

INSPECTION REPORT

LANGTREE COMMUNITY SCHOOL AND NURSERY UNIT

Langtree Torrington

LEA area: Devon

Unique reference number: 113160

Headteacher: Mrs R Marshall

Acting headteacher: Helen Mellody

Reporting inspector: Dr T Simpson
10428

Dates of inspection: 14th to 16th January 2002

Inspection number: 220263

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Langtree
Torrington
Devon

Postcode: EX38 8NF

Telephone number: 01805 601354

Fax number: 01805 601354

Appropriate authority: The governing body

Name of chair of governors: Mrs Patricia Soby

Date of previous inspection: January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10428	Dr T Simpson	Registered inspector	Science Art and design History Music Religious education Equal opportunities Special educational needs	The school's results and pupils' achievements How well is the school led and managed?
19639	Ms G Anderson	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21904	Mrs D Gale	Team inspector	English Geography The Foundation Stage	How good are the curricular and other opportunities offered to pupils?
24891	Mrs J Johnson	Team inspector	Mathematics Design and technology Information and communication technology Physical education	How well are pupils taught? How well does the school care for its pupils?

The inspection contractor was:

Serco QAA Ltd
Herringston Barn
Herringston
Dorchester
DT2 9PU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Langtree is a small primary school in North Devon serving a number of surrounding villages. Several pupils also come by choice from the nearby town of Torrington. The social background of the intake is mixed. There are 100 pupils on roll, including 29 who are in nursery or reception classes. This latter group is described as being in the Foundation Stage. There is approximately the same number of boys as girls on roll. There are no pupils from ethnic minority backgrounds or who speak English as an additional language. The percentage of pupils with special educational needs is near the national average, but the percentage with statements of special educational need is well above average. The percentage of pupils who are entitled to free school meals is low. Attainment on entry is wide ranging, but overall is at the expected level.

HOW GOOD THE SCHOOL IS

This is now an effective school. Standards in English are improving and standards in reading are now at the national average. The achievement of most pupils is at least satisfactory. Teaching overall is good or better in most lessons. Pupils are well supported by staff, have very positive attitudes and behave well. Provision for spiritual, moral and social development is good. The acting headteacher and staff have a strong corporate vision for taking the school further forward and the capacity to do this. In the relatively short time since the last inspection the school has made good overall improvement. Despite its high costs, it provides satisfactory value for money.

What the school does well

- Teaching is at least good in most lessons, which is contributing to improving standards, and staff throughout the school have a shared commitment to improvement.
- The school is well managed and its developmental priorities are highly relevant.
- Pupils have very positive attitudes and enjoy coming to school. As a result most are keen to learn and relationships are very good.
- The school is very popular with parents who are provided with good quality information.
- The school's provision for pupils' personal development is good.
- Provision for pupils with special educational needs is good and as a result most make good progress. All pupils are well cared for.

What could be improved

- Standards in science are below average by the end of Year 6 and not improving at a fast enough rate.
- Current provision for physical education does not meet statutory requirements.
- Provision for design and technology does not meet statutory requirements.
- Standards in writing are still not high enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 2000, when it was judged to have serious weaknesses mainly related to provision for English and information and communication technology. As the result of a concerted effort by the management and staff there has been good improvement in the relatively short period since, and most of the key issues then raised have been addressed. The teaching of literacy is now good and the National Literacy Strategy is fully in place. Statutory requirements for information and communication technology are now met and this is already impacting positively in the standards being reached. Pupils' behaviour is better than previously reported. Overall planning is better and the provision

for pupils' social development has improved. Assessment strategies and the school's partnership with parents have improved significantly. Management is better, with good monitoring systems now in place. There are some areas that the school has not yet had time to address. Standards in science are still not good enough and the school's provision for design and technology is still unsatisfactory. There are still some imbalances in curricular provision. However, in view of the improvements made since the time of the last inspection, it is the judgement of this inspection that the school no longer suffers from serious weaknesses.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	D	E
mathematics	D	C	E	E
Science	E	E	E	E*

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

The asterisk means that the school's performance is in the lowest 5 per cent of similar schools nationally. For various reasons these results are misleading and disguise the improvements the school is making – particularly in English. For example, there were only ten pupils in the group that sat the tests in 2001. Of these, two had advanced special educational needs and only four had been pupils at the school since Year 2. The two pupils with the special educational needs entered the school during Year 6. The current Year 6 includes two pupils with statements of special educational need. The percentage of pupils who reached the expected Level 4 in the tests was actually slightly above the national average in English and the school's target was met. The small number of pupils in each year also affects the results in mathematics. In 2001, for example, the school failed to meet its target because of a single pupil failing to reach Level 4, while in the previous year, results were at the national average. The finding of the inspection is that current overall standards in English, including literacy, have to be judged as still below average at the end of both Year 2 and Year 6. This is because of weaknesses in writing that have still not been fully resolved. Standards in reading and speaking and listening, however, are average in both years. Standards in mathematics are currently average at the end of Year 2 but below average at the end of Year 6. Standards in science are also average at Year 2 but below average at Year 6. When improvements in individual pupils' performance between Year 2 and Year 6 are analysed, most individual pupils - including those with special educational needs - achieve at least satisfactorily. However, girls achieve better than boys overall. The trend in results over the past few years has been below the national trend, but this is now being rectified. Standards in most of the other subjects where it was possible to make a judgement are at the expected level and standards in music are above this. Most children in the Foundation Stage reach expected levels in all areas by the time they reach Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils are enthusiastic about the school.
Behaviour, in and out of classrooms	Good – the pupils are aware of the school's expectations of them.

Personal development and relationships	Good – pupils respond well to opportunities to take responsibility and relate very well to adults and to one another.
Attendance	This has been unsatisfactory in the past, but is currently satisfactory.

In most lessons, pupils are attentive and keen to learn. They have a good level of respect for the views and feelings of others. The very good relationships are supported by the culture of the school and by the staff as positive role models. During the last reporting year, attendance was unsatisfactory due to an isolated incident but it is currently in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The overall quality of teaching is good and this is having a positive effect on pupils' learning. Although satisfactory overall at the Foundation Stage, there are good features to the teaching in the nursery. English and mathematics (including literacy and numeracy) are both taught well and this is impacting successfully on rising standards in both subjects. There are strengths in the teaching of music and no specific weaknesses in the teaching of the remaining subjects. A feature of the good and very good teaching at the school is a high level of expectation of both standards and behaviour. This has a positive effect on the rates of pupils' learning. Conversely, in a small number of lessons, work is not matched accurately enough to the needs of different pupils, which adversely affects their motivation. Another strength of the teaching at the school is the very good pupil management. This results in good behaviour and very good relationships in nearly all lessons. Teachers employ a very good variety of methods to motivate pupils and enhance the pace of their learning. Overall, the quality of teaching at the school meets the needs of the pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad curriculum is provided – but the provision for design and technology and physical education is unsatisfactory.
Provision for pupils with special educational needs	Good – these pupils are well catered for by teaching and support staff and as a result most make good progress. This is an inclusive school and pupils with special educational needs access all areas of school life.
Provision for pupils with English as an additional language	Not applicable
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall – provision for pupils' spiritual, moral and social development is good, that for their cultural development is satisfactory.
How well the school cares for its pupils	Systems for assessing pupils' attainment are good overall. All pupils are well cared for by staff and as a result feel happy and confident in school.

The school works well with parents and virtually all are satisfied with the provision it makes for their children. Child protection arrangements are satisfactory. However, there are insufficient formal procedures in place. Provision for design and technology does not meet statutory requirements. The school is not in a position to deliver the full physical education curriculum, but this situation is about to be remedied with access to a new village hall. There is a satisfactory range of extra curricular activities for pupils and a number of out of school visits and visitors to the school support learning and enrich the overall curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall management at the school is good. The acting headteacher and staff have a strong vision for raising standards further and the commitment and capacity to achieve this. The co-ordination of numeracy, information and communication technology and religious education is effective and that of literacy very effective. The co-ordination of several of the other subjects is largely nominal.
How well the governors fulfil their responsibilities	The governing body is very well informed and supportive. It monitors the work of the school effectively and fulfils most of its statutory responsibilities well. The main exception is that it has failed to ensure the full provision of the National Curriculum for design and technology.
The school's evaluation of its performance	Good – the school has successfully evaluated its strengths and weaknesses and taken appropriate action.
The strategic use of resources	Good – resources are used efficiently and the budget is constructed in response to the school's needs.

Resources are sufficient overall. There are strengths in resources for music and in the provision of books, but weaknesses in those available to support physical education. The accommodation is satisfactory overall, except for the soon to be remedied inadequacy of accommodation for physical education. The school is well staffed. It has carried out some analysis of its cost effectiveness and makes purchases in relation to the best value it can get.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or a problem. • Their children like the school. • The school is well led and managed. • The teaching is good. • The school works closely with parents. 	<ul style="list-style-type: none"> • There is not a great enough range of activities outside lessons.

The team agreed with the positive comments. It judged the range of activities outside lessons to be satisfactory for a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Deficiencies in English were major contributory factors to the school being judged to have serious weaknesses at the time of the last inspection. The school has since worked hard to overcome these. It has analysed data, established systems for tracking the progress of individual pupils, set targets and established booster classes. It has addressed gender issues by establishing appropriate role models and choosing texts with care. The result is that standards are improving as well as could be expected in view of the high proportion of pupils with advanced special educational needs in several year groups. The number of pupils with special educational needs and differences in aptitude between pupils in different year groups is also a significant factor in the standards being reached in mathematics. For example, one pupil out of a group of 10 who fails to reach a particular test level equates to 10 per cent, while the presence of two pupils with advanced special needs equates to 20 per cent. For 80 per cent of the pupils to reach Level 4 or above in the 2001 English tests of pupils at the end of Year 6 in these circumstances must be satisfactory at the very least and a suitable reward for the efforts made by the school. Overall standards in mathematics are only slightly below the national average when taken over time. However, mainly due to the fact that the school has been focusing on the other two subjects, standards in science have not improved as much and are not as good as they should be.
2. The last inspection judged standards in information and communication technology to be below average at Years 2 and 6, and this was another contributory factor to the school being judged to have serious weaknesses. It was the judgement of this inspection that standards in this subject are now at the expected level at the end of Year 2 and the end of Year 6 – an improvement on the findings of the last inspection. However, the evidence available indicates an appropriate improvement in the standards being reached, with most pupils reaching expected levels in the strands that were seen. Standards in religious education are at the expected levels at the end of Years 2 and 6. In most of the other subjects, the expected levels are being reached. Standards are above the national expectation in music which is taught by a specialist throughout the school. There was not enough evidence to judge standards in design and technology or physical education at either Year 2 or Year 6 or in geography at the end of Year 6. Overall standards are broadly as reported at the time of the last inspection with the exception of English – particularly reading – and music, where they are higher.
3. Children enter the school with a wide range of abilities, but overall these are around the expected levels. A crude interpretation of statutory assessment results would impinge adversely on a judgement on overall achievement. To compare overall results between entry and exit and between the end of Year 2 and the end of Year 6 would be totally inappropriate. This is partly because of the special educational needs factor which has already been discussed, and partly because of the movement of pupils in and out of the school. For example, only four out of the ten pupils who sat the 2001 tests at the end of Year 6 were pupils at the school when they sat the Year 2 tests. The two pupils with advanced special educational needs in the group entered the school during the course of their final year in primary schooling. When the progress of individual pupils from Year 2 tests to their results in the Year 6 tests is analysed, this indicates that most achieve satisfactorily and that some achieve well. Assessment information indicates that girls achieve better than boys. This school has appropriately taken professional advice on this problem and has put in place a number of strategies to ameliorate it. No significant evidence of gender differences was noted during the inspection. Children in the Foundation Stage achieve satisfactorily and reach expected levels in all areas of learning by the time they enter Year 1. Most pupils with special education needs achieve well in relation to their prior attainment as a result of the good quality support they receive.
4. Within English, standards in speaking and listening are average at the end of both Year 2 and Year 6. Most pupils in Year 2 speak in clear sentences and use a range of appropriate vocabulary in discussions with their teachers and each other. Pupils in Year 6 listen with sustained

concentration to their teachers and many show an ability to listen and respond thoughtfully to each other's views during group discussions. Standards in reading are also in line with the national average at the end of both Year 2 and Year 6. Higher attaining Year 2 pupils read unfamiliar text easily and with good expression. Average attaining pupils use a range of appropriate strategies to decipher unfamiliar words, while lower attaining pupils still have a basic sight vocabulary and use their knowledge of letter sounds to support their reading. By Year 6, the pupils have firm opinions on the books they read and discuss characterisation well. Standards in writing, however, are still below the national average at the end of Year 2 and the end of Year 6. In Year 2 the majority of pupils write in simplistic terms and there is scope for further improvement in their spelling. In Years 3 and 4, pupils show an improving ability to organise their writing and to develop ideas imaginatively. In Years 5 and 6, pupils know how to adapt their style of writing to suit different purposes. However, they do not apply their knowledge of grammar and punctuation to their work and their handwriting is variable in quality.

5. Most Year 2 pupils have an appropriate knowledge of the language of mathematics and have an understanding of a range of mathematical concepts and processes – such as simple fractions and two- and three-dimensional shapes. Year 6 pupils have a wide range of relevant mathematical skills, but some are not fully confident with some, such as equivalent fractions. Year 2 pupils construct simple circuits and realise that different parts of flowers have specific functions. Year 3 and 4 pupils are aware of the need for fair testing in a scientific investigation, while Year 5 and 6 pupils successfully investigate reflecting beams of light. The scientific vocabulary of some of the older pupils is not well developed and they are unclear about some key concepts related to a scientific investigation. However, standards in science in Years 3 and 4 are currently as expected for pupils of that age – which bodes well for the future.

Pupils' attitudes, values and personal development

6. Pupils' attitudes, values and personal development have improved since the last inspection. The very good attitudes they bring to school have a positive impact on their learning. They demonstrate a high level of enthusiasm, interest and involvement in their activities. Although test results show that boys do not achieve as well as girls, nevertheless they are just as enthusiastic about school. In science in Years 3 and 4, pupils are keen to contribute their ideas and are very highly focussed on their tasks. In a mathematics lesson in Years 5 and 6, however, when the pace slowed a significant number of pupils became bored. In a history lesson for Years 1 and 2, pupils were very interested in the topic, very attentive during discussion, and whilst keen to contribute, were also very willing to listen carefully to their teacher and to one another. They focussed very well on follow up tasks, and worked well together with a good level of concentration.
7. Pupils have maintained good levels of behaviour since the last inspection and it has improved at lunchtimes due to improved supervision and play equipment. In an art lesson in Years 1 and 2 a very calm quiet atmosphere was engendered which contributed to pupils' creativity. There is little oppressive behaviour as any is handled well by the school, and because of the very good relationships in the school. There are no exclusions. Personal development and relationships are good, partly because pupils have a good understanding on the impact of their actions on others. The organisation of 'family groups' of pupils is very successful, with older pupils looking out for younger pupils, helping them to sort out their problems, listening to each other and respecting their ideas. Their respect for the feelings, values and beliefs of others is good as the school addresses difficult issues like bereavement sensitively and openly, developing the compassion and understanding of all. Very good relationships are supported by the culture of the school and staff as role models. The initiative and responsibility of pupils is good and they respond well to opportunities. In an English lesson in Years 5 and 6 all pupils showed responsibility and positive attitudes and the teacher was able to leave the room to work with a group of pupils, and those remaining maintained quiet concentration.
8. During the last reporting year unauthorised absence was well above the national average making attendance unsatisfactory. However, this was due to an isolated incident and attendance is currently in line with the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

9. The overall quality of teaching and learning at the school is good, and the standard has been maintained since the last inspection. During the current inspection, teaching was judged to be satisfactory or better in all lessons, no unsatisfactory lessons being observed. It was good or better in seven out of ten lessons and very good in well over two out of ten. The majority of lessons were good or very good, with little difference between Years 1 and 2 and Years 3 to 6. In the Foundation Stage teaching is satisfactory overall, with some good features in teaching in the nursery. There are strengths in the teaching of music, which is taken by a part time music specialist and is consistently of a very good standard. There are no particular weaknesses in other subject areas – although there was insufficient evidence to judge teaching in design and technology, geography or physical education. The school makes good use of the expertise of class teachers and in Years 3 to 6 all pupils are taken by specialist teachers for religious education and physical education.
10. Teachers' knowledge and understanding is good overall. It has improved in Years 3 to 6 since the last inspection. This is particularly evident in literacy and numeracy lessons, where the national strategies are well established. Teachers were well prepared and no lack of knowledge of subject matter was evident in the lessons observed. In an effective Years 3 and 4 history lesson, for example, the teacher's good subject knowledge about primary and secondary sources enabled the pupils to extend their learning about the Egyptians and develop their skills of inquiry. Planning is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers identify appropriate objectives in lesson plans and in the most effective lessons these are communicated clearly to the pupils. In a Years 3 and 4 mathematics lesson, for example, the objectives for the lesson were written on the board and discussed with the pupils at the start of the session. The individual needs of the pupils are generally planned for and addressed well. In literacy and numeracy this includes appropriate work for the range of abilities within a class. This can include individual work for one pupil, as in a Years 1 and 2 literacy lesson based on adjectives and opposites. In science, information and communication technology and the other areas of the curriculum, however, planning does not always use pupil assessment in the provision of appropriate work for the full range of pupils in a class.
11. A feature of the good and very good teaching is the high level of expectation. This has a positive effect on the learning process and the rate of acquisition of knowledge by the pupils. It was evident in many of the lessons observed during the inspection across the subject range. In the small percentage of lessons where expectations were inappropriate for the attainment level of some of the pupils, the pupils struggled to complete the task and eventually their motivation decreased. High expectations of pupils' behaviour are also evident in lessons and overall teachers' management of pupils is very good. This enables teachers to plan for pupils to work together in pairs or small groups and know that these sessions will be constructive. A good example of this was a Years 5 and 6 literacy lesson based on legends, which contained a good mix of whole class discussion and paired work. Relationships within the classroom are very good and consequently pupils behave well and respond positively in lessons. Pupils are given clear guidelines and are reminded quietly and firmly if they deviate from the norm. Teachers use praise appropriately and their enjoyment and pleasure in the pupils' achievements are evident.
12. Teachers work hard to motivate and involve pupils in their work, employing a very good variety of methods and different tasks within each lesson in order to do so. In a Years 3 and 4 personal, social and health education lesson, for example, the teacher devised a series of short role plays to help the pupils to understand the difference between an aggressive, an assertive and a passive way of responding to a particular situation. This enabled the pupils to work out similar responses to other situations and to discuss which they felt was the most effective. Pupils in Years 1 and 2 are animated by the use of a series of puppets and soft toys used by their teacher in their mathematics lessons. Teachers' questioning of pupils is always at least sound and often better than this. However, sometimes questions are 'closed', not opening up the range of answers possible in mixed ability classes. Teachers use homework satisfactorily in the support of learning. A Years 5 and 6 science lesson, based on how we see things, began with the pupils reporting back on their individual investigations of animals' eyes, a task completed for homework.

13. Pupils with special educational needs are well supported and planning has due regard for their needs. Well informed and enthusiastic support staff greatly enhance their learning and inclusion and contribute well to the good achievement that most are making.

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

14. Although the school has initiated many improvements since the previous inspection, the curriculum overall has still to be judged as unsatisfactory because although it is broad, the statutory requirements for design and technology are not fully met. The time pupils spend in school is in line with recommendations and this previous weakness has been rectified. However, the organisation of the school day means that there is a lack of balance and time between subjects, so that time allocated to the various National Curriculum areas is inconsistent, particularly in Years 3 to 6. For example, insufficient time is allocated to design and technology for the curriculum to be covered at an appropriate depth. No impact on standards in any other subjects was noted during the inspection. Due to the school's organisation of staff, the timetabling of literacy and numeracy continues, on some days, to be unsatisfactory in Years 1 and 2. There are also pockets of time which are not sufficiently planned to ensure maximum learning opportunities. For example, there is a timetabled session which includes numeracy assessment, 'choosing' and cooking. The school is unable to deliver the full National Curriculum for physical education as it does not have the accommodation. However, this situation is about to be remedied with the availability of a nearly completed and adjacent village hall.
15. There are policies for most subjects, but not for history, geography and design and technology. There was no evidence during the inspection that this has significantly impacted on standards in geography or history. However, the school is aware of the need to develop these policies. The previous inspection identified the lack of schemes of work for the foundation subjects as a weakness. The government's exemplar schemes of work are now used to guide planning. By basing many subjects on these exemplar schemes, and modifying the units, the school has ensured that the appropriate coverage of skills and knowledge in most subjects are maintained, and that they also reflect the needs of the pupils and the school. The school plans a cycle of topics for science, history and geography to ensure that the mixed age classes receive full coverage. However, the weakness in design and technology which was a minor issue of the previous inspection has not yet been sufficiently addressed. Medium term planning has been carefully developed, and this is an improvement since the previous inspection. Planning is better overall, but there is still scope for further improvement. Although improved consideration is given to the different abilities of all pupils in some subjects, for example literacy and numeracy, this is not consistent across the whole subject range.
16. The school has improved the provision for information and communication technology. This now meets requirements, although there is insufficient use of this subject across the curriculum. Overall, the provision for literacy shows good improvement. The policies for English are carefully implemented so that there is consistency in teaching and learning in the subject. The school has given careful consideration to strategies for raising standards. The strategies for teaching literacy are good, with the consequent positive impact on what individual pupils can achieve. Similarly, the strategies for teaching numeracy are good. However there is insufficient extension and use of pupils' literacy and numeracy skills across all areas of the curriculum.
17. The curriculum for the Foundation Stage is satisfactory overall, with particular strengths in the nursery curriculum. In the nursery it is well developed, broad and balanced and matched to the six areas of learning appropriate to the age group. There is a good balance between teacher-directed and child-initiated activities. Staff work together effectively as a team, planning together on a weekly basis. There is no joint planning between the nursery and the reception class. However, the curriculum for children in the reception class has improved since the previous inspection. Planning is related to the Foundation Stage curriculum, with due attention to the National Literacy Strategy and the Numeracy Strategy. It is carefully planned to prepare a smooth transition to the subjects of the National Curriculum.

18. The school has an appropriate equal opportunities policy, which is regularly reviewed and this area is satisfactory. Careful consideration is given as to how issues of inclusion can be addressed, and in this the school is successful, particularly socially. All pupils have appropriate access, including to activities outside the school day. Boys and girls participate on an equal footing, and the school has initiated strategies to promote the achievement of boys. The opportunities for the great majority of pupils to make good progress are enhanced by the good behaviour of the pupils throughout the school, and by the support given by learning assistants. The school is also developing ways of recognising and addressing the needs of the more able pupils. Provision for pupils with special educational needs is good and planning has due regard for their individual needs. Individual education plans are thorough, regularly reviewed and involve all relevant parties in their construction. As a result of the support they receive, most achieve well in relation to their prior attainment.
19. The provision for personal, social and health education is good. Although there is not, as yet, a formal scheme of work, the acting headteacher has attended training and ensured that the information gained has been passed to staff. In addition, an experienced classroom assistant plays a positive role in this aspect of pupils' development. A system of 'families' has contributed to the emotional well-being and the confidence of pupils. The governing body has approved an appropriate policy for sex education, and the issue of drugs and health are dealt with in aspects of the curriculum, such as science. Visitors such as the school nurse and police play a supportive role in matters of health and safety. Moral and social issues are suitably and sensitively addressed during personal and social education lessons and circle time.
20. There is a satisfactory range of extra curricular activities for pupils. The clubs organised by the school include football and netball. The range of educational visits and visitors to the school has a positive impact on pupils' learning and enhances curriculum provision. Younger pupils use the local environment to support their learning in geography and history. Dartington Glass Works, Morwhellam Quay and Coldharbour Mill are included in visits, and older pupils participate in residential visits. Pupils in Years 5 and 6 benefit from the regular teaching of German which uses a small amount of curriculum time and extends into the lunch hour.
21. Overall provision for pupils' personal – including spiritual, moral, social and cultural – development is good. This is greatly supported by the positive example set by staff at all levels. Spiritual development is well promoted through good quality assemblies, which take place daily, and religious education lessons, both occasions frequently giving pupils the opportunity to reflect on a wide range of issues. In one particularly effective assembly, for example, a 'dream space' - accompanied by music - was created through which the pupils were successfully helped to reflect on their own individuality and aspirations. In another, prayer was used to support pupils' developing understanding of challenging concepts related to an Old Testament story. There are also opportunities for reflection in other areas of the curriculum such as, for example, circle times. Pupils respond seriously to the opportunities provided for them. Provision for moral development is good. Every opportunity is taken to explore the principles of right and wrong. Again, assemblies and circle times contribute well to this. For example, issues such as 'things that we wish had not happened in the past' are confronted boldly. Other lessons are also used to support pupils' moral development. In a recent English lesson, for instance, pupils were asked to add their own verse to Tennyson's 'In Memoriam', 'ringing out' their unwanted attitudes. This produced pupil contributions such as: 'I would like to ring out all bullies and sarcasm. I would love to ring out racism and beauty contests – not to forget terrorism.' The school has an appropriate range of rewards and sanctions in place and each class agrees its own set of rules.
22. Provision for social development is also good, which is an improvement on the findings of the previous inspection. All pupils are members of a number of 'family groups' which meet regularly to discuss whole school and individual issues. Older pupils, in particular, take their membership of these groups very seriously indeed and see them as an element of their responsibility to look after younger members during, for example, lunch and break times. Pupils at the upper end of the school also have a number of duties to perform such as looking after the dinner hall and library, preparing for assemblies and getting the computer suite ready. This is an inclusive school and all

pupils – including those with special educational needs – are involved well in all its activities. An example of the latter is the weekly supported integration of a pupil from a local special school who contributes well to the positive attitudes of others in the school, as well as gaining personally from his involvement with them. All pupils are willing to celebrate the successes of others. Where appropriate – such as at times of bereavement – global and personal counselling is employed effectively. Provision for cultural development is satisfactory. Geography and religious education lessons explore the lives of people of different cultures both in this country and abroad, while circle times touch on issues such as racism when relevant. Books and displays appropriately reflect the cultural diversity of this country beyond the immediate locality. Out of school visits and visitors to the school also play a part, while music contributes strongly – with pupils not only being given the opportunity to perform and compose, but also to listen to and appraise music from other – including non European – countries. There is also some contribution from art and design but this area is currently under developed. Parents are very positive about the school's provision for the personal development of their children.

23. The school makes good use of versatile links with the community to enhance pupils' learning, and also their developing sense of citizenship. Pupils put on a performance at the Torrington Art Centre, both for parents and the public, as part of an arts festival. During the festival, artists come into the school and teach a successful workshop on making human sized puppets. Local industry is used for visits in relation to work in science and geography. The carol service each year takes place in different local churches, and the school contributes to the parish newsletter. Local organisations support the school well, and the football and netball teams are sponsored by local business. The school takes fundraising for charity seriously and has supported several charities over the year, and in particular one relevant to a family in school. Liaison with local schools is good, and is facilitated through the academic council. This has enhanced links with the secondary school through staff links and opportunity days for pupils in a diverse range of subjects. Links with two local primary schools for residential trips lead to a good foundation for friendships when pupils move on to secondary school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. Systems for assessing pupils' attainment are good overall and have improved significantly since the last inspection. The good procedures for assessing and recording children's progress in the nursery during the previous inspection, have been maintained. Children's development in all areas of learning is assessed carefully through regular observations. The recording of the results of assessment is comprehensive and gives a clear picture of what individuals have achieved. In addition, informal records are kept by the teacher in the form of a diary. Reception children are formally assessed on entry to the reception class, and the results satisfactorily used to inform planning. Assessment is then ongoing with appropriate procedures for assessing their language and numeracy development. The Home Link Book provides a useful tool for assessing and recording children's progress in reading.
25. At both Year 2 and Year 6, the results of Standard Assessment Tasks in English and mathematics are analysed appropriately. This provides the school with information that helps to decide pupils' groupings within classes, to assess the relative progress of girls and boys and different ability groups as well as providing information about strengths and weaknesses in different areas of the curriculum. In English, for example, this informed the school's decision to focus on punctuation and spelling. In mathematics, questions least well done in the Year 6 tests are used to inform teaching in the 'booster class' for the next year. However, at present this information is not shared with teachers throughout the school so that a whole school policy for improving the pupils' performance in these areas can be implemented.
26. In literacy, pupils do writing assessments each term and from these targets are set for them, although these are not always shared with the pupils as a matter of course. Reading assessment sheets are also completed each term. This year the pupils' reading diaries have been redesigned and now contain helpful information for parents so that they can be more effective in supporting their children. In mathematics, pupils are assessed on their mental arithmetic skills each year and the results of these are also analysed effectively. End of topic tests are done and pupils'

achievements related to the key objectives are assessed and recorded. The achievements of pupils with special educational needs are regularly assessed and inform reviews of their individual education plans. A computer program is used effectively to chart their progress.

27. Assessments for all the other subjects follow a similar format. Skills and topics learned by the pupils in each subject are recorded with reference to the nationally published guidelines and information is given in detail about those pupils who have not reached an appropriate level, or who have exceeded it. This is seen to be an interim position for information and communication technology. In science pupils are also assessed on their skills of scientific inquiry. Assessment information, however, is not always used enough to inform the levels of work provided for different pupils in science lessons. Each pupil has a record of achievement folder but the samples of work contained in this are not annotated with National Curriculum levels, which detracts from their usefulness. The day-to-day assessment of pupils' recorded work is good. Work is regularly marked, but the use of constructive comments to aid pupils' progress is variable in quality. Reports to parents are of good detail but they do not always give parents a clear idea of their child's attainment with respect to the national picture. Assessments in all subjects are recorded and passed on to the appropriate secondary school.
28. All pupils are well cared for; teachers know them very well, are well aware of their needs and respond to them in a positive and supportive way. This ensures that pupils feel happy and confident in school. Procedures for child protection and for ensuring pupils' welfare are satisfactory. Child protection issues are handled appropriately. However, the school could further improve formal procedures through training and the development of a formal policy. This area has not sufficiently improved since the last inspection and needs to be addressed. Health and safety procedures have improved with all staff and pupils appropriately involved ensuring that all are working in a safe environment. Inclusion issues are addressed effectively to ensure that challenging pupils get back safely into the classroom through support from trained class assistants. Induction procedures for the nursery children are good, and ensure that children are familiar with their surroundings before entering the school. To help children become familiar with the reception class an opportunity is provided for the nursery children to mix with the reception children and become familiar with the reception teacher and a different environment.
29. The monitoring of pupils' personal development, and the personal support and guidance given to them, are good. Procedures for monitoring and improving attendance are satisfactory, and supported by an appropriate policy. The educational welfare officer monitors attendance and registers termly and gives appropriate support when required. Where there is cause for concern the school monitors attendance on a daily basis and parents are involved. Most parents are good at notifying the school about absence. Procedures for monitoring and promoting behaviour are good and work well. The policy is developed with staff, and is subject to review. The involvement of pupils in discussing school rules in circle time ensures they are known and understood by them all. The development of family groupings within the school promotes good behaviour through successfully developing in pupils a good sense of responsibility for each other. Good behaviour is rewarded. Procedures for monitoring and eliminating oppressive behaviour are good, and promoted through a better understanding of each other's feelings. This is developed through teaching pupils to listen to and value each other, developing their self-respect and teaching them strategies to deal with incidents. Incidents are minimal and dealt with effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Parents see a significant improvement since the last inspection and are very positive about the school. This is reflected in the questionnaire through which all parents indicated that they felt comfortable about approaching the school, and that their children liked school. Almost all feel the school is well led and managed, that teaching is good, and that the school works closely with them. Nearly a fifth of parents think that an insufficient range of interesting activities take place outside lessons, but the inspection recognises the difficulties for a small school and considers the provision to be satisfactory. A significant minority was not clear about whether their children are given the right amount of homework. The inspection considers the provision to be satisfactory in its contribution to children's learning. There were written concerns about the number of teachers

taking the oldest class. The school is not in a position to deal with this at the present time. Questionnaires used by the school to elicit parental views, an 'open door' policy, governors and staff listening to parents and the taking of parents views into account when making decisions, like those on reports and uniform, have all contributed to the significant improvement.

31. This approach has led to good links with parents, which has enhanced the contribution they make to the learning of pupils. The quality of information provided for parents, particularly about pupils' progress, is good. Parents are happy with the annual reports, which have been modified over the last three years to take their views into account, giving specific information about their child's progress together with other relevant information. Together with information from meetings, both formal and informal, and home/school contact books, parents now feel well informed. Regular newsletters, which are also published on the school's website, keep parents up to date and well informed. The draft prospectus, which is near completion, will be attractive, informative and meet all requirements. From the time the children enter the nursery, parents are welcomed. Teachers meet with parents before the children start school, and parents are regularly informed about the curriculum and what is happening in the nursery. Parents of pupils with special educational needs are involved at all appropriate stages.
32. Parents make a good contribution to children's learning at school and at home, which is facilitated by good school liaison. Reading books, particularly for younger children, are used well as a dialogue with home. A few parents help in school and offer transport when it is required. Parents give positive support to reading and mathematics with younger children, and homework is set for older children, which contributes to the quality of their learning. The parent teacher association gives very good support to the school and has raised a substantial amount over the last two years for climbing frame equipment, and pupils valued being involved in the choice of its design. This provision has contributed to better behaviour at lunchtime. The school's increasing popularity with parents has led to a fifth of children choosing to come from outside its catchment area.

HOW WELL IS THE SCHOOL LED AND MANAGED?

33. At the time of the inspection, the substantive headteacher was not in school. An acting head has been in position since 1999, before the time of the last inspection. The acting headteacher provides effective leadership and is committed to further raising standards. Overall management at the school is good and is an improvement on the findings of the last inspection. The acting headteacher is well regarded by all parties – including the parents and staff – and has a clear view of the school's needs and a vision for its further improvement, a vision which is shared by all her colleagues. She has worked very hard to establish a comprehensive monitoring system which includes data analysis, lesson observations and scrutiny of planning. She successfully obtains pupil and parental opinions to support some of the decisions that she makes. Appropriate arrangements are in place to manage the school in her absence. The co-ordination of numeracy is effective and that of literacy very effective. The effectiveness of the co-ordination of literacy, for example, is well reflected in the rising standards in this area that were noted during the inspection. Teaching and planning are monitored by the respective co-ordinators and some pupils' work is sampled to assess standards and coverage. The co-ordination of information and communication technology is also effective. The enthusiastic and well informed co-ordinator has supported teachers in lessons, samples pupils' work and has played a significant part in the raising of standards in the subject throughout the school. The co-ordinator for religious education is also keen and well informed. She personally teaches the subject throughout the school, and so has a clear view of standards and its strengths and weaknesses. As a result of the school's need to focus on raising standards in these key subjects, however, the co-ordination of some of the other subjects is largely nominal. In particular this has had an adverse impact on science, where standards have not risen in line with other core areas.
34. The governing body is very well informed about the school's strengths and weaknesses and plays an appropriate part in monitoring its forward development. There are named governors for the core subjects, special educational needs and the Foundation Stage. All visit the school on rotation, meet the relevant co-ordinators and report back their findings. There is an effective committee structure in place which makes the work of the governing body as a whole more efficient. This

suitably includes a 'Post Ofsted Action Plan' committee which has the specific remit of monitoring the school's progress against the issues raised at the time of the last inspection. Several governors - including the chair - help in school, working alongside teachers in lessons. The governing body fulfils most of its statutory requirements well. The only exceptions are that it has failed to ensure that provision for design and technology and physical education fully meets the requirements of the National Curriculum. Management of the school's provision for special needs is good. The acting headteacher co-ordinates the provision and has a good understanding of what is required. She is involved in the construction of individual education plans and ensures that those written by other members of staff are appropriate. The governors keep themselves informed about all matters related to the provision and are appropriately involved in making relevant decisions in areas such as finance and staffing. The acting headteacher and named special educational needs governor have both attended training on the new Code of Practice, which the school is currently in the process of implementing. All statutory requirements in respect of pupils with special educational needs - including those with statements of special educational need - are fully met. The co-ordinator for the Foundation Stage is knowledgeable and provides sound leadership in the nursery. However, there is no one with a clear role for the overview of all Foundation Stage provision. Routine administration at the school is very good.

35. The school development plan is now an effective working document which is driven by the post inspection action plan. It includes a curriculum audit, time scales and the people responsible for overseeing different targets. It is fully costed and involves all relevant parties - including the governors - at different stages of its construction and monitoring. Structures for performance management are fully in place, as are procedures for supporting new staff. Appropriate arrangements for the construction and monitoring of the school budget have been established and are carried out effectively. The finance committee, for example, meets at least once a term to examine spending in detail, and local authority support is purchased to support financial administration. There was a large carry forward of funds from the last financial year to the present. This was partly related to personnel issues and partly to savings that the school was able to make in premises improvements. The school has strategies in place to ensure its cost effectiveness. All major purchases - such as the recent construction of a path and disabled access - are only made after competitive tendering. Overall the school has sound regard for the principles of best value. Local authority benchmark information is scrutinised and compared with the school's own spending. Extra money spent on supporting pupils - such as the provision of booster classes - is evaluated in terms of how effective this has been in raising standards. Appropriate use is made of extra funds provided to support staff training and special educational needs.
36. There are sufficient resources overall to support teaching and learning. There are strengths in resources available to support music and in the quality and quantity of books. However, there are weaknesses in resources for physical education. The accommodation is satisfactory overall. The hall is inadequate for physical education, but this weakness is about to be overcome as the school will have access to the facilities available in the newly constructed and adjacent village hall. Staffing is good and this is impacting well on standards. The school has raised overall standards - particularly in literacy - in the short period since the last inspection. It has addressed most of the issues then raised - including those which were deemed to be causing it to have serious weaknesses - and is now in a good position to improve even further. It is now effective and despite having above average costs provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes further:

- 1) Improve standards in science by:
 - a) Ensuring that the results of assessment are more finely reflected in planning and grouping.
 - b) Improving the co-ordination and monitoring of standards and provision.

(See paragraphs 1, 62, 63, 64 and 65.)

- 2) Ensure that the full National Curriculum for physical education is fully implemented when the new hall is completed. (See paragraphs 14 and 86.)
- 3) Ensure that the provision for design and technology fully meets statutory requirements. (See paragraphs 14, 15 and 68.)
- 4) Continue to improve standards in writing. (See paragraphs 4 and 51.)

(The current school development plan identifies aspects of science and design technology as areas for development).

In addition to these key issues there are some other less important weaknesses, which the school should consider for inclusion in the action plan. These involve weaknesses in the co-ordination of some foundation subjects, improving the quality of provision in art and design, increasing the use of information and communication technology across the curriculum, further improving formal procedures for child protection and increasing the use of pupils' literacy and numeracy skills across the curriculum, and are found in paragraphs 16, 28, 33, 65, 66, 70 and 81.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	15	8	0	0	0
Percentage	0	26	48	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	11	78
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register	1	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	1.6

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	85 (86)	77 (86)	100 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	85 (86)	77 (86)	100 (86)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	5	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	80 (50)	60 (83)	80 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	80 (83)	70 (75)	80 (83)
	National	72 (70)	74 (72)	82 (79)

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

The numbers of pupils have been omitted as there was less than ten of each gender in both year groups.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	71
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	17
Average class size	19.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	65

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	22
Total number of education support staff	1
Total aggregate hours worked per week	13
Number of pupils per FTE adult	7.3

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	248,675
Total expenditure	239,535
Expenditure per pupil	3,032
Balance brought forward from previous year	9,469
Balance carried forward to next year	18,609

Recruitment of teachers

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	1.1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	101
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	35	60	2	0	3
Behaviour in the school is good.	37	51	2	0	10
My child gets the right amount of work to do at home.	30	40	7	0	23
The teaching is good.	58	40	0	0	2
I am kept well informed about how my child is getting on.	37	56	2	0	4
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	51	40	0	0	9
The school works closely with parents.	53	44	0	0	3
The school is well led and managed.	84	14	0	0	2
The school is helping my child become mature and responsible.	51	44	0	0	5
The school provides an interesting range of activities outside lessons.	33	44	19	0	4

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

37. Children enter the nursery at the age of three, and transfer to the reception class in the September or January of the year in which they are five. At the time of the inspection, 18 children were attending the nursery for the five sessions each week. A separate reception class was created in the previous September due to a rise in numbers. There are currently 15 children in the reception class. Initial observations and entry profiles contribute to an assessment of the children's needs when they enter the nursery. More formal assessment is made as children enter the reception class. Inspection findings confirm the teachers' judgements that the attainment of children on entry to the school is average. Children show that they are able to communicate clearly, and that their listening skills are satisfactory. By the end of reception, children attain appropriate standards in the six areas of their learning for children of this age. Their achievement is satisfactory during their time in the Foundation Stage. Previous inspection findings were that attainment was satisfactory, and that personal, social and emotional development was very good. Teachers provide sound opportunities for the children's personal development, but some opportunities for spontaneous development are missed during the day-to-day routines.
38. The teaching of children in the nursery is satisfactory overall, but with some good features. The teacher and nursery nurse work together well as a team. They are warm and friendly and establish regular routines. This means that the children feel secure in their environment and settle quickly to the prepared activities. The teacher and nursery nurse plan carefully, using topics as a theme to which all areas of learning are carefully linked. A good feature of the teaching is the teaching staff's understanding of the children in their care. They are well aware of the needs and aptitudes of individuals, including those with special educational needs. Teaching is fully inclusive. The sessions are well-prepared with a good blend of directed time and independent choice. During whole class and large group sessions there is careful direction for what children should learn. This was particularly well exemplified in a well-structured music and discussion time that allowed the children to develop their language, creative and physical skills purposefully. The children enjoyed the range of learning opportunities within this. The teacher and nursery nurse provide sound teaching and learning focus on specific groups, but at times there is insufficient awareness or imaginative interaction with the majority of other children and their choice of activities. This means that occasionally children begin to lose interest in the activities, and drift without purpose around the room. Resources are used satisfactorily to support learning, and helpers provide useful support. However, there is a lack of attractive and exciting wall displays, or areas of aesthetic or specific interest which would stimulate curiosity and add a further dimension to what children are learning.
39. The teaching in the reception class is satisfactory overall. In the absence of the class teacher, the temporary teacher manages the class well at short notice. Sound opportunities are provided for children to develop skills for communication, language and literacy through effective questioning and discussion. This gains the children's interest, and ensures they focus on the task. In the good teaching of numeracy, the effective and lively strategies, the good organisation and the good supporting activities interest and motivate the children so that they make good progress in their learning. Although the sharing of a room for the reception class provides teachers with difficulty, at the time of the inspection there were few stimulating wall displays, such as colourful pictures and posters, to promote pupils' learning. Support staff are used well to guide children in group work.

Personal, social and emotional development

40. The personal, social and emotional development of the children is satisfactory overall. The majority enter the nursery with average skills in this area of learning. Teachers in the nursery ensure that they provide a climate in which pupils learn to relate to each other and adults. By the time the children leave the reception class they meet the Early Learning Goals in their personal, social and emotional development. The children in the nursery are quietly confident, and most of them work well within a group, particularly when interested. They become absorbed in what they are doing,

but frequently there is little interaction and communication with each other. Many of the children are hesitant when responding to other adults. This aspect improves well, so that by the time they reach the reception class, children are confident and talkative with all adults and other children. The teacher and nursery nurse set good examples, and ensure that children understand right from wrong. The children are generally well behaved, and they show a good degree of independence. This is encouraged by the opportunities for children to make their own choice from the range of activities prepared for them. The individual self-centredness of some nursery children also improves. In the reception class children are encouraged to take turns and share, to help with tidying up and be responsible when handling equipment. In both the nursery and the reception class, some spontaneous opportunities are missed to further extend their personal and social development. For example, some children tend to speak before asked, or interrupt the teacher and each other, without being reminded of the conventions of listening. Teachers' expectations for this area of learning are satisfactory. The personal, social and emotional needs of children with special educational needs are well-addressed, and this is a good feature of both the nursery and reception class. Useful records are kept in the nursery, and the teaching staff are fully aware of specific needs. In the reception class the temporary teacher quickly sought to build positive relationships with those children with special educational needs.

Communication, language and literacy

41. Although there is a wide range of ability, most children enter the nursery with average skills for communication, language and literacy. The teaching in this area of children's learning is satisfactory in the nursery and in the reception class. By the end of reception, children are meeting the expectations of the Early Learning Goals, and their progress is satisfactory. The children in the nursery use a range of appropriate vocabulary to describe what they are doing, and when commenting on what they learn. They listen well to stories when interested, but tend to interrupt and become quietly distracted. For example, interest was initially created in the reading of the story of 'The Three Bears'. However, not all the children could maintain their focus and tended to call out and make themselves heard. They enjoy looking at the pictures in a book, and most of the older children recognise their written names, and make attempts to copy or trace simple writing patterns or letters. Some begin to link sounds with letters. Role-play is satisfactorily used to further develop children's language skills, and their vocabulary is extended through the sound range of experiences presented to them.
42. Children enter the reception class with secure foundations for future language development. They show ability to question and comment on the books they are sharing with the teacher. The teacher uses effective questioning to prompt them to consider what they see and hear. In response, they use an appropriate vocabulary, and show sound understanding of what they are learning. Their listening skills improve, and they listen well to the teacher. They are not so consistently good at listening when following instructions from the teacher, however. In discussions about reading, children show a genuine interest in books. They enjoy discussing the humour and are keen to predict what happens next. The higher attaining children recognise individual letters and their sounds, and have a sound basic reading vocabulary of familiar words. Their writing skills are not so well established. Only a minority copy writing with reasonable accuracy, while others form just a small number of recognisable letters. There are few examples in their previous work of worthwhile attempts at independent writing, with the consequent lack of good development of writing skills.

Mathematical development

43. Most children enter the nursery with average levels of mathematical understanding. The teaching of children's mathematical development is satisfactory in the nursery. In the one lesson seen in the reception class it was good. Overall, children make satisfactory progress so that by the end of reception they attain the standards of the Early Learning Goals. Children in the nursery carefully develop their concepts of number through spontaneous and planned opportunities for counting and matching numbers. Direct teaching enables them to recognise and identify numbers in a more formal setting, so that most can count and match to 3, Some can recognise the numeral and make good attempts to write it. They show that they can sort and match according to size and some understand mathematical language such as 'bigger than' and 'smaller than.' They use sand

to explore what containers can hold, and activities such as these are well-related to curriculum themes. An interesting topic for the children is based on the use and understanding of numbers in the world around them.

44. In the reception class, higher attaining children count and match objects competently to at least ten, and some can go further. Most of the older children can confidently order numbers to ten and recognise which numbers are missing in a sequence. They are beginning to understand and answer questions such as 'how many altogether?' or 'how many are left?' Children who have recently entered the reception class can recognise numbers to five. They are beginning to form numbers correctly, and useful activities, such as writing numbers in the sand, help to develop these skills for those children who need greater help with this. In the one lesson observed in the reception class, the effective strategies and rich variety of activities ensured that the gains in children's understanding within the lesson were good. The use of a puppet theatre captured the children's interest and wonder, and led to many worthwhile counting activities.

Knowledge and understanding of the world.

45. By the time the children leave the reception class, they attain standards in their knowledge and understanding of the world that meet the expectations of the Early Learning Goals. Teaching is satisfactory, and enables the children to make satisfactory progress in their learning. The nursery children have a sound basic knowledge of the world around them. They talk about where they live, their homes and families. Teaching ensures that activities involve opportunities for children to experiment with a range of equipment, including construction toys, sand and water. They explore how cogs work, and build with bricks. They develop satisfactory independent computer skills. In information and communication technology, pairs of children demonstrated their skills with the mouse as they counted and matched objects. A good feature in group activities was the provision of ice balloons in the water tray. This created wonder, excitement and curiosity in the children. It not only helped to increase their understanding of how ice is formed and how it can change, but it also contributed to the children's awareness of the senses, and to their language development. In the reception class, children develop their knowledge and understanding of the world through topics such as 'Ourselves.' Through this they develop their awareness of the five senses. They recognise the different ways in which hands are used, and enjoy exploring a range of construction, creative and physical activities to further their understanding of this. Through their physical education they become aware of the effect of exercise on their body.

Physical development

46. Children enter the nursery with average skills of physical co-ordination. By the time they leave the reception class their attainment meets that expected for the Early Learning Goals. Teaching is satisfactory in both the nursery and the reception class, enabling the children to make satisfactory progress. The children in the nursery make gains in their confidence and dexterity when using pencils, paintbrushes and scissors by the time they transfer to the reception class. They manipulate the pieces of a puzzle and construction toys with care. In music, they show that they can handle instruments appropriately, and demonstrate sound control when moving to music. It was not possible to see children taking part in a physical education session or using outdoor play equipment during the inspection, but overall, their physical skills are progressing satisfactorily. In the reception class, children continue to develop more intricate skills when using pencils, scissors and glue spreaders, and show that they have sound control. They carefully build towers of bricks for example, and are co-ordinated in their movements. Children are aware of the need to warm up before starting exercise. In a physical education lesson on improving throwing and catching, children demonstrate appropriate movement and skills. The teacher pays careful attention to aspects of safety, and children have a satisfactory awareness of space. A weakness in teaching in this area is the lack of input to help pupils to improve their performance.

Creative development

47. Although children have good opportunities to develop their creative skills through music, dance, role-play and a range of free choice activities, opportunities to develop artistic skills are not as well promoted. There are examples of children's artwork on display, but there is only a small amount of evidence that children are given opportunity to explore texture, form and shape in two or three dimensions, using a widening range of materials and tools. Sometimes artwork is over directed by the teachers and this stifles creativity. Children enter the nursery class at various stages of development and make steady progress overall in their creative development, so that they are meeting the expectations of the Early Learning Goals by the time they leave the reception class. In the nursery class, children begin to recognise how music can convey happiness and sadness. They listen carefully and adapt their actions to 'fast' and 'slow'. Many children demonstrate pure delight at the music they hear! They sing action songs with gusto and enthusiasm. The teachers' questioning and enthusiasm ensures whole-hearted participation. The development of language skills in conjunction with creativity is a good feature of such experiences. Children enjoy dressing up and playing in the role-play area, but many of them show limited imagination, and perform as individuals with little lively dialogue between them. The role-play area has appropriate equipment for different themes, but lacks the stimulation of a bold, lively and colourful area. Children in the reception class develop their creative skills partly through activities linked with their current topic. They enjoy exploring paint and shape through activities such as hand painting. A display of children's paintings shows a satisfactory ability to produce reasonably bold images. They carefully utilise the different materials available to create 'plate faces'. Good opportunities are taken to incorporate song to consolidate learning in a numeracy lesson, with children performing actively and enjoying the repetition of the song. They participate in small groups in role-play, but do not maintain their interest in this.

ENGLISH

48. Overall standards in English have risen since the time of the last inspection. However, by the end of Year 2 and the end of Year 6, pupils still attain standards that are below the national average for attainment in English overall. The results of the National Curriculum tests in 2001 show a decline in standards for pupils in Year 2, with results being below the national average. At the end of Year 6 there is a rising trend. In terms of average points scores, results were below the national average, but the percentage of pupils who reached at least the expected Level 4 slightly exceeded the national average and met the school's agreed target for literacy. Generally, girls have outperformed boys. However, caution must be exercised when judging the school's performance in the National Curriculum tests in recent years, as they do not reflect the achievements of individuals. In reading for example, a significant proportion of Year 6 pupils attained the level expected for the age group. The variation in the number of pupils with special educational needs reduces overall attainment significantly. The number of pupils in each year group is small, and the number of pupils entering and leaving the school is also a contributory factor to the variations in standards. All provision for the teaching of English has much improved since the previous inspection. In response to this, most pupils, including pupils with special educational needs and potentially higher attaining pupils, achieve at least satisfactorily in relation to their prior attainment as they move through the school. An increasing number are making good progress in lessons.
49. Pupils' attainment in speaking and listening meets the average level expected for pupils at the end of Year 2 and Year 6. This matches standards found at the time of the previous inspection. Most pupils in Year 2 speak in clear sentences and use a range of appropriate vocabulary in discussions with teachers and with each other. Pupils are encouraged to talk and respond to good open-ended questions used by teachers. They answer questions carefully, many using the correct vocabulary needed for explanations. The responses of pupils in Years 1 and 2 are valued by the teacher and this has a beneficial influence on their self-esteem and ability to communicate effectively. Pupils listen attentively to teachers, maintain full attention and follow instructions carefully. Pupils' confidence in speaking in front of groups and the whole class is developed and consolidated in the Years 3 to 6 classes. They benefit from opportunities during the literacy hour to discuss, for example, the quality of the texts they are considering, responding with thoughtful comments. Pupils in Years 5 and 6 speak confidently and sensibly when discussing aspects of

school life with the inspection team. They listen with sustained concentration to the teachers, and many show an ability to listen and respond thoughtfully to each other's views during group discussions.

50. Standards in reading are in line with the national average by the end of Year 2. This is an improvement on the standards found at the time of the last inspection. This is due to the establishment of a programme for the development of basic reading skills, and the better use of assessment and record keeping, which enables teachers to systematically build skills. The higher attaining pupils read unfamiliar texts easily with good expression and attention to punctuation. They talk about characters in the book and animatedly discuss what they have read. A weakness is their use of early library skills. Pupils that attain average standards in reading show that they are able to use a range of strategies to help them read unknown words, such as sounds at the beginning and end of words, and the sense of the surrounding text to help them. Pupils who find reading more difficult have a sound basic sight vocabulary, and attempt to use their knowledge of letter sounds to help them to tackle unfamiliar words. By the end of Year 6, standards in reading are in line with the national average, which reflects the findings of the previous inspection. Pupils read a suitable range of books which reflect their abilities and interests. They have decided opinions on the books they read, and discuss characterisation effectively. They are familiar with a wide range of authors, and enjoy discussing the merits, for example, of Harry Potter and the Hobbit. Lower attaining pupils are eager to talk about the books they have enjoyed, and discuss their reasons for their choice of books. Most pupils take books home regularly, and Home Link reading diaries are used to good effect in utilising parental help to promote reading skills. The format of these differs according to the age groups and these, together with more detailed monitoring records, provide a useful picture of reading development.
51. By the end of Year 2, pupils' attainment in writing is still below the national average. Pupils are systematically developing their skills so that there is a gradual improvement in what and how they write, but the majority of pupils write in simplistic terms. The higher attaining pupils show that they can spell a good range of familiar words accurately, but do not use a variety of more complex words to add a further dimension to their writing. Most pupils spell a range of high frequency words satisfactorily using phonic skills, but there is scope for further improvement. Their basic punctuation is generally accurate, but their sentences are brief and frequently stilted. Pupils in Years 1 and 2 with special educational needs are well-supported to enable them to develop their skills in line with their ability. By the end of Year 6, standards in writing are again below the national average. Within the Literacy Hour, all pupils in Years 3 to 6 experience a range of opportunities to help them understand the different purposes and styles in writing. In Years 3 and 4, pupils show an improving ability to organise their writing and to develop ideas imaginatively. They show a developing ability to use a wider range of vocabulary to enhance their work, and create atmosphere in their stories. In Years 5 and 6, pupils consolidate and extend their understanding of writing for different purposes, and how to adapt their style accordingly. The school's new strategies for teaching spelling are beginning to have a beneficial effect, but have not yet had an overall impact on pupils' independent writing. Similarly, pupils do not consistently apply their knowledge of grammar and punctuation to their work. There are limited examples overall of pupils writing extensively, imaginatively and adventurously, which would help them to use the skills they are learning. Handwriting is variable. While there are examples of neat and legible writing, and carefully presented books, there are other examples of erratically formed letters and untidiness in presentation. The teachers value pupils' writing, but there is a lack of richness and excitement in the ways in which pupils are able to demonstrate and display that they are able to write for a variety of audiences. There are no examples of books which pupils have themselves made, or a celebration of a range of their writing.
52. The quality of teaching is good overall, with one very good lesson observed. All lesson planning is based firmly on the National Literacy Strategy. The teachers work hard to raise standards in literacy. They are well-prepared and organised, ensuring a brisk pace to lessons so no time is wasted. A strength of teaching is the good relationships with pupils. This was particularly well-exemplified in a Years 1 and 2 lesson, where the teacher used gentle encouragement and humour to help instil confidence and establish new learning for pupils. This resulted in enthusiasm and eagerness to please from pupils. Another strength is the strategies teachers use to generate

interest and good responses, which effectively contribute to what pupils learn. For example, in a very good Years 3 and 4 lesson, the teacher ensured constant and positive interaction between himself and the pupils and provided a variety of activities, which kept pupils motivated and contributed to their understanding. Carefully considered strategies are used to ensure an equal balance of participation from both boys and girls. Teachers make good use of on-going assessment. This means that the work planned is well matched to pupils' needs, enabling them to attain standards commensurate with their abilities. This was particularly well reflected in a Years 5 and 6 lesson, which enabled all groups of pupils to make good progress. Teachers place appropriate emphasis on the teaching of basic skills. Reading and writing are taught systematically, with an improving picture developing. However, pupils are not rigorously reminded of the need to use these basic skills for writing in their everyday tasks. Marking is mainly thorough and evaluative, although it does not consistently indicate the next step for improvement of writing. Homework is used well to support reading skills. Classroom assistants are used effectively to support groups of pupils in their learning. The good teaching of English and the effective strategies used ensure a consistently positive and sensible response from the pupils. They display a commendable enthusiasm to succeed and are proud of their achievements.

53. The teaching of English is now clearly guided by the National Literacy Strategy, which is an improvement since the last inspection. A weakness in provision lies with some timetabling of literacy for younger pupils, and this needs to be rectified. However, medium term planning clearly sets out the objectives for teaching and learning, and when necessary this is altered and annotated as the need arises. The school has good procedures for the assessment of reading and writing, and the information is collated in a format from which it is easy to determine how pupils are progressing. This is also an improvement. Assessment is now well used to set targets for individuals and groups of pupils and for planning. However, although these targets provide a good focus for what pupils should learn, they are not shared with pupils. There is no system for the setting of step-by-step manageable and achievable targets for pupils which are shared and agreed with pupils, and which would contribute to individual achievement and pupils' own self-evaluation.
54. Pupils make sound and often good progress in their literacy lessons, as these include skilled direct teaching. Although the strategies for the teaching of literacy are good, opportunities for pupils to extend and consolidate these skills across the curriculum are too variable and are not yet sufficiently planned for. Information and communication technology is not yet sufficiently used to develop the skills pupils are learning. The school is aware of this weakness and is seeking to address this. The subject is very well led. The co-ordinator is experienced and has carefully considered advice given on improving standards. Together with her colleagues she has introduced initiatives which are helping to raise standards, for example the continuing emphasis on pupils' writing. She has monitored teaching, looked at planning and pupils' work and has carefully monitored the better implementation of the National Literacy Strategy. There is all round improvement in the management and organisation of the subject. She is addressing the need to improve the performance of boys and ensures there is appropriate support for pupils of all abilities. This means that the curriculum for literacy is fully inclusive. The quality and quantity of books is good overall, with a range of books in good condition. The library is housed in one of the classrooms, which restricts accessibility for older pupils.

MATHEMATICS

55. National test results for the Year 2001 indicate that at the end of Year 2 the percentage of pupils reaching Level 2 or above was very high compared with the national average. The percentage of pupils reaching the higher Level 3 or above, was close to the national figure. However, when considering an average points analysis, the schools results overall were close to the national average. Taking the results of the last three years together; girls perform significantly better than boys.
56. The test results for pupils at the end of Year 6 indicate that the percentages of pupils reaching Level 4 or above was well below the national figure but at the higher Level 5 was close to the national figure. At this stage the school's average points score was well below the national average and also well below that of similar schools. Taking the results of the last three years together, girls

also perform significantly better than boys do. However, it must be noted that the size of this year group of pupils is small and that out of the ten pupils sitting the tests, only four had been in the school since the beginning of their schooling and these pupils made satisfactory achievement. Furthermore, of the ten pupils, two had statements of special educational need. This represents 20 per cent of the age group. The results are technically below those reached at the time of the last inspection, two years ago. However, as noted in the last inspection report, the year group numbers are small and the trend continues to fluctuate, with Year 2000 results being average. Overall, the school's efforts are continuing to raise standards in the subject.

57. The standard of work of pupils in Year 2 is in line with that expected nationally in all the areas of mathematics, and overall pupils achieve satisfactorily. This has maintained the standard noted during the last inspection. In some lessons, due to very effective teaching, pupils make good progress. Most pupils of average ability have a secure knowledge of the appropriate language of mathematics, are beginning to use the number bonds of ten in addition of larger numbers and understand place value in two digit numbers. In a Years 1 and 2 lesson, for example, pupils used their understanding of adjacent numbers in the rows and columns on a one hundred square to find hidden numbers by adding or subtracting one and/or ten to adjacent ones. In this lesson, lower attaining pupils, with the support of the teacher and appropriate apparatus, could find numbers one more than or one less than a given number, while higher attaining pupils could find numbers in diagonal positions on the number square with fewer clues. Pupils recognise odd and even numbers and can double units and small two digit numbers with reasonable accuracy. They have an understanding of simple fractions and have some understanding of how to find a fractional part of a small two-digit number, but in general this skill is not yet secure. Most pupils know the names of simple plane shapes and solids. Middle and higher attaining pupils can identify the properties of a variety of solids and higher attaining pupils understand that a cube can be made from a number of different nets. They understand the concept of line symmetry and rotations of a plane shape about a point.
58. The attainment of the majority of pupils in Year 6 is now broadly in line with the standards expected nationally across many of the curriculum areas. There is an above average number of pupils with special educational needs in the year group, but the achievement of all pupils, including those with special educational needs, is now at least satisfactory. Pupils of average ability have a sound understanding of number and the four operations, and work accurately when dividing two-digit numbers by units. Their understanding of decimals is developing and they add and subtract numbers with decimal places, although not with total accuracy. Many have not yet developed a strategy to enable them to compare the relative sizes of numbers with decimal parts. Their understanding of equivalent fractions and the representation of top heavy fractions as mixed numbers are not yet secure. They understand that data can be represented in various ways, and most pupils know the effects of rotation, reflection and translation on two-dimensional shapes. They plot co-ordinates in the four quadrants with reasonable accuracy. Higher attaining pupils can find fractions, decimals and percentages that are equivalent. Evidence of the pupils' investigative skills is limited. The pupils' competence in numeracy is used satisfactorily in other curriculum areas through the use of measuring and weighing in science and the use of time lines in history for example. However, opportunities are missed and the school has not yet examined its curriculum with a view to supporting pupils' mathematical development with planned experiences across the curriculum.
59. The quality of teaching in all years is at least good and is sometimes very good. No unsatisfactory teaching was observed. This has maintained the standard observed during the last inspection. Teachers have good knowledge and understanding of the key skills required, and plan effectively for the two year groups within each class in order to ensure that work of an appropriate level and challenge is provided for all the pupils. In a Years 3 and 4 lesson, for example, pupils were reinforcing and extending their skills of number addition with the use of dice to provide the numbers to be totalled. Higher attaining pupils used three dice in the form of decahedrons. Middle attaining pupils used three conventional dice, while lower attaining pupils used two. In some lessons, however, the use of appropriate resources would support the learning of some groups of pupils more effectively. In the most effective lessons the learning objectives are made clear to the pupils at the start of the lesson, sometimes displayed at the front of the classroom and referred to

again in the review session at the end. This enables the pupils to obtain a clear understanding of what has been achieved, but is not yet general practice within the school. Teachers employ very effective methods and these captivate the interest of the pupils. In Years 1 and 2 lessons, for example, the teacher uses puppets in various roles. A magnetic dolphin covers relevant numbers on the number square while a bat's wing hides the numbers in 'guess the number' games. In a Years 3 and 4 lesson the teacher had set up the corner of the classroom as a shop into which he invited the pupils for their mental arithmetic session based on finding the total costs of two and three items.

60. The National Numeracy Strategy, with its three-part structure, is well established but teachers' effectiveness in developing appropriate mental strategies in the pupils is more successful in some lessons than others. Some effective whole class sessions contain a good variety of activities that engages the whole class or groups within it, but in a minority of lessons some of the questions are too difficult for lower attaining pupils to access, thus reducing the pupils' initial motivation. Teachers' management of pupils is very good and very good relationships exist within the classroom between the pupils and the pupils and adults. Pupils work together well and this enables teachers to ask pupils to discuss questions with a partner during whole class sessions in order to clarify their thoughts, a strategy that works particularly well in Years 3 and 4. Learning support assistants are used effectively and make positive contributions to the pupils' learning by their competent reinforcement of the teacher's objectives. In a Years 1 and 2 lesson, for example, the support assistant questioned pupils well in order to help them to identify which solid their partner was hiding in a cloth bag. Teachers use the allocated time efficiently. Lessons are suitably structured and well-organised with resources and instruction/task sheets ready to hand so that minimum time is spent during lessons on unnecessary organisation. This maintains the motivation of the pupils and encourages purposeful activity as the norm. In general teachers question pupils well, being aware of their differing levels of attainment. Consequently pupils of all abilities are involved in class question and answer sessions, and this they do with appropriate confidence. Generally, pupils' written work is marked appropriately, although there is some variation in its helpfulness to the learner and in the teachers' expectations with respect to the presentation of work and logical recording. Opportunities are missed to celebrate pupils' success through displays of work and few were evident during the inspection. Homework supports learning satisfactorily. The support of the subject by information and communication technology is also developing satisfactorily.
61. The curriculum is broad and balanced, but the time allocated to the subject in Years 3 to 6 is lower than the average. As at the time of the last inspection pupils in Years 1 and 2 continue to receive all their mathematics lessons on three out of the five days. The assessment procedures are good and the results are analysed well in order to ascertain pupils' individual achievements and to inform class teaching. The development of pupils' mental arithmetic skills is also assessed and tracked. However, national non-statutory tests are not regularly done in Key Stage 2, although end of topic tests do take place. An analysis of questions least well done in the Year 6 national assessment tests is also carried out and this information is used to partly direct the teaching of the next year's 'booster class'. However, the information is not shared and discussed with all teachers. Assessment procedures have improved since the last inspection and this is impacting well on the overall rising standards. A well-organised and very enthusiastic co-ordinator monitors teaching, planning and pupils learning. Parents are kept regularly informed about their child's progress and targets for pupils are sometimes included. However, the inclusion of pupils in the setting and achieving of their own or group targets is not in place. Resources have been upgraded and are adequate in the support of learning. They have improved since the last inspection, again with a positive effect on overall quality of learning and the standards being reached.

SCIENCE

62. Current standards in science are around average at the end of Year 2, but below average at the end of Year 6. This broadly reflects statutory assessment results. In 2001, the percentage of pupils gaining the expected Level 2 or above in the Year 2 teacher assessments was very high, but the percentage gaining the higher Level 3 was well below average. Results in investigative science were lower than those in the more knowledge based elements of the subject. In the tests of Year 6 pupils, (SATs), results were well below the national average and very low in comparison with other schools. There are a number of reasons for this. One relates to the high proportion of pupils with relatively advanced special educational needs in the 2001 group of Year 6 pupils, another to the movement of pupils in and out of the school between Years 2 and 6. However, scores in the science SATs have been consistently well below the national average for the past three years and results in the subject are not showing as significant an improvement as they are in English and mathematics which have been more of a recent school focus for improvement. The previous inspection judged standards in science to be below average at the end of Year 2. Considerable pupil mobility and the high proportion of pupils with special educational needs - there are two statemented pupils in the current Year 6 – affect standards, but analysis of individual pupils' progress between Year 2 and Year 6 indicates that most achieve at least satisfactorily in science. In the SATs, however, boys' performance is significantly lower than that of girls. Standards in the current Year 3 and 4 class are at least average, which bodes well for the future.
63. Year 1 pupils can distinguish between living and non-living things and sort materials into different types. Pupils in Year 2 are aware of various sources of light and have visited the home of one of their teachers to use a photographic darkroom. They construct simple circuits, understand that different parts of flowers have particular purposes and carry out a successful investigation into the effectiveness of rolling things down different slopes. Years 3 and 4 pupils have an awareness of the need for fair testing as they construct an investigation exploring the food sensitive regions of the tongue. Some more able pupils recognise weaknesses in the model of investigation during a lesson plenary and suggest more scientifically viable alternatives. Year 5 and 6 pupils successfully investigate reflecting beams of light. More able pupils know the meaning of terms such as 'peripheral vision' and the 'mean range' of results and are capable of constructing their own investigations to solve a scientific problem. However, the scientific vocabulary of a number of the pupils is more limited and they are not totally clear about certain key concepts related to valid scientific investigation.
64. Most pupils enjoy science lessons. Those in a Years 3 and 4 lesson seen during the inspection were very enthusiastic about their tasks. They were keen to contribute their own ideas to discussions, focused very well on tasks and related very well to one another. Behaviour was very good. Years 5 and 6 pupils are also interested in their work. They handle equipment carefully and listen respectfully to their teacher and to one another. A minority, however, have not developed the ability to work independently and lose concentration when not being directly supervised by an adult. Teaching and learning were good in one of the two science lessons seen during the inspection. They were very good in the other. Overall teaching in science is good. Teachers' methods are interesting and effective in keeping the pupils motivated and promoting the rates of their learning. Pupil management is consistently good, with a positive effect on behaviour. Questioning successfully promotes developing knowledge and skills. Tasks set are suitably challenging - although analysis of previous work and observation during the inspection indicate that they are not always matched closely enough to the levels of conceptual development of different groups of pupils in a class, potentially detracting from the standards that could be reached by those of different abilities.
65. Due to the school's heavy focus on improving literacy and numeracy, science has not been a major developmental area recently. The acting headteacher has nominal responsibility for the subject, but in practice her co-ordination role is limited as she is also responsible for English and special educational needs, among other things. Satisfactory use is made of information and communication technology to support science using, for example, data bases to analyse and display information.

ART AND DESIGN

66. The school's provision for art and design meets the requirements of the National Curriculum and pupils are given a range of opportunities to explore a variety of media including pencil, paint and clay. Due to other more pressing needs, the subject has not recently had a high profile in the school. There is no substantive co-ordination of art and design, the scheme of work is not complete and higher order skills are not developed as far as they should be. However, work seen in lessons during the inspection and an analysis of displays and sketch books indicates that most pupils are reaching the standards expected of them nationally and that their achievement is satisfactory. Years 1 and 2 pupils, for example, use a variety of regular and irregular objects to print repeated patterns in an abstract style. Years 3 and 4 pupils produce clear drawings of trees and cross sections of fruits in pencil or crayon, while pupils in Years 5 and 6 use sketch books to experiment before constructing sound drawings of moving figures. The older pupils also produce pictures inspired by well known paintings such as Turner's 'The Fighting Temeraire'.
67. Pupils' attitudes and behaviour were very good in both the art and design lessons seen during the inspection. They were very attentive during preliminary sessions. They focused well on their tasks and were keen to produce their best. Teaching and learning were satisfactory in one of the lessons and good in the other. In both lessons, pupils' views were respected and behaviour management was positive and effective. In the more successful lesson, the pupils were given clear guidance on what they were expected to do. The older pupils successfully use an art program to support their topic work, but this was the only indication of the use of information and communication technology to support the subject noted during the inspection.

DESIGN AND TECHNOLOGY

68. Attainment, achievement and the quality of teaching can not be judged as no lessons and virtually no pupils' work was seen during the inspection. No lessons were seen during the last inspection either. From the autumn term planning documents and a very small sample of pupils' work it is clear that the school has, this academic year, begun to address its inadequate provision. However National Curriculum requirements are still not being met.
69. In Years 1 and 2 pupils have been introduced to the idea of designing and planning and have designed sock puppets. No completed items or an evaluation of them were available during the inspection. Pupils experience cooking once each month but this is not linked to any overall plan or presented as a design and evaluation exercise for the pupils. In Years 3 to 6, no design plans were available, but a display of calendars completed by the pupils for homework included a piece of quilted batik, cardboard cubes and shaped polystyrene. No other samples of work were available.
70. There is still no designated subject co-ordinator but the acting head teacher is the named person who is taking care of the subject in this interim period. Planned work is to be based on nationally published guidelines, and assessment procedures are in line with other subjects. There was no evidence of the support of the subject by information and communication technology.

GEOGRAPHY

71. As no lessons were observed during the inspection, judgements on the attainment of pupils by the end of Year 2 are based on a scrutiny of pupils' work and discussions with pupils. No lessons were observed for pupils in Year 6. The school is about to commence teaching the first geography topic for this year in Years 5 and 6, as history was the focus for the previous term. As a result there is no work available for scrutiny and insufficient evidence to make a judgement on attainment by the end of Year 6. It is also not possible to make a judgement on teaching.
72. By the end of Year 2, pupils are attaining the expected standards for their age. Their achievements are satisfactory overall. Pupils in Years 1 and 2 learn to recognise features of their own locality. They look at the amenities in their village and particularly new features. Their early mapping skills are developed by looking at the school buildings and grounds and then drawing plans. They

identify features and objects of the local landscape. Most of the work in their books is of a similar nature, with higher attaining producing more detail in the recording of their work. In discussions, pupils show that they have sound recall of their previous learning and enjoy the opportunity to consider and learn more about their own village. Pupils in Years 3 and 4 have recently studied mountain environments. This was a topic from the previous term, and most of the work was not now available for examination. However, discussions with the teacher and a scrutiny of tourist brochures compiled by pupils show that positive learning has taken place.

73. There is no policy for geography and this reflects the findings of the previous inspection. National guidelines are used to inform planning and a rolling programme of history and geography topics is planned across the year. During the terms when geography is not the main focus for learning, continuous geography is taught based on, for example, current news items. This is sensibly used to help avoid gaps and maintain a focus on geography. The school has satisfactorily developed the means to assess pupils' progress, which is an improvement on the previous report. Good use is made of visits to support learning, particularly in the use of the local environment. Pupils in Year 6 attend a residential centre, which provides an opportunity to develop skills for orienteering. The co-ordination of the subject is satisfactory overall. Although some issues from the previous report have been improved, more needs to be done to ensure there is positive co-ordination of the subject and even better improvement.

HISTORY

74. Standards in history are at the expected levels at the end of Year 2 and the end of Year 6. Pupils' achievement is satisfactory. The previous inspection made no judgement about standards at the end of Year 2, but found standards at the end of Year 6 to be satisfactory. Year 2 pupils have a sound general understanding of the development of houses and homes through the ages, appreciating, for example, the relationships between the materials used to construct them and the physical nature of the surrounding area. Pupils in Years 3 and 4 can identify primary and secondary sources of evidence that might support their study of Ancient Egypt. By Year 6, most pupils have a satisfactory knowledge of many aspects of the Victorian era. They recognise the conditions that factory workers of the period had to endure and successfully compare their life styles with those of the emergent rich. They understand features of education at the time and know of traditions - such as Christmas trees - that have endured to today.
75. Two history lessons were seen during the inspection. The pupils' attitudes and behaviour were very good in both. They were very interested in the topics being studied and very attentive during class discussions. They were also keen to contribute their own ideas while being very willing to listen carefully to those of others. During follow-up tasks, they concentrated hard and co-operated well together. Behaviour was consistently very good. Teaching was good in one of the lessons seen and very good in the other. Information provided was interesting for the pupils and well linked to their previous knowledge. A good level of challenge to the material - and in teachers' questioning - had a positive effect on their developing historical knowledge and skills. Discipline was firm, but positive and friendly and the pupils' views were respected and valued by the teachers. Good links were made with literacy during both lessons. In the very good lesson, the teacher was particularly concerned to ensure that the pupils knew that their views were highly valued by her. Overall, teaching and learning in history lessons at the school are very good.
76. Planning is largely based on national guidelines – ensuring full coverage of the National Curriculum. The subject is nominally co-ordinated by the headteacher but has not been a high priority in the school lately because of an appropriate focus on literacy and numeracy. Central monitoring of standards and coverage, therefore, has been restricted – although there is no evidence of this having adversely impacted on standards. Little use of information and communication technology to support the subject was noted during the inspection. Local places of historical relevance including museums are visited when relevant, enriching pupils' historical experience.

INFORMATION AND COMMUNICATION TECHNOLOGY

77. At the time of the last inspection standards of pupils' attainment at the end of both Years 2 and 6 were below national expectations. Evidence from the current inspection indicates that standards are now broadly at the expected levels at both the end of Year 2 and the end of Year 6, achievement is satisfactory and the requirements of the National Curriculum are met.
78. By the end of Year 2 most pupils access the relevant systems and understand that a variety of information can be entered and stored on the computer. Pupils in Years 1 and 2, for example, retrieve individual photographs taken by the class teacher and add relevant text to these. They enter and organise text, using the shift key to produce capital letters and colour change to enhance their work. They use an appropriate art and design programme to produce simple pictures; for example, a teacher's face, an outline of a mosque and a flower using circles and ovals. Pupils understand that information and communication technology can be used to control movement, but no use of the floor turtle was evident during the time of the inspection, as it was not functioning.
79. Pupils in Years 3 and 4 are able to log onto a system, use change of font, size and colour as well as print out their work appropriately. Pupils in Years 5 and 6 use an appropriate art package with reasonable skill, producing for example pictures of the planets accompanied by text as part of a topic. Some have an appropriate understanding of the function and use of databases. Pupils have their own e-mail addresses but have not yet used e-mail as a means of communication with people outside the school. No examples of the use of spreadsheets were evident and a display based on 'The Great Crisp Survey' made no use of information and communication technology in the presentation of the results.
80. No lessons were observed in Years 1 and 2, but the quality of teaching and learning in the two lessons observed in Years 3 to 6, were good overall. At the time of the last inspection the one lesson observed was good. Teachers plan lessons well and explain and model tasks clearly. A good example of this was in a Years 3 and 4 lesson where the teacher showed the pupils how to change the size, colour and type of font. This enabled them to experiment and try out different effects in order to produce words where the size and colour of the print reflected their meaning. Relationships within the classroom are very good. The subject in general motivates pupils who behave well and work hard at the prescribed tasks. In the Years 5 and 6 lesson, for example, the pupils collaborated well together in pairs or small groups discussing the use of control technology in everyday life.
81. The information and communication technology curriculum is broad and balanced and based on national guidelines. The school has sensibly adjusted these in a one year rolling programme in order to try to upgrade pupils' performance, particularly that of the older pupils whose skills it felt were not at the nationally expected standard. The co-ordinator is very well organised and enthusiastic. He is also an accredited information and communication technology trainer and has been instrumental in upgrading the skills of other members of the school staff, initially working with them in lessons. Assessment procedures are in line with the non-core subjects in the school but this is seen to be an interim position, and the subject co-ordinator is investigating further possibilities at present. Resources have been improved, and there is an adequate information and communication technology room, a small bank of older computers in the Years 3 to 6 area and individual machines in classrooms. All these factors are supporting improving standards. The school's roll has increased, however, and the main room is used at present as a classroom for the reception class for half of each week, thus limiting its use for whole class work. Limited use of the school's information and communication technology resources were observed during the inspection in the support of other areas of the curriculum, and opportunities for its use were not always evident in planning documents. The school is aware that this is an area for future development.

MUSIC

82. Standards in music are currently above the expected levels throughout the school, which is an improvement on the findings of the previous inspection. The achievement of the pupils is good. The subject is taught weekly by a specialist teacher who brings to it a unique blend of infectious enthusiasm and skill.
83. Years 1 and 2 pupils create effective musical patterns with their voices, various body parts and untuned percussion instruments. They have a good control of rhythm and dynamics. Years 5 and 6 pupils read simple notation to play tunes such as 'O Clair de la Lune' and a 'Can Can' on ocarinas. They are able to repeat increasingly complex voice patterns and compose simple group tunes using both tuned and untuned percussion instruments. A significant number are successfully learning guitar and woodwind through peripatetic teaching. A whole school assembly taken by the music teacher during the inspection provided the opportunity for all the pupils to sing a range of songs – some in several parts - with enthusiasm and expression.
84. Pupils throughout the school thoroughly enjoy their music lessons and strive very hard to please their teacher and improve their performance. Even the youngest handle instruments responsibly and behave very well. When given group composition tasks, most pupils co-operate very well. The teaching is consistently very good. The teacher's subject knowledge impacts very highly on the pupils' developing musical skills. A variety of methods are employed to ensure that lessons proceed at a rapid pace and that pupils do not have the opportunity to lose interest. The teacher has appropriately high expectations of the pupils and tasks become progressively more challenging as lessons proceed. Discipline is effective and positive, being based on the very good relationship which exists between the teacher and the pupils.
85. The school's provision for music fully satisfies the requirements of the National Curriculum. A wide range of skills is tackled during each lesson, but there is a termly focus on specific aspects such as composition or appraisal. Due regard is given to the exploration of music from non-European origins. From time to time a local studio is used for the pupils to record their own compositions on CDs. The subject is well resourced.

PHYSICAL EDUCATION

86. No physical education lessons took place at the time of the inspection, because of inclement weather, so no assessment of pupils' standard of attainment can be made in any of its strands. At the time of the last inspection standards were judged to be in line with national expectations in those aspects of the National Curriculum that could be taught at the school, namely the outdoor aspects of the subject which includes games skills, athletics, outdoor adventurous activities and swimming. The other aspects of the subject will be included in the curriculum in the near future when the village hall, at present being built next to the school, has been completed and the school will have access to a hall. Currently, however, the school's provision for physical education fails to meet the requirements of the National Curriculum.
87. The subject co-ordinator, who is also a qualified sports coach, continues to teach all the pupils in Years 3 to 6. During the last inspection the quality of teaching was deemed to be sound in Years 1 and 2 and very good in Years 3 to 6. He has developed the curriculum and extended the residential and adventurous activities experience to include all pupils in Years 3 to 6. The school continues to gain success in tournaments with other schools and extra curricular activities include netball, football, cricket, and basketball. Outdoor facilities are good. These include a sports field, a hard surfaced playground and an open-air learner swimming pool. At present there is no equipment to support the pupils' gymnastic development.

RELIGIOUS EDUCATION

88. Standards in religious education are at the expected levels at the end of Year 2 and the end of Year 6 and pupils' achievement is satisfactory. This is a similar finding to that of the previous

inspection at Year 6, although there was then no judgement made about standards at the end of Year 2.

89. Pupils in Year 2 recognise the importance of special books to the followers of several major world religions. They have a sound recall of several Bible stories such as that of Moses parting the Red Sea at the time of the Exodus and the birth of Christ. Many have a developing awareness of areas of religious symbolism, including the significance of the Christingle to Christians. By Year 4, most pupils have a satisfactory knowledge of key aspects of the lives of several individuals - such as John the Baptist and Sir Thomas More - who feature highly in the history of Christianity. They are also increasingly understanding the significance of symbolism in religions. Year 6 pupils appreciate the fact that some people had personal and political reasons for mistrusting Christ. Many are gaining an understanding of the Christian perception of the symbolism implied in the New Testament statements 'I am the bread of life', 'I am the light of the world' and 'I am the good shepherd'. They also have a sound knowledge of key elements of other major world religions.
90. Pupils' attitudes in one of the two lessons seen during the inspection - both in Years 3 to 6 - were good. In the other they were very good. During preliminary discussions, they listened intently to their teacher and to each other and were keen to make their own serious and sensible contributions. They settled quickly to written tasks and concentrated on these for most of the time. Towards the end of both lessons seen, there was some loss of concentration. Behaviour, however, was consistently good. The quality of teaching was good in both of the lessons seen. Material was delivered effectively in a way which stimulated the pupils' interest. Elements of the lessons were challenging and supported the development of the pupils' religious understanding and conceptual awareness. Pupil management was positive and good humoured and resulted in good behaviour and positive relationships at all levels. Methods were suitably varied. In both lessons, however, specific activities went on a little too long, detracting slightly from the pupils' pace of learning.
91. Planning for religious education is firmly and appropriately based on the locally agreed syllabus. Provision is largely Christian based, but has due regard for other major world religions. The co-ordinator is knowledgeable and enthusiastic, and teaches the subject successfully throughout the school. The use of information and communication technology to support the subject is currently limited to accessing the Internet to gain information on some non-Christian religions.