

INSPECTION REPORT

Pinhoe Church of England Combined School

Pinhoe, Exeter

LEA area: Devon

Unique reference number: 113445

Headteacher: Mrs L Baker

Reporting inspector: Mr D G Collard
11122

Dates of inspection: 25th - 28th June 2001

Inspection number: 212730

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First and middle
School category:	Voluntary aided
Age range of pupils:	4 to 12 years
Gender of pupils:	Mixed
School address:	Harrington Lane Pinhoe Exeter Devon
Postcode:	EX4 8PE
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Mann
Date of previous inspection:	26 th April 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11122	D Collard	Registered inspector	Information and communication technology Geography History Special educational needs Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9999	R Orme	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
11772	M Yates	Team inspector	Mathematics Physical education	How well is the school led and managed?
8722	E Wilson	Team inspector	Science Art and design Design and technology French	How good are the curricular and other opportunities offered to pupils?
14997	V Emery	Team inspector	English Music The Foundation Stage	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pinhoe Church of England Combined School is situated in a village that is now a suburb of Exeter in Devon. The two main school buildings and some additional classrooms form part of an extensive site that includes two halls as well as accommodation for pre-school and after-school groups. There are 302 pupils on roll which is larger than average. There are eleven classes with pupils ranging in age from four to twelve years old. Pupils come from a variety of social backgrounds. The ability of pupils in Year 7 ranges from well above average to very low and is due to a large percentage of pupils who leave at the end of Year 6.

At the end of the Foundation Stage, pupils have ability below that expected nationally although this fluctuates in different years. The number of pupils entitled to free school meals (8.9 per cent) is in line with the national average but has decreased since the last inspection. There are four pupils who come from minority ethnic backgrounds but there are no pupils identified as being at an early stage of learning English. This is very low when compared nationally. Eighteen per cent of pupils are on the special needs register which is broadly in line with the national average. Eight pupils have a statement of special educational need, which is above the national average.

HOW GOOD THE SCHOOL IS

Whilst standards are not yet as high as they could be, this is an increasingly effective school which has improved greatly since the time of the last inspection. There is a strong Christian ethos that permeates all the work that takes place. It is particularly strong in the pastoral attention that is given through assemblies, and the relationships that are apparent between all members of the community. The quality of teaching is good overall as is the leadership and management of the school. Parents are highly supportive of what is being achieved and the school's standing within the locality has been greatly improved. The school has good capacity to improve further and provides sound value for money.

What the school does well

- Standards, whilst being generally below the national average, have risen over the last four years.
- The good progress that pupils with special educational needs make because of the very good provision.
- The good leadership provided by the headteacher and senior management team and the good management provided by the governing body.
- Pupils have good attitudes to school and the provision for their personal development and relationships are good.
- The good quality teaching overall and especially up to the end of Year 6.
- The good links that have been established with parents.

What could be improved

- The standards in English and mathematics.
- More consistent teaching of knowledge and skills in order to ensure greater understanding and retention.
- Further enhancing the curriculum opportunities for Year 7 pupils and developing their self-esteem.

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 greatly improved since the time of the last inspection in April 1999. At that time, there were some serious weaknesses and this is no longer the case. The key issues from 1999 have been fully addressed. Standards in English, mathematics and science have risen faster than the national trend although they still need to be higher. Standards in information and communication technology are very much improved through the use of the new computer suite and through a programme of staff training. The provision for the pupils in Year 7 has been partly addressed. The school successfully uses the expertise and equipment in another school to deliver science and design and technology and the quality of teaching in this year has improved. In addition, the roles of the co-ordinators have been strengthened and they now have a much clearer view about the progress that is made. Schemes of work are in place for all subjects and homework has been regularised. New issues that have arisen since that time, especially regarding the quality of teaching, have been addressed with rigour and the school is now in a good position to move forward.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	C	D	D
mathematics	E	E	E	E
science	D	C	C	C

Key

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

The table above shows that standards at the end of Key Stage 2 have fluctuated over the past three years. The overall trend in test results over the last five years has been better than that nationally showing that there has been an improvement in pupils' attainment. This is a direct result of the better quality of education that is being provided. Results are not significantly different from the national figures when compared to schools of a similar type and there are now few differences between the achievement of boys and girls, although in Year 2000, boys did not do so well in writing at Key Stage 1.

Pupils in the present Year 2 are achieving standards that are well below average in English and below average in mathematics and science. This is partly due to the above average number of pupils with special educational needs who have joined the school in Year 2. They are achieving standards well above the national expectation in art and design and good standards in design and technology. Standards are in line in music, physical education and information and communication technology. They are below expectation in geography and history. Pupils in the present Year 6 have standards that are below average in English and mathematics but at average levels in science. In others subjects, they are above expectation in art and design and design and technology, in line in music and physical education and below that expected in geography, history and information and communication technology. Most pupils in Year 7 are likely to reach the nationally expected level at the end of Key Stage 3 in art and design but in all other subjects, only a quarter of pupils are likely to reach this level.

Progress in learning is sound throughout the school although it is not so high in Year 7. This is because the school is unable to provide the same opportunities for this year as in other key stages. The small number of pupils puts increased pressure upon the teacher to provide a wide and varied curriculum. In addition, science and design and technology are taught at a neighbouring secondary school and this causes some difficulty. The school copes well and progress in learning is increasing. Throughout the rest of the school, pupils acquire skills and knowledge because of the good quality of teaching but are not always able to retain the information they have been given for long periods. This means that they find difficulty in using knowledge to develop their understanding.

The targets set are challenging and have been readjusted in light of the mobility of pupils. They have been achieved this year and pupils in Year 5 are on line to achieve even higher targets that have been set for next year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are positive about coming to school and show good levels of interest.
Behaviour, in and out of classrooms	Satisfactory. In general, most pupils are well behaved although there are a small number of pupils in all key stages that challenge the authority of the teacher.
Personal development and relationships	Good. Personal development is fundamental to the education provided within the school. It is firmly based around a Christian ethos and a high regard for each other.
Attendance	Satisfactory. Procedures are consistently kept and are being improved with the introduction of a computerised checking system.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years	aged up to 12 years
Lessons seen overall	Good	Good	Good	Sound

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

The quality of teaching in all years is good except in Year 7 where it is sound. During the inspection, 55 lessons or parts of lessons were seen. Of these, 98 per cent were at least satisfactory, 67 per cent were good or better and 29 per cent were very good or excellent. Two per cent (one art lesson in Year 7) was unsatisfactory because of the poor level of behaviour and the progress that pupils made. There are few differences between the quality of teaching in the Foundation Stage, Key Stage 1 and 2 although there was a higher proportion of very good and excellent teaching in Key Stage 2 (15 per cent in Key Stage 1 compared with 39 per cent in Key Stage 2). These statistics represent an excellent improvement since the last inspection when over 66 per cent of teaching was unsatisfactory in Year 6 and 33 per cent in Year 7. The key issue from that time has been

fully addressed. Teaching of English and mathematics is good. Pupils' progress in learning over time is sound throughout the school. This is because pupils find it difficult to retain information and particularly to use this to develop better understanding. Pupils with special educational needs make good progress in relation to their ability. Those pupils identified as gifted and talented in various areas are being offered extra opportunities to develop their strengths.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. It is good for the Foundation Stage, satisfactory for Key Stages 1 and 2 and below that expected in Year 7. Although this area has improved the school still finds difficulty providing a sufficiently full range of opportunities for pupils in Year 7. Good use of national initiatives enhances the provision across the whole school as has the increased use of setting in some subjects. The school does meet all statutory requirements for the curriculum.
Provision for pupils with special educational needs	Very good. There are well-founded individual education plans that are implemented fully. Identification of need is quick, thorough and appropriate and enables these pupils to make good progress against their own targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. It is very good for spiritual development, good for moral and social development and satisfactory for cultural development. The school provides excellent assemblies that are designed to integrate all pupils within a broadly Christian setting. There are opportunities in lessons and around the school to develop a moral and social code and these are encouraged by teachers.
How well the school cares for its pupils	Satisfactory. Procedures for assessment are much improved as are those for personal development. These have had a positive impact on raising standards. Pupils are cared for well and encouraged to talk about any conflict. The school involves parents well. They are kept fully informed about their children through comprehensive systems of communication.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and effective leadership. She is fully supported by the deputy and senior management team. There is a clear direction to improvement through a consultative and comprehensive development plan.
How well the governors fulfil their responsibilities	Good. The experienced governors work hard to make further improvements. They have been fully involved and taken strong action to rectify weaknesses.
The school's evaluation of its performance	Good. The systems have improved and been strengthened by a better range of assessment information. This is having a major impact in raising standards.
The strategic use of resources	Good. All local and national initiatives are analysed for their effectiveness and new developments are costed and evaluated. The school provides sound value for money.

The school has adequate staff to deliver all aspects of the National Curriculum. They are supported by effective learning support assistants and an efficient administration staff. The school has sufficient accommodation, and resources are adequate except in some aspects of the provision for the Foundation Stage. However, not all areas of the Year 7 curriculum can be delivered easily within the school and use is made of a secondary school to provide the shortfall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is approachable.• Their children now do well at school.• The improvement that has been made over the last two years.• The good range of information.• Behaviour has improved.	<ul style="list-style-type: none">• No significant areas.

The inspection team agrees with the positive views of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The assessment of the attainment of pupils when they enter the school at four years old shows that the majority have standards below that expected nationally. Although attainment varies, there are many pupils who do not reach the expected level in literacy, numeracy, personal development and social skills by the time they reach the end of the Foundation Stage at six years old.
2. In English, the results in the Year 2000 national tests for seven-year-olds were well below average in reading and below average in writing. In comparison with similar schools, they were well below average. The percentage of pupils reaching the higher Level 3 was below average in both reading and writing and over the last five years, there has been a falling trend in both reading and writing. The school has put a number of strategies in place to redress this and these are now starting to impact on standards. There is little difference between the performance of boys and girls. Standards of the present Year 2 are still well below average although a significant number of pupils with special educational needs have joined the school recently. Those pupils who have been at the school since Year 1 have standards that are closer to average. In the national tests for eleven-year-olds, results were below the national average both in comparison with all schools and with similar schools. The number of pupils attaining the higher Level 5 is below average and compared with national figures, pupils are performing approximately three months behind in English. Despite this, over the last five years, there has been a marked improvement from a very low base in 1997. This improvement is markedly better than the national trend. Boys perform slightly worse than girls in national tests except in science, where girls did markedly better than boys last year. Assessment shows that within this year group, the girls have always performed better. The target set for the school for the year 2000 was too ambitious and has been analysed through the use of national and local assessment data. The school has set a more realistic, but still challenging, target for the year 2001. Results have confirmed that this has effectively been reached. Pupils in the present Year 6 have standards below average but this is because the number of pupils reaching the higher Level 5 is lower than might be expected.
3. Mathematics national tests in Year 2000 at the end of Key Stage 1 show that about 94 per cent of pupils achieved the expected Level 2 or above, a figure close to the national average, and 19 per cent the higher Level 3; a proportion below the national average. Overall, taking into account the full range of attainment, Key Stage 1 results were below average when compared with all schools nationally and well below average when compared to similar schools. Although varying from year to year, there are no noticeable differences in the performance of boys and girls; being closely related to the differences within each cohort of pupils on entry. Pupils in the present Year 2 are achieving levels below that expected nationally although, as in English, this is adversely affected by the number of pupils entering the school this year.
4. In the national mathematics tests for pupils at the end of Key Stage 2 in 2000, the proportion of pupils reaching the expected Level 4 or above was 54 per cent, which was well below the national average. The 16 per cent gaining the higher Level 5 was below the national average. Overall, taking account of the full range of attainment, the results are well below the national average and, when comparison is made with

schools in a similar context, results remain well below expectations. When consideration is taken of their results at the end of Key Stage 1, the progress made by the group of pupils who took the test last year was well below expectations. Attainment in the National Curriculum tests decreased in 2000 compared with those of 1999, but a number of pupils who were expected to gain higher levels were absent when the tests were taken. Over the last two years, there has been a difference in the attainment of boys and girls in the end of Key Stage 2 national tests with boys' performance being significantly worse than girls'. Pupils in the present Year 6 are performing below the national average because not enough pupils have a full understanding of the higher Level 5 work. The standards of pupils in Year 7 remain well below national expectations, as they were in last year's national tests; however, individual pupils achieve appropriately for their abilities.

5. In 2000, at the end of Key Stage 1, science attainment recorded in teacher assessments was in line with the national average. Eighty-eight per cent of pupils reached the expected Level 2 or above but only three per cent achieved the higher Level 3. Overall, these standards are below those expected nationally and compare unfavourably with the results from schools in similar circumstances. Teacher assessments for the current year show that 90 per cent of pupils achieve the expected Level 2 but none the higher Level 3. The low results for this year are mainly due to a significant influx of low attaining pupils just prior to the assessments. The school's results compare favourably with national statistics at Level 2 but unfavourably with those for Level 3. Overall comparisons with schools are likely to be unfavourable again this year. The results from teacher assessment show that there is no difference in attainments in the different elements of the science curriculum.
6. In 2000, at the end of Key Stage 2, science attainment recorded in National Curriculum tests was in line with standards expected nationally. Eighty-six per cent of the pupils achieved the expected Level 4 and 30 per cent the higher Level 5. The school's results compare favourably with those expected nationally and with those from schools in similar circumstances. The improvement in standards in the three years from 1997 has been maintained in 2000. There is no significant difference between the results of boys and girls. Pupils in the present Year 6 are gaining standards similar to that expected nationally. Pupils' subject knowledge is good but their ability to carry out investigational work is less well developed. Pupils in Year 7 have benefited from work undertaken at the local secondary school. However, attainment is below average and only 25 per cent of pupils are on line to reach the nationally expected level by the end of Key Stage 3.
7. The standards reached in other subjects vary both for pupils in Year 2 and Year 6. For pupils at the end of Year 2 it is very good in art and design and good in design and technology. It is in line with the national expectation in music, physical education and information and communication technology. It is below the national expectation in geography and history. Pupils in Year 6 achieve good standards in art and design and design and technology. Standards are in line with national expectation in music and physical education. Attainment is below that expected nationally in geography, history and information and communication technology. However, in all these subjects, there has been at least satisfactory progress made since the last inspection. Especially good progress has been made in information and communication technology and because the subject has been given a much higher profile within the school. The standards achieved in art and design have helped develop the displays within the school has this has a positive impact upon the learning environment.

8. The provision for pupils in Year 7 has significantly improved since the last inspection, particularly in science and design and technology. On entry to this year, there is a very varied range of ability from well above average to very low and, in this year group only, a significant number of pupils with some form of special educational need. Overall, performance in this year is well below the national average and, because a large number of pupils leave in Year 6, is significantly worse than the national tests taken the previous year would suggest. Consequently, whilst progress in learning is satisfactory, pupils are not on line to reach the nationally expected levels by the end of Key Stage 3 in design and technology, geography, history, information and communication technology and French. Attainment is in line in art and design. Too few lessons were observed to make a judgement about attainment in physical education and music.
9. Pupils throughout the school make at least satisfactory progress in all year groups and through all key stages. This is because the school has focused its development on improving the quality of education, and particularly teaching, since the last inspection. This is now beginning to have a positive impact on raising standards. Progress in aspects of writing and mathematics for the higher attaining pupils in Year 6 is not as high because of poorer literacy skills and the setting arrangements in mathematics. Good progress is being made in art and design, especially in two-dimensional work, music, where singing is very good, and design and technology through a well-planned curriculum. Pupils with special educational needs make good progress against their own individual targets. The quality of information, assessment and provision of support for these pupils has significantly improved since the last inspection. There are suitable procedures to support pupils with any language difficulties if English is not their mother tongue.
10. The school has set challenging targets over the past two years. These have had to be revised in the light of better information and because of pupils entering and leaving the school. In 2001, the targets have been achieved and they are likely to be reached or exceeded next year.

Pupils' attitudes, values and personal development

11. Pupils like coming to school as nearly all parents report. They are keen to take part in all that the school has to offer, and nearly all talk about the school with enthusiasm. Pupils enjoy the activities offered outside lessons.
12. Nearly 90 per cent of parents consider that behaviour is good in lessons and behaviour is nearly always satisfactory and it is good or better in two-thirds of lessons. This is an improvement since the last inspection, particularly at the top end of the school. There are a few instances when the immature behaviour of some pupils, particularly boys, and lapses in self-discipline, interrupt the flow of a lesson and impede the progress made. The immature behaviour in Year 7 reflects the few opportunities for them to exercise independence and responsibility. Behaviour in assemblies is very good. Pupils choose where they want to sit and they listen intently to the speaker. Behaviour in the playground can be lively at times and some pupils break the clear rules. Some older pupils behave immaturely in the dining hall. Adults supervising play and lunchtimes do not always intervene to ensure pupils follow the behaviour code. Any instances of oppressive behaviour that arise are dealt with quickly by the school.

13. Pupils' personal development is good in reception, in Years 1 to 6, and satisfactory in Year 7. Pupils are able to distinguish between right and wrong and the vast majority understand that their actions can affect other people. All pupils' ability to be still and to reflect, particularly in assemblies, is very good. Pupils show initiative and take responsibility when the occasion arises. For example, some older pupils keep a friendly eye on the youngest pupils as they eat lunch. Pupils are keen to represent their class on the school council. Year 7 pupils have fewer opportunities for independence than they would in a secondary school and this limits their personal development. Relationships are good. Pupils talk to visitors with confidence and courtesy.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching in all years is good except in Year 7 where it is sound. During the inspection, 55 lessons or parts of lessons were seen. Of these 98 per cent were at least satisfactory, 67 per cent were good or better and 29 per cent were very good or excellent. Two per cent (one lesson in Year 7) was unsatisfactory because of the poor level of behaviour and the progress that pupils made. There are few differences between the quality of teaching in Years 1 to 6 although there was a higher proportion of very good and excellent teaching in Years 3 to 6. (15 per cent in Key Stage 1 compared with 39 per cent in Key Stage 2). These statistics represent an excellent improvement since the last inspection when over 66 per cent of teaching was unsatisfactory in Year 6 and 33 per cent in Year 7. The key issue from that time has been fully addressed.
15. Teachers have a suitable range of subject knowledge to teach all aspects of the National Curriculum. A number of teachers have good knowledge of English and this is used effectively in literacy lessons. There are also a number of specific skills within the co-ordinators that are used to good effect in subjects such as information and communication technology, mathematics and art. This is better in Years 3 to 7. Teachers are able to teach the basic skills of literacy and numeracy well. They have a good command of what is expected and use their own knowledge to ask searching questions whilst giving clear and accurate descriptions.
16. Planning is good overall although more work is still needed to ensure that teachers in the Foundation Stage make good use of the 'stepping stones' provided by the nationally recognised Early Learning Goals. The school is still awaiting guidance from the local education authority as to how this can be used most effectively. The newly developed schemes of work use the national guidelines published recently. Teachers take great care to ensure that where there are mixed age classes, there are similar experiences. In addition, where classes are shared between two teachers, there is good continuity from the effective planning. Planning for the literacy hour is particularly effective using setting arrangements in Key Stage 2. In general, teachers have suitable expectations about what pupils can achieve, although in some subjects, teachers sometimes expect too little. For instance, in one science lesson, the teacher did not use the time as effectively as it could have been because pupils were not given the opportunity to think about how to do an experiment and record the results. The tasks were low key and consequently, pupils became rather noisy and the transition between each activity was slow. The teachers' expectations for the pupils with special educational needs are good because their individual education plans lay out clearly what is expected and how this is to be achieved. The setting arrangements in Years 6 and 7 work well in literacy but not so effectively in the highest mathematics

set where the Year 6 pupils undertake much of the Year 7 work without consideration of the need to reinforce their own level of knowledge.

17. A wide range of methods and organisation are used to interest and motivate pupils. This might involve visits or visitors where appropriate but also by providing a good range of interesting resources. In one history lesson in Year 2, the teacher had brought in a range of old postcards. The pupils were very careful about touching and using them. They showed good levels of excitement when they discovered some writing on one and started to ask questions about where it had come from. In other lessons, the teachers are enthusiastic and the pupils reflect these levels of motivation so that when they are asked to get on with their own tasks they have good levels of concentration. When teaching is not as strong as this, as in one art lesson, the pupils tend to misbehave and do not finish what is expected of them. In the best lessons, the teachers explain clearly what is expected in a given timescale and often refer to this. In this way, the lesson has a sense of urgency and pupils know what will be expected so that they have to explain if they do not finish. When this happens, the quality of learning is very high.
18. In most lessons, the quality of classroom management is high despite a small number of pupils in many classes who will readily challenge the teacher's authority. In Year 7, the pupils do not always conform to the teacher's requests as was seen in an information and communication technology lesson in the computer suite. The majority of pupils were eager and ready to get on with an interesting task but there was some misbehaviour which resulted in the pupil leaving the classroom for a short time to calm down. These situations are generally handled well using a range of methods. Learning support assistants step in quickly and deal with potential problems. There is also a good system of whole-school behaviour management that is understood by all the pupils.
19. Teachers mark work conscientiously although it is inconsistent. In the best cases, praise is given and pupils are asked about various parts for improvement. In addition, the teacher also puts down criteria that can be used for assessment purposes at a later date. Where it is unsatisfactory, it is because the marking is not specific enough to the subject being studied and relies on, for instance, ticks for correct sums or correcting spellings in a piece of geography work. Homework is used to enhance the work in the classroom. Until Year 6, this is at an appropriate level. It is usually set regularly and during the inspection, was referred to in lessons. This demonstrates that the teacher also values it. In Year 7, the pupils said that they did not feel they got the same level of homework as they might have had if they had been at a secondary school. In this year, it is set regularly but the quantity is somewhat lower than might be expected.
20. From the range of methods that are used, the teachers try to reinforce all new knowledge. This may mean repeating work several times to ensure that pupils understand any new concept. Pupils do not retain information for long periods of time. As a consequence, they find it difficult to use the information they already have to build up a hypothesis and develop their own line of enquiry or research. However, teachers do not give enough opportunity to develop open questioning techniques to challenge thinking. This has been highlighted, particularly in geography and history where the co-ordinator is developing this aspect of the subject more closely. Its value was seen in one lesson where the pupils were asked about why they thought a particular situation had occurred. They found it extremely difficult until the teacher focused the questions to allow them to use the knowledge that they already had. In

this case, the quality of learning was very high. The school is also developing ways for pupils to understand their own targets for improvement. These are being effectively used in English and mathematics. In discussion, the pupils were able to say what they had achieved and what they had to do next.

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

21. The curriculum provided by the school, including that for the Foundation Stage, is broad and balanced and meets statutory requirements. It is not as broad, balanced and relevant in Year 7. Despite this, there have been significant improvements since the last inspection. The overall curriculum is now planned to develop continuity and progression and each subject is supported by a scheme of work. Provision is now made for pupils in Year 7 to study science and design and technology in the local secondary school. Through these arrangements, the school has successfully addressed some key issues raised in the last inspection. The curriculum provided for pupils with special educational needs is particularly good. The time allocated by the school to each of the subject areas is appropriate, although opportunities to use that time effectively are not taken, for example in physical education for pupils in the middle of Key Stage 2. Inspectors agree with parents that the time is not used well and the school has already taken action to remedy the situation. The curriculum is enriched through opportunities to visit local places of interest, to undertake residential experiences and to take part in a range of extra-curricular activity. The links between the areas of the curriculum are apparent in some subjects and particularly strong in music but these links are not always fully exploited in other areas, for example between science and design and technology when opportunities to test vehicles are missed. There is a strong emphasis on knowledge, particularly in science, but often too little emphasis on skill development, again in science and also in mathematics where pupils are not able to apply their knowledge sufficiently to undertake independent investigations. Homework and, in particular the use of the home-school diary, is making a good contribution to supporting pupils' learning and enabling parents to support their children at home.
22. The curriculum offered to those pupils with special educational needs is very good. Individual education plans are thought through very well and include small steps in learning that are analysed for their success. In this way, the work set next is directly related to that which has gone before and improvement is evident from the range of testing that takes place during the year.
23. Literacy is used well throughout a number of subjects including geography and history. The National Literacy Strategy has been implemented successfully and is reflected in the way that other subjects now have some specific planning linked to teaching language. Teachers help pupils use their numeracy skills in other subjects, such as geography, information and communication technology and science although not enough attention has been given to developing opportunities for the use of number work as laid out in the National Numeracy Strategy.
24. The new library has been developed and refurbished. It is used well for research, to listen to stories, the development of library skills and for internet links. This has addressed a key issue from the last inspection. The school's provision for extra-curricular activity is good. There is a range of activities available during the day and after school that includes sports, music and a magazine club. The pupils appreciate the provision made by the school and make good use of the opportunities provided.

25. There is equality of access to the whole curriculum and no exception is made on the basis of gender other than a keep fit club for the Year 7 girls. Teaching effectively promotes equality of access and teachers make every effort to ensure that all pupils, whether boys or girls, participate fully in lessons. Positive steps have been taken to address the underachievement of boys by, for instance, obtaining specific interest books for the library. There are particularly good arrangements for including pupils from a local special school in lessons and other activities. There are positive arrangements for setting in mathematics and English in Years 6 and 7. The provision for Year 6 pupils in the top set in mathematics is inappropriate. There are limited opportunities for pupils in Year 7 to accept responsibility or to play a full part in the life of the school and as a result, these pupils have become disenchanted and do not feel they can make a positive enough contribution. They do accept responsibilities, for example in the dining room and in assemblies but these are minor and not sufficiently demanding for pupils in their final year in the school.
26. The school does much for the personal development of the majority of pupils. The provision for personal, social and health education is good and supported by many aspects of the curriculum including science and acts of worship. Statutory requirements for sex education and drugs awareness are fully met and good use is made of support from outside the school. The commitment to personal, social and health education is very evident in the school's 'Fit to Succeed' project which makes very clear links between physical well-being and academic development. The school is well supported by the local university and by a supermarket chain which has provided drinking bottles for every pupil. The theme of fitness for life is reflected in much of the school's work.
27. The school has good links with the local community and makes good use of visits to the local area. The local vicar is a regular visitor and the Police Liaison Officer makes a positive contribution to raising pupils' awareness of road safety and drugs awareness. Local stores have made contributions to the school through providing paint and tiles and a local firm gives its support by discouraging its lorries from using the road when pupils are arriving or just leaving the school. The school makes good use of visits and, in particular, residential periods on Dartmoor. The school is well supported by the Parent, Teacher and Friends Association which raises funds and organises social events. The school enjoys good relationships with the pre-school which is on the same site. The pupils move onto various secondary schools in the area and good use is made of visits and taster days to prepare them for the move. There are good links between local primary schools and members of staff meet to moderate pupils' work and to discuss educational matters of mutual interest. The school also enjoys good links with the university and provides places for students who are training to be teachers.
28. The overall provision for spiritual, moral, social and cultural development is good. Provision for the pupils' spiritual development is very good, for moral and social development it is good while that for cultural development is satisfactory.
29. Provision for spiritual development is very good and is apparent in much of the school's work. It is particularly strong in the daily acts of worship which are of a very high quality. Whole-school assemblies and acts of worship are exceptional and make a very strong contribution to the pupils' spiritual development. Success is celebrated through the award of certificates for behaviour and in the way pupils' work is displayed in the school. Pupils' consideration of the values and beliefs of others is promoted well

through religious education and celebration of major Christian festivals and some from other religions. The display in the entrance celebrates the uniqueness of each individual and many classes celebrate a special person of the week.

30. Provision for moral development is good. Pupils are encouraged to have a sense of right and wrong and to help others. The school rules include the conduct expected in the outside areas but the nature of the grounds and the use of supervision makes implementation of the policy difficult. There is a wide range of rewards for good behaviour and a time out system for inappropriate behaviour but this is not used consistently through the school. An excellent example of how pupils help others is seen in the way those in the older classes help the younger ones, especially during assemblies. Many opportunities are provided for pupils to explore a variety of issues of relevance to them, for example Year 4 considering homework and oldest pupils considering the effects of smoking, especially on the unborn child.

31. Provision for social development is good. The school is a dynamic community which has made particularly good provision for the inclusion of pupils from a local special school. Relationships with the local community are improving steadily as a result of the improving standards within the school. There is a strong sense of community within the school and pupils are given opportunities to take responsibility for a variety of activities, for example through helping younger ones in the dining room and being monitors. There is a constructive school council which meets regularly to discuss issues of relevance to the school. The majority of pupils are involved in all these initiatives but insufficient demands are made of the oldest pupils in the school and they are not sufficiently required to accept responsibility. This has resulted in an element of disenchantment and a feeling that they are not expected to make significant contributions to the daily life of the school.
32. Provision for cultural development is satisfactory. It is promoted through a range of activities within the curriculum including music, history and art. Pupils enjoy Taiko drumming and have had opportunities to look at the work of a variety of artists including Van Gogh. Their work in history includes learning about famous people and events, such as the Tudors and the effects of the plague. There is, however, insufficient attention paid to making pupils aware of the multicultural nature of the world and preparing them for life in a multicultural society.
33. All these experiences are having a positive effect on the personal development and learning of the pupils in the school. Provision is evident in the school's work but is not yet evident in much of the school's planning for the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school makes satisfactory provision to ensure the welfare and care of pupils. Comprehensive records are kept on each pupil and used to provide good statistical information about personal and academic performance. Procedures for child protection are good and meet locally agreed requirements. A few minor health and safety concerns were referred to the school during the inspection. Risk assessment of the site has been undertaken and the school recognises the need for some improvements. These have been shared with the governing body. Governors have made a significant contribution to this but planned improvements have not yet been fully implemented. Health and safety awareness is good in science. There is a satisfactory amount of supervision of pupils during break and lunchtimes, but adults on duty are not always sufficiently aware of pupils' activities. Reception pupils do not have a separate area to play away from the biggest pupils.
35. All staff know pupils well, and they monitor pupils' personal development well. Nearly all parents consider that the school is helping their child to become mature and responsible. The personal development of pupils in the Foundation Stage, Key Stage 1 and Key Stage 2 is supported well. The provision for the personal development of pupils in Year 7 has not yet been fully exploited. These pupils are given comparatively few opportunities to develop and demonstrate their maturity.
36. There is a good policy for promoting good behaviour, and this is nearly always implemented consistently by staff. The code of behaviour is shared between pupils, staff and parents. Nearly 90 per cent of parents judge that the school achieves good behaviour. There is a positive response by the school to any instances of oppressive behaviour so these are reduced to a minimum. However, a few members of staff do

not use the details of the behaviour policy rigorously and this leads to unacceptable standards of behaviour on a few occasions.

37. The school has satisfactory procedures for monitoring and promoting good attendance, and these will be easier to undertake when an electronic system is introduced in September.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents have positive views of the school. The effective partnership which the school fosters with parents has improved since the last inspection. 96 per cent of parents feel comfortable about approaching the school with concerns, and almost as many consider that the school works closely with them. Parents make a good contribution to the work of the school by helping in class, providing transport for pupils to out-of-school events, accompanying visits and assisting with practical projects around the site. They also support the completion of homework and ensure that their child arrives punctually for school.
39. The school provides parents with good information overall. Individual reports are clear and helpful, with good information about what pupils know and can do in each subject. Statements about progress are implicit and these could be made clearer for parents. Subject entries sometimes include the next point for improvement. Personal development is reported well. Reports meet statutory requirements.
40. Good curriculum information is given to parents through a half-termly newsletter, and general information is also well shared. There is a helpful 'Starting School' booklet and the prospectus provides good and appropriate information. The home-school diary is a valuable channel for communication. It includes the pupils' individual targets for literacy and numeracy, details of homework and messages between school and home. The diaries are used effectively. The school also makes effective use of open meetings and questionnaires to involve parents in new initiatives and in review of its present provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership and management of the headteacher and senior management team are good. The key issue of unsatisfactory teaching raised at the time of the last report has been remedied in Years 6 and 7. The quality of teaching is now more uniform across the key stages. Subject leadership has improved and more responsibility is delegated to effective co-ordinators. The incorporation of the Qualification and Curriculum Authority's guidance has resulted in draft schemes of work and policies in all subjects. Recent investment in a computer suite and investment in staff training is contributing to improved standards in information and communication technology. Resource and accommodation issues for Year 7 in science and design and technology have been partially addressed by providing specialist teaching at the local high school. The issues associated with provision for art in Year 7 remain unresolved. Standards in end of key stage national tests have started to improve and inspection evidence confirms this trend in lessons and over time. The senior management team and governors have played a significant part in the improvement process. The school's aims and values are reflected well in its work. The spiritual, moral, social and cultural elements of the curriculum are strengths that pervade school life and have contributed to noticeable improvements in pupil behaviour and attitudes. The governing body has a good balance of experience and expertise and works well as a unit to fulfil its statutory obligations.
42. The headteacher provides a clear sense of educational direction. She has effectively managed change and school improvement since her appointment. A distinctive feature of the school is the promotion of a Christian ethos within a caring community where the aim is to support individuals to realise their full potential. Communication is

good and all staff are aware of their responsibilities with respect to raising standards. The school has been particularly successful in developing the role of teachers so that all staff contribute to the annual development planning cycle. The school development plan is of good quality incorporating long- and short-term targets; it is an effective outline for development with a clear structure. The detailed annual targets are fully costed with success criteria and monitoring roles identified. The recently completed improvements to the school building, with the development of the information and communication technology suite and refurbishment of the hall and cloakrooms, have enhanced provision. Involvement in two major projects is the basis for developing the school as a community. 'The Fit to Succeed Project' and 'The Inclusion Project' are designed to promote pupil understanding of personal, social and moral issues whilst encouraging academic achievement. The senior management team, which includes the deputy headteacher and senior staff, support the headteacher well. Teaching staff, including learning support assistants, know the pupils well and are conscientious and hard working. Four experienced and able administrators provide good support for the management team and governors, particularly with respect to finance.

43. Governors are actively involved in school life and the headteacher and senior management team ensure that they have a good understanding of curriculum issues and the challenges of raising standards. Members have undertaken local education authority training to improve their effectiveness. There is a good committee structure enabling governors to make good use of their skills particularly in finance, premises and health and safety. Governors have a good understanding of the strengths and weaknesses of the school and, for example, have been proactive in improving the fabric of the building and school site. Good communication and effective working relationships and procedures have resulted in a developing partnership between the governors, headteacher and the majority of staff. Teachers are invited to report at governor's meetings to explain developments in their subjects and areas of responsibility. Both governors and co-ordinators contribute to the formation of the first draft of the school development plan. The governors' contribution to shaping the direction of the school is currently satisfactory but their strategic awareness and involvement is continuously improving. The governing body agrees both the school's budget and development plan. The group has a good understanding of the local community and is increasingly judging school progress against national test data and making comparisons with similar schools. Governors have received training in managing the performance of the headteacher. Most governors are attached to a class and participate in school functions.
44. The school identifies as its highest educational priority the improvement of systems for self-evaluation. The monitoring, evaluation and development of teaching are good. The headteacher has monitored planning and teaching of all staff in literacy, numeracy and one non-core subject. Local education advisers have monitored teaching in Years 6 and 7 and reported on numeracy. Local education consultants have monitored the literacy hour. All co-ordinators are allocated time to monitor their subject and resources. This has enabled monitoring of planning and scrutiny of pupil work samples. Some co-ordinators have observed teaching but the headteacher rightly recognises that training is now needed so that subject leaders are more effective. In-service training has focused on teaching the numeracy and literacy strategies with some support through demonstration lessons. Two days of training have concerned teaching and learning styles as a basis for extending the range of strategies used in classrooms and their effectiveness. Particular consideration has been given to the underachievement of boys in Key Stage 2. A good performance appraisal system is in place for teaching staff and this links well to a recently established school performance management policy of good quality. The agreed targets set for all teaching staff contribute to individual staff development and to school improvement priorities. Monitoring of teaching contributions made by learning

support assistants is carried out although there are plans to formalise these arrangements. Lunchtime supervisors have a clear action plan with targets for improvement.

45. The provision for special educational needs is given a high priority in the school as reflected in the budget allocation for learning support assistants. Learning support assistants are well trained and effectively deployed to optimise their contribution throughout the school day. Priority has been rightly given to targeting their support to activities involving literacy and numeracy support where these pupils make good progress. The specific grants are used effectively to ensure provision is of good quality. The governor with responsibility for special educational needs works closely with the experienced and effective special needs co-ordinator and ensures that the full governing body is appraised of developments. The work done to effectively support those pupils with statements has made a major contribution to their progress.
46. Financial planning and the strategic use of resources are good and are linked well to educational development. Initiatives are prioritised and linked to school development planning. Very good use is made of the local education authority's financial expertise to ensure school development planning is secure. The school aims to run a balanced budget; last year a small surplus of 4.8 per cent resulted from additional funding which became available during the financial year. There is a clear process of consultation with staff and governors. Budget monitoring by the headteacher, administrator and the governors' finance committee is secure. The experienced administrative staff provide good support ensuring the smooth day-to-day running of the school. The school's use of technology is satisfactory. All budget details are computerised and a computerised assessment program has been purchased for which staff await training. This will enable faster tracking of all pupils as individuals and therefore simplify and refine the monitoring of progress and setting of pupil targets. Administrative staff plan to make increasing use of electronic mail facilities. Good use is made of technology to write individual education plans (IEP's), annual reports and by teachers to develop their information and communication technology skills. Funds for specific purposes are allocated very well against well-defined objectives. They are spent effectively and are supporting pupil inclusion and teaching in literacy, numeracy and information and communication technology in particular. The school's application of the principles of best value is good; governors and the headteacher understand and apply these principles well using the expertise, advice and resources of the local education authority and the Diocese when making decisions. The most recent auditor's report concluded that systems were sound and well administered. The major recommendations within the report have been implemented. The school budget strategy is to invest in staffing to enable staff release and training, particularly of co-ordinators, and to protect the school structure of classes and support provision as the basis for raising standards.
47. Overall, the staffing of the school is satisfactory. Teaching staff have appropriate qualifications and experience to teach the subjects of the National Curriculum, religious education and the children in the Foundation Stage. There is a satisfactory match of staff qualifications and experience. The quality of subject leadership is improving as the role of the co-ordinator has been developed. Subject leaders have a clearer understanding of expectations and are now producing annual action plans, reviewing policies and schemes of work and submitting resource bids for the school development plan. As yet, not all subject policy documents acknowledge the presence and needs of Year 7 pupils. There are good numbers of support staff who are deployed effectively to support pupils, including those with special educational needs, particularly in the development of literacy and numeracy skills and to facilitate inclusion. The school has satisfactory induction procedures for new staff and is a satisfactory placement for teachers in training, although the school lacks written policies for these aspects its work. In the short time since the last inspection, the

headteacher has made a number of new appointments and invested time in teambuilding. As a result, the school's shared commitment to improvement and capacity to succeed in raising pupils' standards of achievement is good.

48. Accommodation is unsatisfactory overall. Although the building and grounds are well maintained and recently improved, for example by refurbishment of the hall and with the addition of the computer suite, there are two major deficiencies. The first is provision for the youngest children in the Foundation Stage who lack a separate playground with suitable large play equipment. The second is the provision for Year 7 pupils. Although the school has addressed issues in science and design and technology identified in the previous inspection report by using specialist teaching and accommodation at the local high school, the provision for art remains unsatisfactory. Furthermore, insufficient attention has been given to the pupils' needs in Year 7 as maturing adolescents and in providing opportunities for them to take responsibility and a leadership role within the school community. Learning resources are appropriate overall. There are a satisfactory number of computers, an appropriate selection of books and a suitable range of resources for physical education. Classrooms are enhanced by attractive, carefully planned displays. The buildings and grounds are clean and tidy and the governors and caretaker carry out regular health and safety checks.
49. This is a school that has demonstrated very good improvement since the last inspection working very hard to address systematically the weaknesses identified. New teachers have been appointed, which has stabilised staffing and improved the quality of teaching in Key Stage 2 and Year 7 in particular. Curriculum provision has been substantially improved in science, information and communication technology and for Year 7. Despite the significant improvements made to teaching and the curriculum, as yet, too little time has elapsed for these to be reflected fully by improvements in the standards pupils achieve in end of key stage national tests. The school has an average income per pupil and attendance is satisfactory. Taking all evidence into consideration, including pupils' attainment overall, the school now provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to improve standards further the headteacher, governors and staff should:

- **Continue to raise teachers' expectations by:**

- ensuring work is aimed at the correct level of ability for individuals;
- continuing to develop the planning for the Early Learning Goals in the Foundation Stage;
- insisting on higher standards of presentation;
- ensuring all marking helps pupils progress;
- developing more ways to allow pupils to learn independently and help them retain information.

(see particularly paragraphs 14 to 20 and 53)

And particularly in English by:

- setting challenging targets in writing and ensuring that work is marked carefully with the pupils fully involved;
- developing a more structured approach to handwriting.

(see particularly paragraphs 61 to 67)

And particularly in mathematics by:

- providing more opportunities to use and apply mathematical knowledge and skills;
- recording more fully the workings that achieve an answer;
- improving the quality of graphical representation and interpretation in Key Stages 2 and 3.

(see particularly paragraphs 68 to 76)

And in science by:

- improving the opportunities for independent enquiry;
- placing less emphasis on the use of worksheets.

(see particularly paragraphs 77 to 84)

• **Improve the quality of education in Year 7 by:**

- ensuring that all work in all subjects is aimed at the correct level for their ability and takes account of their age;
- improving the resources and accommodation for art;
- finding ways to raise the self-esteem of these pupils so that they do not feel marginalised.

(see particularly paragraphs 14 to 20, 21, 25, 35 and 85 to 91)

Minor issues

In addition to the key issues mentioned above the governors may wish to include the following minor issues in their action plan:

- The time used for physical education. *(paragraph 21 and 127)*
- Using links between various subjects of the curriculum. *(paragraph 21)*
- Preparing pupils for life in a diverse society. *(paragraph 32)*
- Continuing to develop design and technology. *(paragraph 93)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	24	37	32	2	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		302
Number of full-time pupils eligible for free school meals		30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		59

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	11
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	13
	Girls	16	16	17
	Total	26	25	30
Percentage of pupils at NC level 2 or above	School	81 (78)	78 (78)	94 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	13
	Girls	15	15	15
	Total	25	27	28
Percentage of pupils at NC level 2 or above	School	78 (78)	84 (83)	88 (93)
	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	27	23	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	13	22
	Girls	19	14	21
	Total	35	27	43
Percentage of pupils at NC level 4 or above	School	70 (69)	54 (62)	86 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	19	15	21
	Total	36	33	40
Percentage of pupils at NC level 4 or above	School	72 (76)	66 (78)	80 (85)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	2
White	245
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	11.8
Number of pupils per qualified teacher	25.5
Average class size	27.45

Education support staff: YR– Y7

Total number of education support staff	9
Total aggregate hours worked per week	168

Financial information

Financial year	2000/01
	£
Total income	639,923
Total expenditure	628,737
Expenditure per pupil	2,096
Balance brought forward from previous year	19,799
Balance carried forward to next year	30,985

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	302
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	4	0	0
My child is making good progress in school.	47	48	3	2	0
Behaviour in the school is good.	23	66	5	2	5
My child gets the right amount of work to do at home.	31	48	16	2	3
The teaching is good.	54	43	2	0	1
I am kept well informed about how my child is getting on.	42	43	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	67	29	1	3	0
The school expects my child to work hard and achieve his or her best.	47	50	2	0	2
The school works closely with parents.	34	52	11	1	2
The school is well led and managed.	43	53	2	2	1
The school is helping my child become mature and responsible.	47	46	3	2	2
The school provides an interesting range of activities outside lessons.	15	39	22	9	16

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Children in the Foundation Stage in the reception and reception/Year 1 class enjoy a wide and practical curriculum. It is planned appropriately to meet the particular needs of children of this age and provision is good.
52. There is a good range of induction procedures that includes some home visits and very good liaison with the pre-school providers. Children enter the school, in the year they are five, at the start of the autumn and spring terms. At first, this is on a part-time basis and children quickly settle to school life. All children have had pre-school experience at either a play group or nursery. Assessment when children enter the school shows that nearly half the children have ability that is below average. The profile of children on entry to the school is lower than during the last inspection. Although attainment on entry varies, there are particular weaknesses in literacy and numeracy and personal and social skills. Children make satisfactory progress. By the time they enter Year 1, children reach the required goals in knowledge and understanding and physical development. In communication, language and literacy, mathematical development and in personal, social and emotional development, they are close to but still below average.
53. Teaching in the reception and reception/Year 1 class is good overall and varies from satisfactory to very good. Teachers plan a good range of purposeful, practical activities and these are well related to the skills that the teachers want the children to develop. Whilst the delivery of the curriculum is closely planned against the Early Learning Goals, it is not yet sufficiently focused on the 'stepping stones' in the Early Learning Goals and the performance of individuals cannot be fully assessed against them. Teachers work hard to hold children's attention and generally establish a purposeful working atmosphere that helps children develop their confidence and independence. Because of the low social skills of children, this is sometimes not achieved. The learning support assistants work very closely with the teachers and enjoy very good working relationships. The good level of support which they give makes a significant impact on the children's progress. The teachers and adult helpers constantly encourage the children to speak and build up their vocabulary by asking good questions and role-modelling good, clear speech. Relationships are good and there is a high level of courtesy shown to the children by the teachers and the learning support assistants.

Personal, social and emotional development

54. Children make satisfactory progress in personal, social and emotional development and by the time they leave the reception class, they are just below the Early Learning Goal. Although benefiting from the good provision and good teaching in these classes, a significant number, particularly the youngest ones, are immature and not completely ready to learn. Not all children sit quietly and behave well. At times, a significant number have to be reminded not to call out and also to listen carefully to one another. Children are frequently encouraged by all adults to work and play together in pairs and small groups. For example, in the role-play area of the 'Vet's Surgery', where children become 'hurt animals' and the 'vet' tends to their injuries. The provision of interesting, practical and relevant activities means that children are enthusiastic about this aspect and mostly join in well. The weakness on some occasions is that children sometimes

become over-excited and noisy and do not listen to instructions. This was observed, for example, in a physical education lesson in the hall. All adults provide very good role models for the children, always treating them with warmth, care, respect and courtesy. This results in good levels of trust and helps the children to develop good social skills. The teaching is good in this area and helps to promote confidence and independence. Very close liaison between the teachers and their classroom support ensures that there is continuity in provision and the same good support is given to children at all times.

Communication, language and literacy

55. Most children will attain the early goals in communication, language and literacy, but overall, standards are close to but below those required by the time they are ready to enter the class for six-year-olds. This is because there are a significant number of lower attaining children who still lack confidence in speaking clearly and audibly and have a limited vocabulary. They have yet to develop the ability to hear and say initial and final sounds and they are not ready to start to read or write independently. However, all children write their own names correctly and higher and average attaining children write words which can be read. Most children write sequential stories and some use capital letters and full stops correctly. They enjoy listening to stories and all handle books with appropriate care. Books are taken home regularly and there is a particularly good system of communication with parents through the home/school books and the reading diary. This regular homework makes a significant contribution to their progress. Elements of the literacy framework are used well in the reception class. The older reception children in the reception/Year 1 class cope well with the full literacy session, which is carefully adapted to include suitable practical tasks.
56. Teachers encourage children to think of themselves as readers and writers, whatever their stages of development. For example, they share 'Big Books' such as Hairy MacClary and supplies of paper, pens and crayons are readily available in the writing area or role-play area. The teaching in this area of learning is good.

Mathematical development

57. This area of learning is taught well. The children make satisfactory progress and most are just below average by the end of the reception year. Good gains have been made in mathematical understanding and mathematical words as the good number of adults present in the class support the children well in their chosen practical activities. A group of children, accompanied by an adult in an outside mathematical activity, was a good example of this. They used a minute timer to see how many objects they could throw in the hoop in one minute, counting carefully as they did so with the good support of a learning assistant. Teachers help children to see mathematics all around them and encourage children to think as mathematicians. For example, they count steps when playing 'What's the time Mr Wolf?' and link their balls of clay they are using to make clay pots to their knowledge of spheres. Higher attaining children can count to beyond 30, and count in twos and can find missing numbers in a sequence. Average attaining children count to 30, can count in twos and use the vocabulary of 'one more'. A significant number of lower attaining children are working with numbers up to ten and use a number line to add 'one more and one less'.

Knowledge and understanding of the world

58. Through good teaching, children are helped to learn about the place where they live and what has happened to them since they were born. Additionally, they learn about wider aspects of their lives linked to Christian symbols. For example, 'the cross and what it means to us'. Their knowledge of other cultures is developed by such activities as looking at a map and identifying and talking about the children's holiday destinations. Children are enabled, through practical activities, to gain awareness of other cultures through activities such as eating different foods with chopsticks. Regular access to the computer suite gives children opportunities to develop early computer skills through playing games such as at 'Number Time on the Net'. Children develop awareness of change through growing seeds and observing growth. Their sunflower seeds were a good example of this. Provision for this Early Learning Goal is good through a wide range of practical and relevant activities, and children meet learning goals in this area of development.

Physical development

59. The school is in the process of developing an outdoor play area for the Foundation Stage. The school hall and playground are consistently used and there is good development in this area of learning. The good teaching offers a wide range of activities which includes the use of wheeled vehicles for outdoor play. The teaching of physical activities in the hall provides a good environment to learn about running, jumping, throwing and catching and develops an appropriate awareness of space for themselves and others. Through a wide range of practical play activities, children experience using a range of tools, construction toys and modelling materials. It is because of the good teaching and good provision that children make good progress and reach the required standards for physical development.

Creative development

60. The teaching in this area of learning is good and at the end of the foundation year, children are at the expected level. Children paint, draw and make play dough models and clay pots. All children in the reception class were skilfully taught how to handle clay and made good attempts to make their own clay pots during the inspection. Music, in particular singing, features very strongly in the daily life of children in the classroom. They sing a wide range of songs with enjoyment. 'In the Hairy Scary Castle' was a good example where they thoroughly enjoyed singing and making the noise sounds such as 'creaking'. A very effective strategy used by teachers is to sing instructions to children. 'Lining up' is a good example of this. Role-play areas set up in the classroom have a changing focus. The present 'Vet's Surgery' in the reception class provides enjoyable opportunities to play independently.

ENGLISH

61. Standards are well below average by the end of Year 2 and below average at the end of Year 6. Pupils in Year 7 are not yet on line to achieve the average level by the end of Key Stage 3. The main reason for the below average standards by the end of Year 2 is the significant number of special educational needs pupils who have joined in the later part of the year. Pupils enter the school with below average literacy skills so achievement through the school is satisfactory. Girls perform better in national tests than boys and this is more significant at the end of Year 2. Whilst this is so nationally, there is a wider gap in their performance. Since the last inspection, attainment has fallen in writing in Year 2 but has improved throughout all areas of English in Year 6.

62. Speaking and listening skills are average at ages seven, eleven and twelve, making achievement over time good from a low base. In lessons and assemblies, there is a constant picture of attentive listening skills in Years 1 and 2. Additionally, teachers have good skills in asking questions and they work hard to extend vocabulary. Pupils are confident in answering questions during lessons, and at the end of literacy sessions, there are good examples of pupils speaking confidently to the class about their work. In a lesson concerning information writing about snails for example, pupils talked to the class about what they had been doing and the class was asked to notice and evaluate the good points. In Years 3 to 6, the last part of the literacy lesson continues to be used well for pupils to review work and read out such work as poems and descriptive writing. Teachers often ask them for clear explanations of technical words, such as a metaphor or the difference between a noun and a verb. At the age of twelve, pupils build appropriately on their speaking and listening skills and their vocabulary increases through their appraisal, for example, of a variety of written text and opportunities for drama work. They discuss the meaning of powerful writing such as 'a great canopy hanging over a grey sky', and discuss the use of metaphors and similes. Pupils with special educational needs make good progress because many of the targets they are set refer specifically to improving their spoken word and to listening more attentively. Good links are made within English and literacy to the spiritual, social and personal development of pupils through the use of discussion times and informal conversations.
63. Reading across the school is below average because of the larger than average numbers of pupils who need strong reinforcement to retain and develop their reading skills. Pupils with special educational needs receive good support and achieve well in relation to their prior attainment. In Years 1 and 2, the skills of early reading are acquired systematically through regular practice both at school and with the good support of parents who hear them read regularly at home. Pupils are taught their letter sounds thoroughly and learn to use these to recognise and sound out words. By the age of six, average pupils use both sounding out, picture cues and whole-word recognition to help them to read. They also recognise rhyming words. Higher attaining pupils know how to find the author and title of a book and retell the story, as well as expressing, in simple terms, opinions about characters. They also know the differences between fiction and non-fiction text. However, below average pupils have limited word attack skills and generally rely on a small amount of whole-word recognition. By the age of seven, average readers are confident, fluent and use some expression. They are able to use a range of strategies to break down unknown words. Higher attaining pupils are expressive with a good understanding of characterisation. They are able to refer to the text to justify an opinion. The lower attaining reader is hesitant and often does not use contextual cues to make sense of what is being read. In Years 3 to 7, about half the pupils read confidently, fluently and with expression, using punctuation well to help make sense of the text. They are able to correct mistakes. The higher attaining pupils use a range of sources when finding out information. There are an above average number of pupils who do not read with fluency and confidence. All pupils have targets for reading. Comments in reading records are generally encouraging but do not always help the pupils to know how they are progressing towards meeting these targets.
64. Writing throughout the school is below average. One of the main reasons for this is the low expectations of some teachers who have a lack of rigour in their marking. Writing has been a focus for development and a number of strategies have been put in place which are having some success. An increased focus on time for writing and a particular slot for creative writing, together with individual targets, are examples of

these. The targets are successful in that the pupils and parents know what these are, but these are not related well to the marking of work. It is therefore hard for some pupils to know how they are progressing. Handwriting does not develop systematically through the school and by the end of Year 2, there is little evidence of higher attaining pupils regularly joining their handwriting. Throughout the rest of the school, standards are variable according to the demands of particular teachers, but are overall unsatisfactory. Teachers' handwriting does not always present a good role model and is also often not consistently joined when modelling writing for the class or in marking. Presentation of the work is unsatisfactory and teachers' expectations are not high enough. Pupils write for a range of purposes which increases systematically. At seven years old, for example, they write stories and riddles in a reported style. At eleven and twelve years old, they explore texts and write about the style of authors, Jacqueline Wilson and Betsy Byers for example, or write in persuasive style to bring back tourists to Devon following the foot and mouth epidemic. Literacy is planned well across the curriculum in geography, history, science and religious education. Examples include narrative writing in geography and history and the formal recording of experiments in science. Pupils with special educational needs are supported by different writing tasks, adult support and through well-formulated and specific plans.

65. Pupils' attitudes to English are good throughout the school and there is considerable improvement since the last inspection in Years 6 and 7. They generally settle quickly to their work and are hard working and well behaved. They are enthusiastic and responsive to questions and keen to contribute to discussion, both as a whole class and with a partner, when asked to do so. In group work, there is a good level of independence where pupils do not often interrupt the teacher who is working with a focus group. Homework is used to enhance the provision within the lessons. This is suitable except in Year 7 where it is not as formal as might be expected in a secondary school. The pupils in that year echo this opinion.
66. Despite specific examples of low expectations in a minority of lessons, teaching throughout the school is good and there is some very good teaching in Years 3 to 6. Teaching has improved substantially since the last inspection and in particular at Year 6 and Year 7, where there was previously a high level of unsatisfactory teaching. The good use of the setting arrangements has helped improve the quality of provision in the subject. Planning is good throughout the school, lessons are conducted according to the National Literacy Strategy and teachers have good technical knowledge of the subject matter. The particular learning objectives for the lesson are made clear in the planning. Teachers match the tasks to the pupils' levels of need, but do not have high enough expectations of pupils' presentation, handwriting and on some occasions, the amount of work they can achieve in a given time. Management of pupils' behaviour is good. The pace of lessons is good overall, particularly in the first part of the lesson. However, in some lessons, the pace and expectations of the teacher drop during independent group work as the targets set are not high enough. A very good feature in some lessons is the good support given to pupils to reinforce their learning. For example, in a lesson for older pupils in Key Stage 2, there was strong reinforcement of different writing styles and features of 'blurb' writing on book covers, both in the oral whole-class work and additionally in independent group work in the form of written reminders. Teachers have good relationships with pupils and treat them with respect in a pleasant, happy manner, giving pupils confidence so that they know that it is 'all right to make a mistake'. Particular features of the very good teaching are the high level of challenge for all levels of ability based on very good subject knowledge. Such an example was in a lesson for nine-year-olds where pupils were examining a poem

looking for descriptive language, alliteration and different forms of punctuation whilst alerting pupils to the conventions being used in the poem.

67. Targets have been set for a number of years and these have been revised in light of better information from a range of different data. This has greatly affected the quality of provision for the subject but not yet individual attainment in writing. Assessment information is recorded and analysed by both the literacy co-ordinator and the senior staff. Satisfactory procedures are established for monitoring of teaching. The literacy co-ordinator provides satisfactory leadership and has been able to establish some successful strategies to help raise standards in writing for pupils in Years 1 and 2 This includes the assessment of pupils' work in different years which is undertaken on a regular basis. The Literacy Strategy has been fully implemented and resources have been improved. These include a wider range of reading material, the use of big books and programs for use on computers.

MATHEMATICS

68. The previous inspection found that most pupils attained the expected level at the end of Year 2 but that in Years 5, 6 and 7, standards were below average. However, the results in the national tests at the end of that year indicated that Year 2 pupils were below national expectations and at Year 6 were well below. This is an indication that pupil performance in test situations is below that achieved in lessons. In the relatively short time since the last inspection, satisfactory progress has been achieved in mathematics. Primarily, this has been achieved by staff changes that have eliminated the unsatisfactory teaching in Year 6. Overall, teaching and learning have improved throughout the school. The introduction of setting with pupils in Years 6 and 7 has contributed to the improvement as work has been more closely matched for pupils of different abilities. Inspection evidence shows that attainment is improving across the school with the introduction of the National Numeracy Strategy, which has resulted in consistency in planning, clearly structured lessons, the progressive development of mathematical language and the identification of objectives that are shared with pupils. Throughout the school, mental and oral starters and plenary sessions are used effectively. Within main activities, an increasing emphasis is given to developing pupil strategies particularly in number work. Pupils now make at least satisfactory progress in their learning throughout the school. The provisional Key Stage 1 national test results provide evidence of improved pupil attainment. There are now a higher proportion of pupils gaining Levels 2B and 2A. There has been a fall in the proportion gaining Level 3 and a higher proportion of pupils below Level 2. However, the movement of pupils to and from the school has adversely affected both of these statistics. For pupils who have been at the school continuously, results in Key Stage 1 national tests are broadly in line with national expectations. Although the work of pupils in Year 6 is improving and is currently below national expectations, the results achieved in the end of Key Stage 2 tests remain similar to that of last year, but show signs of improvement thereafter. The school sets targets for achievement at Level 4 or above by Year 6. Given the nature of the school's intake and the very low proportion of pupils achieving national standards in 1997, the targets are challenging. Overall, standards for Year 7 pupils remain well below national expectations as they were in last year's national tests although individual pupils achieve appropriately for their abilities.
69. During Years 1 and 2, pupils make satisfactory progress and learn well. By the end of Year 1, the majority have a secure understanding of adding and subtracting numbers to 20 and identify odd and even numbers. They have started to count in twos and

fives, recognise simple patterns and know the names of simple shapes. Virtually all Year 1 pupils use mathematical vocabulary, such as taller, tallest, longer or longest, accurately and are developing proficiency in using practical apparatus such as number lines. This work is consolidated throughout Year 2 and by the end of the key stage, the majority of pupils add three single digit numbers accurately, understand simple fractions, such as half and quarter, add and subtract numbers to 100 and know the two, five and ten times tables. They are beginning to use a range of strategies in number and measurement and can apply knowledge to simple word problems. About a seventh of Year 2 pupils are working at or below the level expected by pupils at the end of Year 1. Higher attaining pupils, in particular, select suitable strategies to help them with addition. They also demonstrate a good knowledge of spatial language using words such as pyramid, cone and cuboid. The majority of pupils count accurately when using practical aids. Most pupils know a range of two- and three-dimensional shapes and have practical experience of symmetry and tessellation. However, teachers give insufficient attention to correcting errors in the work of pupils of all abilities. As a result, basic errors such as $12 \div 2 = 3$ are marked as correct so that by the end of the Year 2, a significant minority of pupils continue to make numeral reversals. However, pupils achieve satisfactorily for their ability. Pupils with special educational needs make good progress because of the effective contribution made by learning support assistants to their learning.

70. Improved teaching in Key Stage 2 since the last inspection ensures that all pupils now make at least satisfactory progress in numeracy lessons. Setting in Year 6 is contributing positively to progress since pupils are benefiting from 'booster' classes and smaller group numbers. In Year 5, national 'Springboard' initiatives have resulted in smaller, flexible grouping arrangements with individual pupils targeted for an intensive programme of support. These improvements are beginning to be reflected in pupils' recorded work although the attainment in Years 3, 5 and 6 remains below expected national levels. Pupils in the Year 4 class are making good progress as a result of good teaching although minorities of boys in this class require close supervision and structured practical tasks to ensure learning is effective. By the end of Year 6, work in pupil books indicates that the majority have been introduced to objectives at the designated level in the National Numeracy Strategy and are increasing in confidence and competence when handling numbers. They can use skills to find fraction, decimal and percentage amounts of quantities. They can solve long multiplication problems and use rounding and estimation skills. Almost all pupils understand and can use simple probability language, having used the computer to construct bar and pie graphs and can apply number in measurement contexts such as with simple area and perimeter and money. About one in eight pupils work confidently with negative numbers and have the confidence to apply their skills in the context of solving word problems. They can generalise, use and explain simple formula and work with co-ordinates. However, although many pupils show an understanding of mathematical concepts and accuracy of calculation at, or above, the expected level, many will not show this when completing the National Curriculum tests. This is because they do not retain all that is learned in lessons and have difficulty in applying knowledge to problem situations under test conditions when adult encouragement is not readily available. In Year 4, standards of work are broadly in line with national expectations, especially in aspects of number. Pupils show a good understanding of identifying and using pattern relationships; for example, using doubling to find the six and twelve times table from the threes, and almost all measure accurately to the nearest centimetre. The work of lower attaining pupils displays a lack of accuracy when handling numbers above 100. In Year 3, most pupils are developing place value understanding beyond 100, and know simple fractions such as half and quarter. Less

able pupils are more confident with numbers to 100, but struggle when applying their skills to word problems and to fraction work.

71. Pupils in Key Stage 3 also benefit from the flexible setting arrangements provided for Years 6 and 7 pupils and are making satisfactory progress in line with their abilities. Overall, standards remain well below national averages.
72. Throughout Key Stages 2 and 3, presentation within pupil books is variable. Some teachers insist upon high standards but these expectations are not consistent. In all year groups, insufficient attention is given to marking. Pupils in Year 6 would benefit from a wider range of teaching and learning styles incorporating more opportunities to use and apply their skills in investigative and problem-solving situations. Currently, some pupils in the upper school give insufficient attention to recording. Work is undertaken on scrap paper and as a result, answers in their books give little indication of the strategies used or where errors have occurred. The development of a framework to tackle word problems would help pupils identify key language, work systematically and check their efforts. Although pupils have used information and communication technology to construct graphs, insufficient attention has been given to the development of interpretation skills. Pupils in the upper school use calculators for routine skills and working with larger numbers but insufficient attention has been given to developing efficient methods that promote understanding of concepts or the use of alternative strategies for checking. Year 6 pupils in the top set make satisfactory progress but need to follow the designated National Numeracy Strategy objectives for their own year rather than those for Year 7.
73. Overall, pupil attitudes to mathematics are satisfactory. In Years 1 and 2, attitudes are good in the majority of classes. In one Year 2 class, pupils investigated the different multiplication and division sentences that could be developed from a known fact. Pupils work with involvement and concentration and share materials well in the majority of lessons. In a minority of Year 1 and 2 lessons, behaviour has an adverse affect on learning. Unsettled behaviour and high noise levels disrupt concentration. In years 3 to 7, it is noticeable that in a majority of lessons, teachers have to work very hard to settle and motivate pupils to maintain a satisfactory level of concentration. For example, even in the Year 6/7 top set, a minority of pupils prefer to engage in chatter, do not record their working and lack the confidence to explain their mental strategies. Throughout Key Stage 2, a significant number of pupils do not retain what has been learned over time, have difficulty in applying information they know to new situations and only sustain interest because of good teaching. The attitude of pupils with special educational needs is often good as a result of well-matched tasks. They benefit from working in small group situations with effectively deployed learning support assistants (LSAs) who have developed good relationships with individuals and have well-established routines. This enables teachers to focus on smaller numbers of pupils during main activity sessions. As a result, pupils' learning is good in Years 1 and 2 and satisfactory in Years 3 to 7. Pupils with special educational needs make good progress in mathematics; where appropriate, mathematical targets are recorded within individual education plans (IEPs). The school has started to tackle the underachievement of boys in Key Stage 2 by tracking performance, introducing national initiatives such as springboard and booster classes and modifying teaching and learning styles for target pupils. However, these improvements have not yet been in place long enough to be evaluated fully or to judge their impact on national test results.

74. In mathematics lessons, the quality of teaching is never less than satisfactory, and some is very good, for instance by one teacher in the Year 3 class and in the Year 6/7 third set. Overall, teaching is good in Years 1 to 6 and satisfactory in Year 7. The good quality teaching in lessons helps to ensure pupils make at least satisfactory progress and is often associated with good relationships. The best teaching reflects good subject knowledge, clear explanations and good questioning. In the best lessons, different tasks are provided for pupils of different abilities and the pace of lessons is enhanced by the use of precise time targets and effective monitoring of work in progress. However, not all teachers have sufficiently high expectations for presentation and pace of working, nor is work in all sets and classes sufficiently well differentiated for the range of pupil abilities. Teachers have implemented the National Numeracy Strategy effectively and although the impact is not yet reflected in the overall standards achieved in national tests, achievement and learning are improving throughout the school. Teachers ensure that less able pupils have opportunities to contribute to whole- class sessions. In mental and oral starters and plenary sessions, teachers' emphasis on mathematical vocabulary is effective. Although there are occasions when teachers help pupils use their numeracy skills in other subjects, such as geography, information and communication technology and science, the cross-curricular links to the National Numeracy Strategy need to be identified and planned in greater detail. Overall, marking is unsatisfactory. Work is primarily ticked for accuracy and in Key Stage 2, there are too many instances of unmarked work and of incorrect work being ticked. Examples occur in number, shape and data handling. Furthermore, incorrect pupil spelling of key mathematical vocabulary often remains uncorrected. The best practice of evaluative marking, with clear guidance to improve work that exists in a minority of classes, needs to be applied with consistency and extended school-wide.
75. All pupils follow a curriculum based on the National Numeracy Strategy. Teachers plan for lessons well and make an effort to ensure that most pupils are fully involved in the introductory whole-class session and plenary. This benefits their social and personal development and allows shy or insecure pupils to become fully involved. A range of suitable assessment procedures has been introduced throughout the school. Optional and end-of-year national tests are analysed to assess pupil progress and identify targets and teaching priorities for each year group. There are plans to introduce a computerised assessment program that will enable efficient tracking of individuals and improve information about achievement and attainment. The majority of ongoing teacher assessment results in a summative profile of pupil achievement. The best practice incorporates an assessment of understanding of objectives taught and a date thus exemplifying progress over time. Mathematics makes a good contribution to pupils' personal development. In particular, pupils have opportunities to co-operate, work in pairs and share equipment. Regular mathematics homework makes a good contribution to pupil progress as does the home/school diary which serves as an effective means of communication, particularly for sharing pupil targets.
76. The leadership of the subject by the co-ordinator is good. She recognises the need to continue to improve teaching and learning as the basis for raising standards achieved in national tests. Whole-school in-service training has received high priority as a basis for effective teaching of the National Numeracy Strategy. She has produced a new draft policy for mathematics, taken demonstration lessons for staff, monitored planning and scrutinised a sample of pupils' work. An annual subject audit is completed as the basis for writing the mathematics action plan. Local education authority advisers, the headteacher and the co-ordinator have undertaken observation of teaching. The local education authority has contributed effectively to the evaluation

process and to the identification of targets to improve the quality of teaching and learning in mathematics. The new policy for mathematics will need to include Key Stage 3 work and acknowledge the needs of Year 7 pupils.

SCIENCE

77. Provision for science throughout the school now fully meets the requirements of the National Curriculum. There is improved provision for pupils in Year 7 through a weekly visit to the local secondary school where they have the opportunity to work in the science laboratory. This successfully addresses a key issue from the previous inspection. Girls perform better in tests than the boys and constitute the bigger proportion of higher attainers. Some pupils with special educational needs are supported well in the classroom although the targets set are usually concerned with behaviour rather than specific scientific improvement.

78. Teacher assessments for the current year show that 90 per cent of pupils achieve the expected Level 2 but none the higher Level 3. The low results for this year are mainly due to a significant influx of low attaining pupils just prior to the assessments. The school's results compare favourably with national statistics at Level 2 but unfavourably with those for Level 3, so overall comparisons with schools are likely to be unfavourable again this year. The results from teacher assessment show that there is no difference in attainments in the different elements of the science curriculum. Pupils currently in Year 2 know that pushes and pulls are types of forces and can cause movement. Pupils in Year 1 are making steady progress and learn about characteristics of animals and how these can be used to sort and classify them. They achieve this through the use of Venn diagrams and give reasons for their decisions, for example that some animals live underground.
79. Pupils in Year 6 carry out investigations with care but have limited opportunities for deciding on their own methods for testing and for recording their results. Pupils with lower ability have difficulty in expressing their ideas in a written form although teachers try to develop these aspects by providing different worksheets or extra support. Pupils have a good knowledge of the human body and the functions of some of the major organs such as the heart. They know about the conditions needed for healthy growth in plants and that photosynthesis is the process whereby food is made. Pupils make steady progress through the key stage, their attitudes to their lessons in science, combined with the school's commitment to improvement, are having a positive effect on helping to raise standards and help the pupils achieve as well as they are able. Pupils in Year 3 learn about the importance of healthy eating and keeping their teeth in good condition. They learn the names of the different kinds of teeth and how they are suited to a specific function in eating. Work on the human body is developed in Year 4 where the pupils are learning about moving and growing and also about the functions of the skeleton. Their investigations involve measuring different external features of the body and comparing these with other pupils in the class. This kind of investigation is particularly helpful in developing scientific investigations but opportunities to identify trends and patterns in the data are not fully utilised. The science in Year 5 has enabled pupils to study light and the effect of solid objects in producing shadows. They know about micro-organisms and have conducted experiments to show how yeast is affected by different conditions, for example the temperature of the water in the culture and the amount of nutrient given. Their investigations include how solids can be made to dissolve more quickly in water by changing the temperature of the water or by stirring. Here again, the investigations are very much prescribed and do not allow the pupils to identify and plan their own ways of approaching and attempting to solve a problem. The lack of opportunities to pursue independent lines of enquiry and the over emphasis on worksheets to guide and record the results is inhibiting pupils' development in this important area of science.
80. Pupils in Year 7 visit the secondary school for one of their science lessons which is then followed up by work in their own classroom. The opportunities to work in a science laboratory are good and represent an improvement on previous years but progress is still limited by the inability of the school to provide facilities and equipment necessary for the subject. The pupils are learning about cell structure and know that cells in the body differ according to their function and are organised into tissues and organs. They use simple microscopes to examine life cycles, for example the frog, and have learned about reproduction and the development of the foetus in humans. This is providing good support for the school's programme for sex education.

81. Overall, the teaching of science in the school is good with the quality of lessons ranging from excellent to satisfactory. No unsatisfactory teaching of science was observed during the inspection. Lessons are well planned and resources carefully prepared in order to support the intended learning. Teachers ensure that learning shows progression and that lessons successfully build on previous work. All teachers have a secure grasp of the subject and use scientific language appropriately. They use questions to probe pupils' understanding but these are not always used effectively and restrict answers to a straight yes or no. The very best lessons are well paced and pupils are given opportunities to apply their investigational skills and to discuss their findings. The teacher then builds on this and provides the subject knowledge to support their work. Questions are used which cause pupils to think about their science and to apply their skills in different contexts, for example when examining teeth and suggesting possible reasons why they are different. Where teaching is less successful, the pupils' observations are not focused and they are not shown how to improve their observational drawings. In many lessons, the science activity is very directed and there are insufficient opportunities for pupils to pose their own questions or to follow independent lines of enquiry.
82. All pupils respond well to their science lessons and enjoy their work. They listen carefully to their teachers and answer questions with confidence. They behave well and co-operate willingly, treating equipment with care. Younger pupils showed genuine excitement at the prospect of doing science and worked particularly well at their sorting activities and their tooth investigations. Pupils in Year 7 respond positively to the provision being made by the school but a small minority of boys do not behave well, are immature and do not maintain interest in the lesson.
83. The school makes good use of a commercially produced scheme to support its science programme. There is a good balance between the different areas of the National Curriculum but, at the moment, insufficient attention is paid to the need to develop the skills necessary to carry out investigations independently. The school makes good provision for the development of knowledge and places a high level of emphasis on the importance of safety in science. The links between science and other areas of the curriculum are evident but not always utilised fully, for example when graph work is not interpreted and when vehicles made in design and technology are not tested for performance. The school does not yet make sufficient use of the school grounds to support its programme in science.
84. The school's co-ordinator for science is an experienced teacher who provides good leadership. She provides support for other teachers and has a clear idea of how the subject should be developed. This has been based on analysis of assessment data and from teachers' own records. There are sufficient resources to support the subject, these are readily available and are of good quality. Science makes a sound contribution to the pupils' social development through opportunities to work together and to their moral development through opportunities to discuss the effects of smoking and drugs on the unborn child.

ART AND DESIGN

85. The school's provision for art is good and covers all requirements of the National Curriculum. The school also benefits from a number of teachers who are well qualified in art. The quality of provision, supported by teacher expertise, is having a very positive impact on standards in the school. All pupils enjoy their work in art, they are taught well and, as a result, are achieving high standards. The quality of art in the

school is such that many examples were recently exhibited in a local gallery. The quality of work has been maintained since the last inspection.

86. Attainment in art overall is above that expected nationally. A full assessment of standards at the end of Year 6 could not be made because of the lack of evidence of all the three-dimensional work. Attainment of pupils in Year 7 is in line with those expected nationally. The use of sketch books is encouraged through the school and many pupils make very good use of these opportunities. Pupils in Year 2 use a variety of techniques well, particularly in their use of crayon, for instance to produce effects inspired by Van Gogh's work. Their work in the environment includes observational drawing and the production of a collage using natural materials found around the school, such as feathers and leaves. The design element of the subject is enhanced by experiences in clay where their candle holders are fired, painted and then varnished. Pupils within the key stage make very good progress and those in Year 1 use their sketch books well and produce some very pleasing drawings of objects in and around the school. Observational work is enhanced by opportunities to study common fruits and to record them using a variety of techniques such as sketching and painting.
87. Good progress is maintained in Years 3 to 6 so that attainment by pupils in Year 6 is good and above that expected for pupils of this age. They use paint very effectively in landscapes and use their sketch books to explore colour and shade, with some work very reminiscent of that by Turner. Their work with fabrics includes resist and batik and the opportunities to make observations of the natural world enable them to achieve good standards in drawing. There is evidence of work in three dimensions using quick-setting materials to produce sculptures. Pupils enjoy their work and make good progress through the key stage. Pupils in Year 3 explore paint to achieve skin tones which they then use in their portraits and also use pastel effectively to create pictures of Medusa from Greek mythology. Pupils in Year 5 are building on work undertaken at a local residential centre to create a tapestry using a range of fabrics and sewing techniques. Pupils in Year 4 also benefit from working with them on this project. Links with history are used well and pupils in Year 5 use polystyrene tiles for printing images of characters from Greek stories and those in Year 4 make Pandora's boxes in pottery. Some work is linked well to information and communication technology through the use of art programs on the computer. This is a rapidly developing area as teachers become more confident in using the suite.
88. Pupils in Year 7 make satisfactory progress overall during the year. They incorporate photographs into their work, mix paint and have good brush techniques. Their progress is inhibited by a lack of facilities and opportunities to work on larger projects.
89. The quality of teaching seen ranged from excellent to unsatisfactory but overall, the quality of teaching in art is of a high standard. All teachers have a firm grasp of the subject and plan their lessons well. In the best lessons, there are clear strategies to build on previous learning and to use pupils' experiences in new situations and pupils with special educational needs are supported well. Teachers provide a good level of support to pupils while they work and use their own expertise to demonstrate techniques. Where lessons were not as effective as they could be, the behaviour of a small minority of pupils is insufficiently checked and allowed to disrupt the lesson. In the one unsatisfactory lesson, class control was ineffective and pupils disrupted the learning of others in the class.

90. All pupils enjoy their work in art and the majority behave well in lessons. They have very good attitudes to their work and use materials effectively. Pupils work well together and enjoy the opportunities to comment and make constructive criticisms of the work of others in the class. They respond well to challenges and show that they can apply their ideas and techniques in a range of different contexts. A small number of pupils in Year 7 were badly behaved in one lesson and displayed a very poor attitude to their work. This was the only incident of inappropriate behaviour seen in art during the whole inspection and was linked to poor behaviour management by the teacher.
91. The school has a policy of 'shadow' co-ordination which utilises the expertise of more than one teacher in the various subject areas. The co-ordinator for art is an experienced and well-qualified teacher who is 'shadowed' by the deputy and ably supported by other teachers in the school. The programme for art is based around a commercially produced scheme of work which the school has adapted for its own use. This is excellent practice and shows that the whole programme has been carefully thought out to ensure that pupils make progress in a variety of areas within the subject. Teachers make very good use of other artists, for example Van Gogh, for work on creating effects, and Giacometti for sculpture but, as yet, there is limited use of the work of artists from different cultures. There is a good range of resources and the school makes good use of the kiln to fire pupils' work in clay. The whole programme for art is good but currently there is no way of assessing success and, in particular, no portfolio of evidence to show the range of experiences and to track pupils' development. The subject makes a good contribution to pupils' social development through opportunities to co-operate and share ideas, and a sound contribution to their cultural development through history and consideration of some famous artists.

DESIGN AND TECHNOLOGY

92. The school's provision for design and technology has improved since the last inspection. Provision is made for pupils in Year 7 at the local secondary school and this addresses a key issue from the last inspection.
93. Attainment for pupils at the end of Years 2 and 6 is good but unsatisfactory for pupils in Year 7. This is mainly because the school cannot provide the opportunities or facilities to continue the work done in the secondary school. Their one lesson per week is isolated from the rest of the curriculum and provision, although improved from the previous inspection, does not enable them to make sufficient progress and reach the standards normally expected of pupils at a similar stage.
94. Pupils in Year 2, at the end of Key Stage 1, use their skills well to design and make a vehicle. They apply their knowledge of wheels and axles and use joining techniques to good effect. They are also beginning to evaluate their work and to consider possible ways of making improvements. Pupils within the key stage are making good progress. They make a detailed examination of playground apparatus and design then make their own from a variety of materials including construction kits. The work on puppets has enabled them to use their design skills to good effect and also to identify the tools and materials needed for the project.
95. Good progress is maintained during Key Stage 2, particularly for those pupils in Years 3 and 4, and will be further enhanced when the new equipment for control is fully incorporated into the programme for design and technology. Pupils in Year 6 use their

skills well in designing and making a hat and writing detailed instructions which will enable others to replicate their work. They use their knowledge of forces and levers from science to design and make toys and cards often based on images from well known nursery rhymes such as the cow jumping over the moon. Progress through the key stage is good and provision made by the school enables pupils to develop their designing and making skills well. Pupils in Year 3 make moving monsters, applying their knowledge of air pressure and those in Years 4 and 5, applying their knowledge of levers in their work on pictures which have moving parts. A particularly good example is seen in the way the movement of a boat on a lake is simulated through the good use of levers and split pins. Other Year 4 pupils have designed and made containers for money and have extended their designing skills to the production of paper patterns to use when cutting the fabrics used.

96. Progress for pupils in Year 7 is inhibited by the lack of facilities within the school. Provision is made at the local secondary school but the weekly lesson is not meeting their needs and, as a result, their attainment is below that normally expected of pupils of this age.
97. During the inspection, no lessons were seen in design and technology so no comment can be made about the standard of teaching. Evidence is taken from a scrutiny of work in classrooms, corridors and in pupils' folders. Scrutiny of work in displays and in folders shows that pupils put effort into their work and apply themselves fully to their tasks. Planning for the subject is based on a commercially produced scheme which has been recently introduced into the school. This is beginning to have an impact within the school which, combined with the improved provision for control and a clear identification of development in skills, will continue to improve the overall standards in the subject.
98. The experienced co-ordinator has improved provision for design and technology. There is an adequate level of resources to support the subject, these are kept in classrooms or in trolleys specifically designed for the purpose. The subject makes a sound contribution to the pupils' social development through opportunities to work together and to share ideas.

GEOGRAPHY

99. Pupils' attainment in both key stages is below that expected nationally. Pupils in Year 7 are not on line to reach the expectations by the end of Key Stage 3. Very few lessons were seen during the inspection but from the scrutiny of pupils' work, planning and discussions with pupils and teachers, it is clear that from a very low knowledge base when pupils enter the school, progress in learning is sound. By the end of Year 2, pupils have a good idea about the use of maps and how these are used to represent land use. They can talk about how they have drawn out diagrams to show their own area and in simple terms, how other areas might be different. They have some understanding about how other different parts of the country would be different. In this key stage, a number of pupils do not understand the relevance of collecting data and using the information to develop a theory. This would be the level that might be expected of seven-year-olds.
100. By the end of Year 6, the pupils have improved their knowledge about a range of different geographical aspects. From their study of other countries, they can build up a hypothesis about why land is used as it is. They can talk about the different climates

around the world but do not have a depth of knowledge about how this affects lifestyles. Consequently, they do not use the knowledge they have sufficiently well.

101. Pupils progress suitably because overall the teaching is sound. Where the best teaching takes place, questioning is used as a way of challenging the thinking of the pupils. In one lesson in Year 3, the teacher was comparing different jobs around the school and at home. The objective was to devise a chart or graph of the results. By clever questioning, the teacher gave pupils the opportunity to think about the answers that they had found. Interestingly, most pupils found this exercise difficult because they are more used to being given the information without having to discover it themselves. Planning does not always give sufficient detail for pupils to develop their own independence in learning by using the skill or knowledge that they have.
102. Teachers plan and deliver well the basic skills of the subject. There is a good balance between themes, topics and developing geographical skills such as mapping. These are linked well to literacy. Pupils often have to write out their explanations and synthesise information, especially in Key Stage 2. There are not such good links to numeracy. There are very few examples of high quality use of statistics in any class. Much of the graphwork is low level and is just a table of results. This does little to develop better understanding. Learning support assistants are used well including those supporting pupils with special educational needs who are experiencing difficulties. The pace of lessons is generally kept high and a suitable amount of work is completed in each lesson. This is demonstrated by the work seen in books over the last year. Teachers mark work conscientiously. This ranges from good to satisfactory. In the best cases, it sets targets for improvement and is based on checking geographical knowledge. Where it is only satisfactory, it is because it is not subject-specific and relies on correcting spellings or grammar.
103. The experienced co-ordinator has a very good grasp of the strengths and weaknesses of the subject. This is based on a thorough analysis of pupils' work, planning and with detailed discussions with pupils. The development plan for the subject has been formulated from the findings. It correctly tries to address the need for questioning to be more searching and lays out ways in which this can be done. Thorough and specific mention is given within the planning to opportunities to develop the spiritual and cultural elements of different people. The subject has moved forward well since the last inspection although it has always had a high priority. It is now providing a more balanced part of the curriculum. Resources for the subject are adequate and are to be enhanced by the purchase of more computer-based software. At present, more needs to be done to involve information and communication technology within the subject.

HISTORY

104. Attainment at the end of Year 2 and Years 6 and 7 is below that expected nationally which is a similar finding to the last inspection. Younger pupils have a good understanding of time and can place certain events in order. However, this is very much limited to their own experience. In one Year 2 class, the pupils were unable to look at old photographs and put them in chronological order. The clues in the pictures did not trigger their own understanding about styles of clothes, methods of transport or the scenery. As a consequence, when one special educational needs pupil described a picture as old because there was a steam train in it, despite the fact it also contained a modern car, the others did not dispute this. Older pupils have improved their knowledge but still find difficulty in using the information that they already know. In

discussion with one group of Year 6 pupils, they could not explain why it might take a long time to travel between different parts of the country in times gone by or explain how or why their own area developed. They have some better knowledge of some events in history.

105. Pupils make suitable progress in their learning, including those with special educational needs, because the teachers provide them with many opportunities to take the same piece of information and present it in different ways. Consequently, the difficulties in retaining information are helped by constant reinforcement. However, this means that not all aspects of the subject are covered in depth and the pupils are not given enough opportunity to develop their understanding through investigation and experimentation. Teachers try to give pupils a chance to undertake practical study and collect information through town studies, first-hand experience of artefacts and through visits. All these experiences provide the pupils with the motivation to want to find out more. A number of pupils say history is their favourite subject. In this way, it is clear that they are motivated, interested and challenged by what is on offer. In the small number of lessons seen, the pupils worked well together, they worked hard and concentrated on the task in hand. Where discussion was going on, it revolved around the task. Pupils are willing to help one another and want to please the teacher. However, pupils do not acquire understanding quickly and are not always sure how well they have achieved the objective set by the teacher. This is because it is not given in a child-friendly way and is often taken straight from the national guidelines which are written in an adult way.
106. The experienced co-ordinator has undertaken a thorough analysis of the subject and has already shared this information with the staff. This is beginning to have an impact in raising standards. Computers are used for research on the Internet and for word-processing. This still needs more development as not all the possibilities are realised. Literacy objectives are used to develop work within history lessons and this is having a positive effect on raising the standards in English.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

107. Attainment at the end of Year 2 is in line with that expected nationally. It is below that expected by the end of Year 6. Pupils in Year 7 are also not yet on line to achieve the nationally expected level at the end of Key Stage 3. However, the recent rapid development of provision for the subject linked to the higher level of confidence in teaching means that pupils are now making sound progress throughout the school. At the time of the last inspection, standards were not high enough but the school has addressed the key issue from that time well. Pupils with special educational needs are supported well as in one Year 7 class where a boy was taken for a short period to 'cool down' after he became disruptive.
108. By the end of Year 2, pupils are able to open and save their work on computers. They are able to use the printers and have some understanding about the use of computers to word process, research and investigate. Pupils' language skills are not high, consequently, keyboard skills are limited and this inhibits them from working at a fast rate. They understand the value of linking pictures and text as might be expected from pupils of their age and have undertaken a varied range of tasks that incorporate these skills.
109. By the end of Year 6, pupils' learning has moved on. They have some confidence in using different programs, they can combine text and graphics and can use simple

calculation in spreadsheet programs. However, they are not yet able to build up a range of formulae to develop research work in subjects such as geography and science. Over time, pupils have not had sufficient opportunity on computers to realise how valuable the skills are. As a result, they are tentative in using the computers and need too much direction from the teacher. In discussion with pupils it is clear that they have found the rapid improvement in the subject of value and talk with excitement about how much better the lessons are. Pupils in Year 7 have varied levels of ability but overall, it is below that expected nationally. The more able pupils were seen making up simple instructions to guide motorised models. They quickly understood how to make it move slowly and in different directions. Approximately half the pupils in this year group found difficulty using the program and did not understand how or why they were able to control movement.

110. Pupils enjoy their lessons in the new computer suite. They show interest and are highly motivated to work hard. When working in small groups, they interact well and talk about the task that they are undertaking. Teaching overall is sound. Planning for individual lessons is based firmly on the newly adopted national guidelines and this now ensures that there is full coverage of all strands of the subject. New experiences build on those that have already been learnt and the school is now more confident about linking work in ICT to that in other subjects. As teachers' subject knowledge improves, so the co-ordinator is using their expertise to purchase new software. As yet, the quantity of software is still not sufficient. Over the last year, the basic skills of computing are much better addressed. Teachers are aware of the need to teach particular parts of the curriculum and these are incorporated into the planning. Teachers' expectations about what can be achieved are sound. They know that there is a need to balance both knowledge and skills so the tasks they give pupils reflect this.
111. In general, pupils are managed well. Teachers try hard to excite interest in the first instance by linking the work to what pupils have experienced. The pupils respond to the challenges they are set and are keen to continue with their work even when the lesson is finishing. Another example of this is the use of a popular computer club during lunchtime. The school has started to develop a good school magazine from this work. The computer suite is timetabled for all classes and this ensures that all pupils now get a full entitlement to the subject. Work in classrooms is less secure. Some pupils do not use computers other than in the suite and, especially in Years 3 to 7, this does not help in understanding how the subject is a core skill for other subjects. The school is aware of this shortfall and the co-ordinator is now seeking to address it. In classes where there are more difficult pupils, learning assistants are used well. They intervene quickly to divert possible behavioural issues that sometimes entail withdrawing the pupil for a short 'time-out' session. This allows the rest of the class to get on uninterrupted and on one occasion, the pupil was far more responsive on his return.
112. The co-ordinator has a good view about how to develop the subject and is aided by a capable technician who ensures that the hardware is kept running. This team has developed the opportunities within the subject and has led the development of the new suite. Its completion has had a very positive impact on improving the learning opportunities within the school. Resources for the subject are now adequate and are of good quality

MODERN FOREIGN LANGUAGES

113. Provision is made for pupils in Year 7 to receive tuition in French for two lessons each week. The teacher is a specialist in French. The attainment of pupils currently in Year 7 is below the standard expected and they are not on line to reach the nationally average by the end of Key Stage 3. Pupils do respond to questions and name familiar objects within the classroom and beyond, for example pencils and pets, but they speak in single words and in phrases when naming the days of the week and identifying yesterday and tomorrow. Their pronunciation is usually accurate but they rarely speak in complete sentences which is at a level that might be expected.
114. Only one lesson was seen during the inspection. The teaching of French is good. The teacher is a specialist in the language and provides a good model of spoken French for the pupils. He emphasises the importance of accurate speech and encourages good listening skills. Pupils respond well and the majority answer clearly and use the language effectively. The lesson is well planned and the activities undertaken clearly support the intended learning.
115. The majority of pupils have a good attitude to the subject and work well together to develop their abilities to speak French. They complete the tasks set and enjoy the activities organised for them. Pupils co-operate well but they are not yet sufficiently confident in their use of French and their discussions are mainly conducted in English. The provision of French is enhanced by opportunities to practise their language skills during a visit to France.
116. The provision of French as a modern foreign language makes a sound contribution to the pupils' social development through opportunities to work together, and to their cultural development through the visit to France.

MUSIC

117. Standards in music by the end of Key Stage 1 and Key Stage 2 are at the expected level and pupils' achievements, including those of special educational needs, are good. It was not possible to make a judgement about standards at the end of Year 7.
118. The quality of pupils' singing throughout the school is a particular strength. The high quality of singing, particularly in two parts, makes a substantial contribution towards the good reflective and spiritual atmosphere in school assemblies. The school has been very successful in teaching Years 6 and 7 a number of two-part songs and these have been taught to the rest of the school with the good support of these year groups.
119. Two lessons were observed at Key Stage 1. In these lessons, younger pupils showed that they could maintain a steady beat effectively, whilst seven-year-old pupils made appropriate responses to instructions to go faster or slower, or increase/decrease the volume of their playing. The quality of singing at Key Stage 1 is also above average. It is clear and tuneful and sung with enjoyment and enthusiasm. At Key Stage 2, only one lesson was observed at Year 6. In this lesson, pupils were exploring rhythm patterns in small and large groups. Pupils are competent in adapting and using a variety of tuned and untuned instruments to fit the purpose of the task. They were creating a musical background for an advertisement and were successfully working together to create a suitable, short musical performance. During singing activities, above average levels were reached, particularly in two-part singing.
120. The quality of teaching varies from satisfactory to very good at Key Stage 1 and overall it is good. At Key Stage 2, in one lesson seen, it is excellent. The features of

the very good teaching at Key Stage 1 are the very good choice of activities which challenge pupils and the adaptation of the lesson, when pupils were assessed by the teacher as having difficulties. Bertie Bee, (a puppet), was being passed around a circle so that the timing of passing was identifying the basic beat. The teacher slowed the passing of the puppet in order that all pupils could be successful more easily, resulting in very good learning taking place. The strong classroom management included very effective methods of ensuring that pupils handled instruments carefully. 'Close your eyes and see if we can hear you put it in the box', was very effective. The excellent teaching at Key Stage 2 is characterised by a quiet, friendly and firm approach to strong classroom management which enables an ambitious and challenging lesson to run smoothly and successfully. The teacher worked with the main group, developing and exploring rhythm patterns, whilst an independent group created a short musical response to a car advertisement. Because of the high expectation and strong class management of the teacher, both groups made excellent gains in their learning.

121. Pupils have high enthusiasm for musical activities and participate with enjoyment and interest. They treat the good range of musical instruments with care and have strong awareness of each other's performance. For example, when singing in two parts, they have a very good regard for the singing of their own group. When working in small groups to compose music, they are trustworthy and collaborate well with each other. Opportunities for developing their awareness of social and moral issues are well developed.
122. The music co-ordinator is new to the post and is already providing good leadership. A well thought out policy has been written, which includes strong guidance for using music across the curriculum and for taking account of different traditions and cultures. Additionally, a good programme of monitoring of coverage and teaching has been undertaken. This has resulted in a costed action plan which includes in-service training for teachers. Music has established itself as having a high priority in the school, with a good number of extra-curricular musical opportunities. The pupils involved in the 'Taiko' drumming were a good example of this, having spent considerable time enthusiastically training for a performance. Overall, the co-ordinator is successful in opening up opportunities for music for all pupils.

PHYSICAL EDUCATION

123. The previous inspection judged that pupils' attainment was well below average at the end of Key Stage 2 in games although all pupils were able to swim. At that time, progress was poor in Year 6, but judged to be good in the rest of Key Stage 2. The quality of teaching overall was sound. No lessons were observed in Key Stage 1 or in Year 7.
124. Since the last inspection, there has been satisfactory improvement in the subject. The school provides a broad and varied curriculum, including swimming in Year 3 with additional lessons in Year 6 for those who need further instruction to meet national expectations. Dance, gymnastics, athletics and the development of games skills and tactics contribute to the programme. During this inspection, one lesson was observed in Key Stage 1 and four in Key Stage 2. No lessons were observed in Year 7. Standards were judged to be at least satisfactory in all five lessons with attainment in line with national expectations for those at the end of the key stages. Teaching was good overall in Key Stage 2 and satisfactory in Key Stage 1. Very good teaching was evident in two lessons; one for athletics with Year 5 and an indoor fitness skills

session with Year 6. Primarily, the improvements to teaching are associated with elimination of unsatisfactory teaching and thoroughly planned lessons characterised by good warm- up and cool-down sessions. Teacher explanations and demonstrations are clear with content selected to motivate and challenge pupils. The school is very effective in raising pupils' awareness of the benefits of exercise and healthy lifestyles by promoting positive attitudes to physical education through participation in a national and local education authority 'Fit to Succeed' initiative. Teachers emphasise the importance of health and safety during lessons, although on some occasions, this does not extend to ensuring pupils remove watches, or have taped ear rings that are being worn. A minority of teachers are inappropriately dressed for physical education lessons.

125. Pupils in the Year 2 class make satisfactory progress in outdoor games. They are taught to control, bounce and hit small balls with a racket. Co-ordination skills such as walking whilst balancing and bouncing a ball are practised individually before progression to partner and small-sided games activities. Pupils demonstrate good ball control, hitting and fielding and catching skills when working collaboratively. They work hard to improve performance but need more direct coaching, for example to improve

body position, the timing of strokes and fielding skills. Pupils with special educational needs make good progress because of close monitoring by the teacher and the variety of activities used to stimulate their interest and involvement.

126. Pupils in a Year 5 class made very good progress in an outdoor games lesson to improve running skills. This was because of the teacher's very good subject knowledge and his effective pupil management that contributed to a brisk pace. The warm-up and cool-down sessions were structured well. A good variety of activities were planned with opportunities for pupils to observe partners and suggest ways to improve performance in sprints and over longer relay events requiring stamina. The teacher demonstrated good questioning skills and his subject knowledge ensured coaching was effective in identifying the key contributors to improving individual performance. Throughout the lesson, he maintained a good overview, used praise judiciously and ensured all pupils stayed on task and worked at good pace. In a dance lesson, the same class worked with a different teacher and made satisfactory progress, chiefly because pupil self-discipline was less secure and the teacher was required to provide very clear targets to help pupils develop and refine their movements in time to the music. Although the dance teacher possessed very good subject knowledge and had high expectations for behaviour, pupils were less confident in applying their own movement and expressions to the music than when following teacher demonstrations. A weakness was that although pupils watched partners perform, no evaluation was discussed in the lesson. In the two Year 6 fitness skills sessions, differences in pupil progress were a reflection of teacher expectations, subject knowledge and pupil attitudes and response. In the very good lesson, a brisk pace was maintained throughout and the teacher demonstrated and coached to refine pupil skills. In the other class, the pace was uneven and pupils who were resting were less motivated to evaluate the performance of peers. A distinctive feature of the best lessons was that pupils were rarely inactive, and very good use was made of the time available. Learning is never less than satisfactory and as a result of some very good teaching in Years 5 and 6, it is very good in some classes.
127. Pupils enjoy physical education. In the majority of lessons, attitudes and behaviour are good. Pupils are keen and they listen to the teacher, whether in the hall or outside. The subject makes a good contribution to pupils' personal development when opportunities are provided for evaluation of performance, to co-operate with others and to work as part of a team. Pupils with special educational needs make good progress in both key stages. This is a result of teacher expectations and good management strategies. Inspectors agree with parents that the physical education provision offered to pupils in the middle years of Key Stage 2 is not as strong as in other year groups.
128. The co-ordinator provides good subject leadership and there is a clear programme of physical education throughout the school. He recognises that recent curriculum developments, including the adoption of the Qualifications and Curriculum Authority's guidelines, require the programme to be reviewed to ensure that the timing of units maximises opportunities for continuity and progression in skill development. Furthermore, there are plans to revise the subject policy document to reflect current developments. These revisions should include reference to Year 7. An outline of a common assessment format has been drafted, however, priority needs to be given involving pupils in ways that increase their awareness of improvements made in performance, skills and tactics. There are plans for the co-ordinator to take demonstration lessons throughout the school during next year. Provision needs to be made for him to observe lessons formally to gain a clear view of standards in all classes, especially at the end of both key stages and in Year 7. Resources are satisfactory; the co-ordinator manages a small, delegated, annual budget to maintain

this level of provision. He is seeking school accreditation to obtain the 'active mark' from Sport England.