative skills. They understand well the need for accurate measurement and the use of consistent units. Pupils with special educational needs make satisfactory progress in the subject at this key stage.
78. At Key Stage 2, pupils recognise that ideas are based on evidence. In their investigations, pupils choose appropriate questions to test their theories. For example, in an investigation into the strength of light emitted from a light bulb, pupils recognised they needed to keep the bulb the same distance from a sensor to make the test fair. Good use was made of information and communications technology to collect and analyse data in this investigation. Pupils make accurate predictions about the likely outcomes of their experiments. They select and collate information from a variety of sources and use information and communications technology well to support their learning in the subject. Older pupils have a good understanding of electrical circuits and can draw accurate diagrams, using conventional symbols. Overall, pupils with special educational needs make good progress and generally achieve well in relation to their prior attainment. All pupils make good use of their literacy skills in the subject and by the end of Key Stage 2, pupils

know how to set out a report or 'write up' an experiment. Pupils also make good use of their numeracy skills, making careful measurements when necessary.

79. Pupils' good attitudes to the subject contribute significantly to the improved standards. They are enthusiastic about their investigations and discoveries. In lessons, nearly all pupils participate well, helping one another and making constructive comments when others are struggling to understand scientific concepts. In most lessons, behaviour is generally good, pupils have good relationships with each other and the teacher, and this has a positive effect on their learning and the standards they achieve.
80. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1. Teachers' good subject knowledge is used well to ask the kind of questions, which extend pupils' knowledge and understanding. Planning is good generally, with well-focussed objectives. These are sometimes shared with pupils and, when they are, it greatly increases the pupils' understanding of their own learning. Teachers' expectations are usually high, both in terms of pupils' behaviour and their academic work. As a consequence, pupils are making good progress in their knowledge and understanding of the subject. Teachers take great pains to ensure that all pupils are included in practical work and support those with special educational needs well by explaining the lesson to them personally. Overall, teaching methods are good, using an effective mix of whole-class presentations and discussions, small group and paired work, as well as individual investigations. Appropriate consideration is given to health and safety and all pupils are aware of the procedures to be followed when using equipment. The management of pupils is good generally and this produces a working environment where pupils work hard and concentrate well. The pace of most lessons is brisk and business-like. As a result, pupils concentrate on the task in hand for considerable periods. This has a positive effect on the standards they achieve.
81. The subject, which is managed jointly by all staff, is led well by the headteacher. She has a clear educational vision for what needs to be done to improve standards. There is a shared commitment by staff to improve the quality of science education and raise standards further. Systems for assessment are good and teachers make effective use of the information gained to adjust lesson planning and match work to the needs of pupils. Good use is made of information and communications technology to support learning in the subject.

ART AND DESIGN

82. Standards throughout the school are similar to those expected nationally. This is much the same position as that found at the time of the last inspection. Although no teaching of the subject was seen at Key Stage 1, from the scrutiny of work, it is evident that pupils make satisfactory progress in their learning and, by the time they are seven, achieve standards that are in line with those expected nationally. They can draw satisfactorily and use these skills appropriately to illustrate their work in other subjects. They made some reasonably detailed observational drawings of fruit. Pupils use paint appropriately to produce faces and these demonstrate a satisfactory use of colour. More able pupils use a range of media to produce collages that demonstrate a good design sense. There is little evidence of large-scale work and three-dimensional objects.
83. Again, it was not possible to observe any lessons at Key Stage 2, but from the scrutiny of work it is evident that pupils make satisfactory progress overall in their learning and standards are similar to the expected level in Year 6. At the lower end of the key stage, pupils' drawing skills are satisfactory and are used appropriately in illustrations for other subjects. The drawings they had made of their partners were well executed. Older pupils are making satisfactory progress and generally produce reasonable work. Pupils' design skills are satisfactory and they are able to develop their ideas appropriately through a series of experimental drawings to a finished work. For example, their work on designing a chair showed the ability to amend a design in the light of constructive comment from others. More able pupils produce detailed portraits, which show a growing understanding of design conventions. They have also looked in detail at Egyptian art and some of the work based on these studies is of a good quality. Pupils' skills in modelling and using three-dimensional materials is satisfactory overall, although they have limited opportunities to work at a large scale. In addition, pupils have had insufficient opportunities to study well-known

artists or the design traditions of various cultures. As a consequence, the subject makes only a modest contribution to pupils' cultural development. Appropriate use is made of information and communications technology to support learning in the subject. Pupils with special educational needs make satisfactory progress. Pupils have positive attitudes to the subject and this has a good effect on the progress they are making.

84. Although no teaching was seen, based on the evidence of pupils' work, discussions with staff and teachers' planning, teaching is judged to be satisfactory overall. Teachers' subject knowledge is satisfactory and is used appropriately to extend pupils' skills, knowledge and understanding. Planning is good and based on national guidelines. Pupils are making satisfactory progress in their learning and evidence shows that they put an appropriate level of effort into their work.
85. The subject is managed jointly by all staff. The school recognises that less emphasis has been placed on the subject recently, as priority has been given to raising standards in core subjects at Key Stage 2. However, the leadership is satisfactory overall and a renewed emphasis is being placed on the subject now that other issues have been addressed effectively.

DESIGN AND TECHNOLOGY

86. Standards are in line with the expected levels at the end of both key stages. This is a similar position to that found by the last inspection. No lessons were seen during the inspection, but from the scrutiny of pupils' work, it is judged that standards are at the expected level at the end of both key stages. At Key Stage 1, pupils make satisfactory progress overall, and their levels of achievement are satisfactory. Pupils design simple fruit and vegetable salads, using writing 'frames' appropriately to help them sequence each stage of the operation correctly. Pupils in Key Stage 2 generate suitable designs for photo frames by collecting ideas and using different sources of information. They take appropriate account of the needs of the user. However, the finish of these products is sometimes poor, showing a lack of attention to detail. Most pupils are enthusiastic about the subject. All pupils, including those with special educational needs make satisfactory progress. Pupils make appropriate use of their numeracy skills in measuring their work and using standard units when constructing plans and diagrams. The subject only makes a minor contribution to pupils' spiritual, moral, social and cultural development.
87. No teaching was seen, but from the standards observed in pupils' work, teaching is satisfactory. Planning is sound and is based on national guidelines. Assessment is satisfactory and, although largely informal, provides teachers with information for adjusting plans appropriately. All staff work together to provide leadership for the subject and management is satisfactory. Resources are sufficient and appropriate use is made of information and communications technology to support learning in the subject.

GEOGRAPHY

88. No lessons were seen during the inspection, but a scrutiny of pupils' work, teachers' planning and discussions with teachers and pupils indicate that attainment is in line with expectations at the end of both key stages. This is a similar position to that found by the last inspection. Younger pupils learn about their own locality, building a satisfactory knowledge of where they live. They compare their village with the contrasting locality in Mexico. They learn about the location of this village and how to get there, establishing a sound knowledge and understanding of distance. They learn simple map-making skills and begin to use symbols satisfactorily. Basic map-making skills develop satisfactorily. At Key Stage 2, pupils further develop their knowledge and understanding of their own surroundings. Based on a week's visit to Dartmoor, they produce a detailed study of different geographical aspects of Dartmoor, including land use, including farming, military use, quarries and tin mining. They learn about the weather patterns on Dartmoor, building a satisfactory knowledge of weather patterns. They use graphs well in presenting this information. Pupils extend their mapping skills further. They locate places accurately, using four-figure grid references. They develop further, their knowledge of map symbols and their use in reading and creating maps.

89. No teaching of geography was seen during the inspection, but scrutiny of work, of teachers' planning and discussion with pupils indicates that teaching is satisfactory throughout the school. A satisfactory range of learning experiences is provided for pupils and good use is made of these to ensure pupils attain satisfactory standards. It is evident from discussions with pupils that they have positive attitudes to learning. The subject is managed by all staff jointly and planning is based on national guidelines. Although resources are satisfactory overall, insufficient use is made of information and communications technology at present to support learning in the subject.

HISTORY

90. Standards at the end of both key stages are in line with those expected for pupils at this age. This judgement is the same as those made at the time of the last inspection when standards were in line and progress was satisfactory at both key stages. At Key Stage 1, pupils are beginning to have a sense of time and recognise that some things are the same and some are different from the past. For example, they recognise that aspects of the lives of people from the past, such as taking seaside holidays, are different from their own nowadays. They realise that there are reasons why people in the past did as they did. They identify some of the different ways that the past is represented such as written records and photographs and use these pictures and accounts to answer questions about what it was like to live in the past. These activities create a sound basis on which the pupils can build historic investigation in the future.
91. At Key Stage 2 pupils have developed a sound understanding of chronology. They appreciate that the Ancient Egyptian civilisation studied occurred about five thousand years ago. In their studies of this culture, they develop a sound knowledge and understanding of the main features of the Ancient Egypt culture. They are aware of the lifestyles of the Egyptians including features of farming, the importance of the Pharaohs with respect to their position in ruling Egypt. Older pupils have satisfactory skills in skimming and scanning text for research, to find out the main points of the text and to further develop their knowledge and understanding of Ancient Egypt.
92. Pupils' attitudes and behaviour are good. They behaved very well, for example, with a visiting speaker in a lesson about a trip to the seaside in the 1950's. They listened politely to the speaker and to each other when asking questions. They were very enthusiastic and asked a lot of questions. They were absorbed in finding out about the past and kept asking questions.
93. Teaching is satisfactory overall, although some good teaching was seen during the inspection. In better lessons the management of pupils' behaviour is very good. Teachers and visiting speakers show good subject knowledge, which is used well to extend pupils' knowledge and understanding of the topic being studied. Good use was made, for example, of a visiting speaker, who gave pupils first hand knowledge of holidays in the past and the teacher effectively reinforced what the visitor said. This was followed with good use of questioning to confirm and consolidate pupils' learning. Planning is good and tasks are well matched to the needs of pupils in mixed age and phase class. For example, Reception children were provided with directed play learning activities with sand and water. In this way, planning and organisation for mixed age classes is good, with activities, which are appropriate to the age and prior attainment of pupils. Learning support assistants are well primed and support the work of the teachers effectively. Teaching methods are satisfactory with some good opportunities for pupils to research information from texts.
94. Leadership and management of the subject are satisfactory overall and this leads to satisfactory teaching and standards. Planning is based on national guidelines. Resources are adequate, but insufficient use is made of information and communication technology at present to support learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

95. Standards are at the expected level generally at the end of both key stages. This is a considerable improvement since the last inspection, where standards were found to be well below the expected level. Overall, pupils are achieving well in relation to their prior attainment in the subject and there is evidence that rapid progress in improving standards has been made over the last year.

96. Standards at Key Stage 1 are at the expected level by the time pupils reach the age of seven. Pupils have good levels of basic information and communications technology skills. They use a 'mouse' and keyboard well and are thoroughly familiar with the 'windows' desktop. Pupils' achievements in other aspects of the subject are satisfactory. They produce simple word-processed documents, using a variety of typefaces and styles. Older pupils at Key Stage 1 have used graphics packages to produce detailed pictures, which show satisfactory 'mouse' control and design sense. Pupils make appropriate choices when using simulations to help them find things out. They are able to give instructions to make things happen and describe the effect appropriately.
97. At Key Stage 2, pupils have appropriately developed communications skills. They use computers to find and use stored information from a disc. When using simulations, they make suitable choices to help find things out. For example, pupils in Year 3 were able to tell where a character was likely to be hiding, based on the information they had gathered from the program. When using spreadsheets, pupils know that text entered into a cell extends to adjoining cells unless the 'text wrap' is on. They also know that they can enter formulae into cells to carry out calculation. In one lesson, pupils in Year 6 were observed correctly entering the formula to calculate area to work out the largest chicken run that could be made with a given length of chicken wire. Pupils are able to interpret their findings and question appropriately the plausibility of their results. They recognise that poor quality information leads to unreliable results. Pupils explore patterns and relationships appropriately to make accurate predictions.
98. Pupils behave well when using computers and learning in classrooms. Pupils support each other effectively when working together at computers and show a high degree of concentration. They are responsible when using equipment and work well independently. All pupils are making good progress in their learning, including those with special educational needs. Information and communications technology is used appropriately to support learning in most subjects of the curriculum and pupils make suitable use of computers to present and illustrate their work.
99. There has been a significant improvement in the quality of teaching of the subject. Overall, teaching is good. Generally, teachers have satisfactory subject knowledge, which they use well to extend pupils' skills, knowledge and understanding of the subject. Their management of pupils is good and they are effective in maintaining good levels of discipline in lessons. As a consequence, the rate of learning in lessons seen was generally good and there are detectable signs of continued improvement in standards, especially at Key Stage 2. Pupils concentrate well and give attention to detail. This has a positive effect on their progress in learning and the acquisition of computer skills. The quality of teacher's assessment is good and it is used well to adjust teachers' planning to meet the needs of all pupils. Teachers are also well aware of the needs of individual pupils and this ensures that those who need extra time to develop their skills are given it.
100. The whole staff contributes to the management of the subject, which has been led well by the headteacher. The initiatives made by the school management, including a considerable expenditure on new computers and staff training, has been effective in raising standards. The school is now well placed to continue with improvements in standards and the quality of education provided in the subject. Planning is based on national guidelines and provides a good foundation for teachers' planning. The school has invested wisely in good quality equipment and this is having a positive effect on the standards pupils achieve. Training has been well targeted and the current action plan has details of future professional development, which will further increase teachers' expertise effectively.

MUSIC

101. Standards are in line with expectations when pupils are aged seven and eleven. This is the same as at the time of the last inspection, when progress was satisfactory throughout the school. Younger pupils recognise that music can be made in different ways such as scraping, tapping and banging instruments. They know that sounds can change and have different characteristics, for example, long and short, loud and soft and slow and fast. Through practice, they discover that they can control these sounds. Pupils use their voices to accurately re-create effects produced by

percussion instruments and they competently play different instruments to obtain a good range of intended results. They have a satisfactory musical vocabulary and understanding of technical terms. The quality of singing throughout the school is good, and all pupils sing well together in assemblies. A group of Key Stage 2 pupils played their recorders well in an assembly observed. Overall the subject makes a good contribution to pupils' spiritual and cultural development.

102. Only one lesson was seen at Key Stage 1 and in this younger pupils took time to settle to the practical and less structured activities and showed low levels of concentration. Good behaviour was difficult to achieve due to the behaviour of a minority. Most pupils, however, showed interest and took an active role in the lesson, showing appropriate enjoyment and pleasure. Pupil management was satisfactory overall. Methods were appropriate and successfully supported the learning objectives of the lesson. No lessons were observed at Key Stage 2, but evidence from teachers' planning indicates that teaching is satisfactory overall at both key stages. Lessons are well structured and the teacher taking class music lessons has good subject knowledge and a good understanding of how music skills are developed. Interesting activities are provided to sustain pupils' interest and attention. The leadership and management of the subject by the co-ordinator are satisfactory and she provides good support to colleagues through her own musical expertise.

PHYSICAL EDUCATION

103. Attainment at both key stages are as expected for pupils of this age. This is a similar picture to that found by the last inspection. Pupils at Key Stage 1 perform simple actions with appropriate co-ordination and skill. They bounce and catch balls satisfactorily and this is developed into continuous well co-ordinated bouncing of balls with both hands. Pupils use their hands as bats to send accurately a ball to their partner. All pupils sustain physical activity over long periods. At Key Stage 2 attainment remains in line with expectations. Pupils further develop their skills by using smaller balls and bats. They develop their skills into simple games of tennis, for example. They improve their aim well, and pairs of pupils manage to sustain a rally for about 3 or 4 balls. They throw and catch over appropriate distances and with appropriate levels of accuracy. Performance in games indicates satisfactory physical skills overall. Standards in swimming are good. Most pupils achieve the end of Key Stage 2 requirements much earlier in the key stage.
104. Teaching is satisfactory overall, but some good teaching was seen during the inspection. Lessons are very well planned and structured and show teachers' good subject knowledge. Planning is very thorough and skills are well developed across a wide age range within the class, with appropriate activities for all year groups. Teachers' good knowledge and good use of demonstration ensures pupils are aware of what is expected. A good physical education ethos is established. Teachers and the learning support assistant are appropriately dressed. Planning ensures that all learning objectives are achieved for different ages. Teachers' high expectations are evident, and these are made clear to pupils. Pupils are managed well with appropriate reinforcement of good behaviour. There is very good organisation and planned support for targeted groups at different stages of the lesson. All pupils keep active throughout and there is a brisk pace to lessons.
105. The leadership and management of the subject are satisfactory overall. The co-ordinator has only recently returned from maternity leave and new curriculum plans are just being put into place. As at the time of the last inspection, the hall is too small to permit effective and safe gymnastics. The school has addressed the situation to a limited extent. They take the gymnastic apparatus out onto the field in fine summer weather and offer what gymnastics they can.

RELIGIOUS EDUCATION

106. By the end of both Key Stages 1 and 2, attainment is in line with the expectations of the locally agreed syllabus for religious education and pupils' achievement is satisfactory throughout the school. This is a significant improvement since the last inspection, when standards were found to be below those expected by the agreed syllabus.

107. Older pupils show a sound understanding of different texts that are used as a base for discussion of the themes under consideration. They carefully read traditional Russian folk tales and gospel texts and compare the different ways in which a Christian message is communicated. The specific theme under consideration in the observed lesson was focusing on acknowledging Jesus through helping other people. Pupils' understanding of the theme is sound and one pupil linked the stories by recognising that the feelings of Jesus were common to both stories. They also showed good understanding of the symbolism of the stories, helping Jesus and God by helping others. They apply the themes effectively to their lives by suggesting what actions help. Pupils are good at understanding how to apply charitable actions to life by supporting people in need, such as the hungry, sick and lonely. Pupils are also aware that in a spiritual sense, neighbours means everybody.
108. Analysis of the work in pupils' books shows that standards are in line when pupils are eleven. From their studies of Judaism they know about sacred texts, showing a sound knowledge of the Torah, what it contains and how it is decorated. They are also able to talk competently about where they believe the basis of the faith lies, and the nature of what they believe is their relationship with God. To enable this, for example, pupils develop a satisfactory knowledge of the importance of the plagues of Egypt, the Passover and the Ten Commandments, and the place these have in the foundations of the history of the Israelites. They have a satisfactory knowledge of the ways in which people currently celebrate festivals and religious events such as the Sabbath and marriage. They have paid a visit to a synagogue and the pupils are aware of how Jews express their praise. Pupils follow a similar line of study when they learn about Christianity. The school provides pupils with the opportunity to celebrate Christmas and Easter festivals in church. Again they build a satisfactory knowledge of the different aspects of what Christians believe and what beliefs underpin their faith. Pupils have a satisfactory knowledge and understanding of the temptations of Jesus in the wilderness, and of the link between the Last Supper and Holy Communion. They have a sound understanding of the events at Easter and the importance of Good Friday, Easter Sunday and the Ascension to Christians.
109. Pupils' behaviour and attitudes are good. They show interest and involvement in discussions and listen carefully. They consider the aspects under discussion seriously, and discuss meaningfully the themes of the lesson. Pupils take learning in this subject seriously. The subject makes an appropriate contribution to pupils' spiritual, moral, social and cultural development. Appropriate opportunities are given for pupils to reflect on their own values and beliefs, and the beliefs of others. There are also satisfactory opportunities for pupils to study the cultural aspects of religion, including Hinduism and Judaism.
110. Teaching is satisfactory overall, although some good teaching was seen during the inspection. Lessons are well led and effectively introduced. Good use is made of different sources to support teaching, such as traditional tales and gospel text. Teachers provide pupils with good opportunities to discuss their thoughts and ideas and this discussion is well supported. Teachers have their own good knowledge and understanding of the subject and lead pupils to effectively consider moral and spiritual themes in the text. Useful links to charity work and pupils' lives help pupils see how Christian teachings can influence good works and how religion impacts upon the lives of followers. The leadership and management of the subjects by the headteacher are good and she has effectively raised standards by her own good teaching and the use of effective plans, which are based on diocesan guidelines.