

INSPECTION REPORT

KENTISBEARE CofE PRIMARY SCHOOL

Kentisbeare, Cullompton

LEA area: Devon

Unique reference number: 113357

Headteacher: Mrs Tracey Hailey

Reporting inspector: Mr David Collard
OFSTED Inspector Number:

Dates of inspection: 15th – 18th April 2002

Inspection number: 243801

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Fore Street
Kentisbeare
Cullompton
Devon

Postcode: EX15 2AD

Telephone number: 01884 266330

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Appropriate authority: Governing Body

Name of chair of governors: Mr Alan Muggleston

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11122	Mr D Collard	Registered inspector	art and design; design and technology; information and communication technology; mathematics; equal opportunities; special educational needs	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
13450	Mrs J. Madden	Lay inspector	none	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18059	Mrs O. Cooper	Team inspector	geography; history; music; science; Foundation Stage; English as an additional language	How well is the school led and managed?
21858	Mr J. Pryor	Team inspector	English; physical education; religious education;	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kentisbeare Church of England Primary School is situated in a small village on the outskirts of Cullompton, Devon. There are 132 full time pupils in the main school and this includes 16 reception children, which is smaller than the average primary school. There are five mixed age classes with pupils ranging in age from four to eleven years old. These alter each year in light of the numbers in each yeargroup. There have been substantial building improvements over the last five years that have culminated in a number of new classrooms and some shared areas. The building works were halted part way through and were only restarted during 2001. As a result, one class has been situated in a village hall away from the main site. Work is due to finish immediately after the inspection but has inevitably caused much disruption. Pupils start school during the year that they are five and come from a variety of social backgrounds. The number of pupils entitled to free school meals (2 per cent) is very low compared to the national average. No pupils come from a minority ethnic background or are identified as being at an early stage of learning English. This is very low when compared nationally. At present, seven per cent of pupils are on the special educational needs register, which is below the national average, although this fluctuates widely with each new intake of pupils. Two pupils have a statement of special educational need, which is below the national average. Attainment on entry to the reception is average overall although, this has risen over the last two years. The attainment of pupils at the end of the Foundation Stage (at six years old) is variable but, at present, is average. The school has successfully gained an 'Investors in People' award for their work developing the potential of the whole school community and a number of other prestigious national awards for art and physical education.

HOW GOOD THE SCHOOL IS

This is an effective school that has continued to provide a good level of education despite difficulties with the accommodation. The achievement of pupils through the school has been good and standards have been maintained. There were poorer results in 2000 and 2001 in the National Curriculum tests for seven year olds but these pupils, as a group, had a lower ability on entry to the school. The quality of teaching fluctuates slightly, it is never unsatisfactory, and is good overall. The leadership of the school is also good and the governing body, in particular, has maintained a strong strategic approach to management. The school provides good value for money.

What the school does well

- The achievement that pupils make by the time they leave the school
- The good quality of teaching, especially in Years 1 to 6
- The very good attitudes to school and the relationships within the whole school community especially with parents
- The wide and varied curriculum that is offered and the very good range of activities outside school hours
- The good leadership provided by the headteacher and key staff and the good management of the school by the governing body
- The management of the recent building improvements to ensure that learning opportunities have not been disrupted

What could be improved

- The planning of the Foundation Stage curriculum, including the opportunities for independence, outdoor learning, and the range of resources.
- The consistency of marking and presentation

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 September 1997. Satisfactory improvement has been maintained since that time despite the challenging circumstances. The key issues regarding assessment have been fully implemented and are now good. The new national guidelines for schemes of work have been put in place and developed around the school's own needs and the building improvements have been completed. In addition, the curriculum provided for all pupils has been further enhanced through a wide range of associated initiatives particularly in the creative subjects and standards have continued to rise in the juniors. The quality of leadership and management has been maintained, as has the quality of teaching. Pupils remain fully committed to the school's ethos, have very good attitudes and behave well. Parental links have been strengthened.

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	D	B	B	D
mathematics	E	A	B	C
science	E	B	C	D

Key

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

The table above shows a fluctuating picture over the last three years. This is because the numbers in each year group are small and the results should be treated with some caution. In addition, the number of pupils with special educational needs also fluctuates each year and this adversely affects the overall figures, especially when compared with similar schools. The trend line of improvement in the National Curriculum tests for eleven year olds, over the last four years, follows that nationally but for the last two years has been consistently above average, except in science. Pupils in the present reception class entered with broadly average standards and are on line to reach the nationally agreed objectives of the Early Learning Goals by the time they are six. The profile of children on entry to the school has risen over the last two years from well below average.

Pupils in the present Year 2 are achieving standards that are at average levels when compared nationally in English, mathematics and science. The poorer results in National Curriculum tests for seven year olds in 2000 and 2001 are unlikely to be repeated this year. Pupils are beginning to be confident readers, can use mental strategies that help them build mathematical skills and use experiments and investigation well. They make the expected progress so that achievement through Years 1 and 2 is sound. Pupils' attainment in all other subjects is at least in line with the national expectation and above this in religious education, art and design and physical education. Insufficient lessons were seen to make a judgement about music although there are good opportunities offered both during lessons and through clubs and music tuition. Lessons are planned carefully to develop a systematic development of knowledge and skills and to prepare them for work in Years 3 to 6 that will build up understanding. In Year 1 especially, teaching has been focused on improving more self-reliance, as the younger pupils expect to be directed too closely by the teacher.

Pupils in Years 3 to 6 make swifter progress and achieve well because they have been given the necessary skills to take better charge of their own learning through Years 1 and 2. In English, mathematics, religious education, art and design and physical education standards are above those expected nationally. In all others they are at least in line and a number of pupils in each yeargroup are achieving better than this. Pupils with special educational needs make suitable progress against their own individual targets and a number of them achieve the nationally expected levels in English and mathematics tests during Year 6. The targets set for English and mathematics in 2002 are very challenging. Whilst they are achievable there is little room for error in the performance of individual pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very proud of their school and enjoy what it has to offer. Pupils are keen to attend the wide variety of after school activities and want to do their best.
Behaviour, in and out of classrooms	Good. The overwhelmingly majority of pupils behave sensibly throughout the day. There are a small number of pupils who are capable of challenging the authority of the teacher. The good teaching ensures this does not happen and disruptions are kept to a minimum. There are no major instances of bullying.
Personal development and relationships	Personal development is good. Older pupils show good levels of maturity and respond well to the responsibilities they are given. Relationships are very good. The school works well as a community. Individual views are valued by all.
Attendance	Below the national average because of a large number of term time holidays. Reasons for absence are not always fully completed and the systems for

	registration are sometimes too informal. Despite this, the school places a high priority on the security of pupils.
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TEACHING AND LEARNING

Teaching of pupils in:	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.

Some good teaching was seen in all classes. Reception children make a suitable start to their schooling. They are taught the methods that will enable them to learn. There are strengths in the way that reading, speaking and listening are developed, how pupils are cared for and aspects of creative development in music. Planning links work to the new national guidelines; the Early Learning Goals. As yet, not enough note is taken of the need to plan for small steps in the learning of skills particularly in writing, all aspects of numeracy and in knowledge and understanding of the world. However, the achievements made are in line with those expected nationally.

Pupils in Years 3 to 6 achieve well because the quality of teaching is good in Years 1 to 6. Planning ensures there is a balance between learning new knowledge and skills but also in developing understanding by providing many different opportunities to experiment, investigate and research. This consistently challenges the factual knowledge that has been gained previously. Literacy and numeracy teaching is effective, and central to the learning in other subjects. Good links are made between subjects but teachers are careful to ensure that a subject's particular identity is developed through using technical vocabulary and outlining the reasons for a type of study. Pupils behave well because they are managed well and given challenging tasks to do. Teaching assistants are used effectively to support all pupils but primarily those with special educational needs. This, combined with well-founded individual education plans, ensures they make good progress. Pupils with higher ability are also supported well through a variety of specific work.

Pupils work hard, are keen to do their best and enjoy the work they are given. Most aspects of teaching support this well although there are inconsistencies in the quality of marking and presentation. This ranges from satisfactory to good. When it is not so carefully undertaken, pupils are not always aware of what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A rich and stimulating variety of experiences. The curriculum is broad and has been planned to take account of new initiatives, whilst keeping a balance of creative and physical activities. It is further enhanced by a wide range of out of school clubs. The school is working towards national awards for art, and physical education. The curriculum for the Foundation Stage is not yet fully integrated with the nationally recognised 'Early Learning Goals' to enable the younger children to take full advantage.
Provision for pupils with special educational needs	Good. Pupils are identified early through a range of analysis of tests and teacher assessment. They are supported well by teachers and assistants. The individual education plans are good and provide for small steps in learning and an analysis of success.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. When they leave the school, pupils are self-confident, morally and socially adept young people. They show an awareness of their own and others cultural heritage and are already developing a well-balanced view about the world. The provision through the school builds upon what has been learnt before and allows pupils to move from being reliant on rules from others to having their own social and moral code.
How well the school cares for its pupils	Good. The procedures for child protection, care and welfare are embedded well in the school framework. Assessment is much improved and now provides the information needed to inform the work that takes place in lessons. The monitoring of academic and personal development has progressed well.

The curriculum provided is one of the reasons why pupils learn well. The new national guidelines along with previous topic and theme plans have been combined to ensure that relevant opportunities are given. Weaknesses have been identified and new approaches have been tried. Subject co-ordinators take a firm lead to monitor the effectiveness. All statutory requirements for the curriculum are met. Planning for the Foundation

Stage has been implemented but there is still more work to be done to ensure that the ethos of the nationally agreed 'Early Learning Goals' form the backbone of all work in the reception class.

Parents have very positive views about the school which are justified by the attitude of their children. Pupils make ever swifter progress as they move through each yeargroup.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and direction for the work of the school. She is ably supported by the deputy headteacher. Curriculum co-ordinators are empowered to carry out their responsibilities and contribute well to the development of their subjects. Day-to-day management of the school has been particularly effective during the prolonged building work.
How well the governors fulfil their responsibilities	Good. The governors fulfil their responsibilities well and meet all their statutory obligations. They monitor the work of the school effectively and provide valuable support for the staff and pupils. The school improvement plan is relevant to the needs of the school and the governors have a good grasp of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. Arrangements to check the quality of teaching and pupils' progress are good and help in identifying where further improvements can be made. The performance of individual pupils is tracked from year-to-year to ensure sufficient progress is being made and additional support provided where necessary to help pupils to catch up. The school compares its performance against that of similar schools.
The strategic use of resources	Good. Resources are used well to enable the priorities to be met and to benefit the pupils. All funding is used solely for the intended purposes. The teaching assistants are deployed effectively to provide support in classes and for escorting pupils to and from the village hall each day. The principles of best value are applied satisfactorily.

The staffing levels at the school are sufficient to meet the needs of all pupils. Teaching staff are supported by an adequate number of learning assistants who help in class and with pupils with special educational needs. Now that the new class facilities are completed the accommodation will be very good. Over the last year, the staff and pupils have coped well under very difficult circumstances. Learning has not suffered despite having to use temporary classrooms. Resources are adequate for the needs of the pupils although there are some deficiencies in the development of the library, artefacts in religious education and for mathematics equipment, books and outdoor toys for the pupils in the reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, are responsible and grow in maturity • Pupils make good progress because the teaching is good • The school is approachable should there be any worries and works closely with the village community • The school is led and managed well 	<ul style="list-style-type: none"> • A small number feel that homework could be better and the school could provide a better range of activities outside school

The inspection team agrees with the positive views of parents. The team does not agree that homework and extra-curricular activities are an issue. Clear procedures are in place. These are understood fully by the pupils. Work done at home is valued by teachers and marked regularly. There is an extensive range of activities, better than seen in many small schools, available to all pupils including those in Years 1 and 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall standards reached by pupils at the end of Year 2 are in line with those expected nationally and above average by the time they reach Year 6. The numbers of pupils in each yeargroup are small and comparisons with national statistics for English, mathematics and science have to be treated with some caution. However, since the last inspection there has been a fluctuating but general improvement trend. In previous National Curriculum tests for seven year olds, results have been disappointing for the last two years although before that they were above the national average. The overall ability levels of these groups were below average when they entered school and the results do reflect sound progress. Pupils attain satisfactory levels against their own ability. At the end of Year 6, pupils are attaining standards overall above those expected nationally and make good progress. There has been a pattern of consistently good results in the Year 6 National Curriculum tests over the last three years indicating that pupils achieve well in their time at the school. When compared to similar schools the results are not as good. However, the fluctuating numbers of pupils with special educational needs distort the figures as some of these pupils do not reach the nationally expected level but form a high percentage of the total figure.
2. The attainment of children in the present reception class is broadly average. From an analysis of the assessments conducted, it is evident that over the last three years the profile of attainment has risen from below average. Part of the improvement is the better liaison about the curriculum with the local playgroup, where the majority of children come from. Good induction procedures ensure that the children settle in well to school life so that by the end of the Foundation Stage, at six years old, the standards attained are in line with those nationally and they are ready to start work on the National Curriculum. However, the planning for these children relies rather too heavily on developing topics rather than specific skills, knowledge and understanding. A good example of this is during outdoor play. Whilst the children play well, learning is not moved forward by planning for good questioning techniques, key vocabulary and directed role-play. The result of this is that whilst pupils are capable of working on the National Curriculum they have not got all the necessary learning skills to develop their understanding quickly. This holds them back from making good progress during Year 1 although their achievement becomes much swifter as they move through the school.
3. Standards of the present Year 2 pupils in English, mathematics and science are at average levels and they achieve sound levels of progress through Years 1 and 2. The poorer results gained in National Curriculum tests for seven year olds in 2000 and 2001 are unlikely to be repeated. These pupils did not do as well because their attainment on entry to the school was lower. The standards of pupils in Year 6 in English and mathematics are above average and average in science.
4. The good work started in the reception class on reading is reflected in the number of pupils who are confident, technical readers and show a lively enthusiasm for different styles of books. Younger pupils speak with a good range of vocabulary and are able to express their ideas. They write with accuracy and show good sentence structure. Older pupils in Years 3 to 6 develop better skills quickly because of the good planning and tasks they are given. During their time in the juniors they achieve well. The results in the National Curriculum tests for English have been consistently above average for a number of years and when compared to the results

they achieved when they were seven demonstrates at least suitable progress and often better. Pupils use a range of technical language in different subjects, can discuss a wide range of books that they have read and write in an increasingly mature style. Sometimes, teachers do not encourage pupils to present their work as well as they could and this does not help pupils to understand the need to strive for perfection.

5. In mathematics, younger pupils in Years 1 and 2 use number with increasing confidence. The thorough planning for the National Numeracy Strategy has helped, particularly in the way that pupils use different methods of mental calculation. They can see, for instance, why knowing one number fact can then lead onto knowing two or three others. Teachers use different investigations well to help build up an understanding of problem-solving and pupils are given the opportunity to use their knowledge in other subjects such as science, geography and information and communication technology. Pupils in the juniors progress more swiftly and achieve well. The basic work covered in Years 1 and 2 is built upon because of the good methods and planning used to interest and excite learning. Skills are developed systematically through each year and link well with what has gone before.
6. In science, pupils in Years 1 and 2 progress suitably and are building a scientific knowledge base as well as an understanding about how experiments are conducted. For instance, they can make decisions about the importance of regular time delays in experiments and how to ensure that a test is accurate. Suitable progress continues through the junior years so that by the time pupils are in Year 6 they have a good grasp of a wide range of facts and are using these to develop a hypothesis, test it out and evaluate the results. They can draw conclusions from the graphs and charts that they have made and relate this to previous work. As in English, presentation is inconsistent. In the best cases it ensures that accurate tables are made that help make evaluation easier, but this is not always the case and results and analysis then become confused.
7. By the end of Year 2 and Year 6, standards are in line with the national expectation in information and communication technology, design and technology, geography and history. They are above the national expectation in religious education, art and design and physical education. Insufficient lessons were seen to make a judgement about music although there are good opportunities offered both during lessons and through choirs, clubs and music tuition.
8. Overall, pupils achieve and make sound progress through their time in the infants. They quickly learn new skills and are building a knowledge base for future study. They are not so swift in developing their understanding and, especially in the subjects where attainment is only average, do not have the necessary skills to use the information that they know. This is because they are used to being given too much close direction at an early age and thus are not so self-reliant. Teachers in Years 1 and 2 spend much time developing this through more open-ended work such as research and experimentation. The skills learnt in the infants are utilised well through Years 3 to 6 where pupils become increasingly confident at learning for themselves. An example of this was seen with a small group of pupils researching information on the Internet about Jesus' life. The discussion that took place indicated the high level of thought that had been put into finding various sites. The teacher set the task but was not involved and pupils got on well on their own. Another example of this 'self-learning' is seen in the work completed at home. This is thorough, often lengthy and full of detail.
9. Pupils with special educational needs make suitable progress against their own individual targets. Individual education plans are produced well, have clear, small steps in learning and are changed as pupils successfully achieve them. The good level of support means that they are not held

back and many achieve the expected national level in tests. The school works hard to ensure that all pupils are given the best opportunities to develop their talents although this is at an early stage of development.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to the school are now very good, an improvement since the last inspection when they were good. Parents consulted during the inspection, with very few exceptions, agreed that their children like coming to school. The youngest pupils are eager to get in to school and leave their parents with little fuss. During lessons throughout the school, pupils take the opportunity to work independently even though noise levels do rise considerably during some of these periods. Pupils normally settle quickly to the school day and concentration levels are high because of the good teaching and well-structured lessons. Many pupils take the opportunity to join in the wide range of activities offered by the school. Pupils with special educational needs are fully integrated socially with their peers and because of the very good care taken by teachers and learning assistants they are fully integrated into classroom activities.
11. Behaviour in the school is good, as it was at the last inspection. Parents are largely very pleased with this state of affairs. In lessons where there is very good teaching, the overwhelming majority of pupils behave sensibly. A small minority of pupils in Years 4 to 6 can be challenging, showing little respect for adults even when being directly supervised. This same minority can also be argumentative and display rivalries. In the play areas there is little aggression and pupils are fully occupied by the wide range of games and activities. However, as they return to school, an element of pushing and disregard for others is apparent as pupils vie to be in school first. Pupils who prefer to spend the lunchtime in quiet activities are now able to stay in school during this time. There have been no exclusions in the last academic year. There was no oppressive behaviour observed during the inspection, and Year 6 pupils in conversation were clear that any inappropriate behaviour would be dealt with immediately. This was also the opinion of the parents attending the pre-inspection meeting.
12. Pupils' personal development is good. In Years 5 and 6 pupils showed great maturity in dealing with the constant movement and interruptions to their working day because of the problems brought about by the building changes. In one *circle time* observed during the inspection they moved twice and were interrupted once but kept the momentum moving to their great credit. The majority of pupils are willing to wait for others to speak and to take turns. During lessons pupils work well together from their first experience of school. In a reception class, prior to work on hospital visits, pupils exchanged experiences through play telling each other about what they were doing, sharing equipment, and learning from one another, with no adult interaction. Relationships with their teachers and the adults in the school are very good and enhance learning. This was especially noticeable in a Year 4 history lesson when pupils were looking at wealth and poverty during the Tudor period. Pupils with special educational needs have good social skills and mix well.
13. Attendance in 2000/2001 was below the national average at 93.8 per cent with no unauthorised absence. This low level of attendance is especially unusual for a small village school. The majority of pupils arrive in the school in time for registration and there are very few who lack a valid reason for arriving late. A number of registers are not initially always fully completed with the appropriate codes. As the systems are too informal it is often difficult to find out why pupils are absent for more than a few days. The headteacher however, is sure that low levels of attendance are the result of holidays during term time and there is no reason to think this is not the case.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Overall, teaching is good at the school. It is satisfactory for those in the Foundation Stage (up to six years old) and good for pupils in Years 1 to 6. During the inspection thirty lessons, or parts of lessons, were seen. Of these, two-thirds were good or very good. The strength in much of the teaching is characterised by the fact that some good lessons were seen in all classes. As a consequence, pupils learn well in their time at the school. This is the view shared by parents and is similar to that found at the time of the last inspection. The quality of teaching and learning is particularly noteworthy given the difficult accommodation issues that have been apparent over a number of years. The move to the new, more spacious, classroom facilities will enable the progress of pupils to improve further.
15. The sound teaching in the Foundation Stage has strengths in the development of language, especially reading, the secure and caring environment that has been engendered and the use of first-hand experiences through a wide range of visits. This allows these young children to build a work ethic that is useful, as they become older.
16. Planning of work is linked to the new Early Learning Goals (ELG). However, much of the central work is planned around a topic that becomes an end in itself. This results in a lack of clear objectives for small steps in learning for each pupil. An example of this was seen in a role-play activity. The children were actively involved in making signs for their hospital. They copied the words, written by the adults. This did not encourage the group to think for themselves. In addition, the children talked to each other but the adults did not join in with them. Hence, the talking was not clearly directed to advance the use of different types of technical vocabulary. Better links were made in a numeracy lesson. Here, the planning was aimed at improving the knowledge of number and the activities were closely linked to a clear objective. Pupils in the reception class are managed well. There are no instances of silliness and the teacher works hard to ensure that all pupils are equally involved in what they are doing. Support assistants are used well and a range of parents and helpers are often on hand to support learning. Learning at home is encouraged by taking books home and asking children to bring in resources for new work.
17. Teaching in Years 1 and 2 is good. Whilst a number of pupils had been in the class some time a number of them are still immature in their attitude to work. They have the basic skills to progress well but have some gaps in their learning. They do not always pay full attention in class discussions and the teacher has to use various good methods to interest and motivate them. In an independent writing session, pupils missed the objective of finding out about sounds and concentrated too long on drawing pictures until the teacher intervened. Year 2 pupils make swifter progress in all subjects because they already have a better attitude to their work.
18. Teaching in Years 3 to 6 is also good and this is the reason why pupils make good progress. Skills learnt in Years 1 and 2 are built upon well. Planning is well-founded to support increasing knowledge but emphasises the need to use skills to improve the understanding and independent thinking of pupils. All teachers concentrate on the need to experiment, investigate, research and evaluate work in many subjects. In a science lesson with Years 3 and 4, the teacher was classifying foods into different types and how to decide on healthy eating. He encouraged the class to think about what they already knew and challenged their ideas by asking how to categorise potatoes when they were cooked or as chips and crisps. The discussion that ensued was of high quality. The pupils were motivated and excited about what they were doing and become heavily involved in the debate.

19. All teachers have good subject knowledge across the full range of the curriculum. It is very good in art and design and this is demonstrated by the good standards that are achieved. Recent training has improved teachers' awareness of the opportunities to use information and communication technology. The expertise of a specialist music teacher benefits all pupils. The good planning and subject expertise ensures that teachers have high expectations about what pupils are capable of. The work they set is challenging to all levels of ability. Pupils with special educational needs are given support for specific work from well-briefed assistants. Much of this links well to the good quality individual education plans. Pupils with statements of educational need are progressing well against their own targets.
20. Many methods are used to excite, interest and motivate pupils. These include a wide range of resources, visits and visitors. Pupils talk enthusiastically and knowledgeably about places they have been to and can give background information about a topic that they are studying. However, pupils are not sure at what level they have reached or whether they have learnt all they should have done. This is because the quality of marking is not consistent in each class. In the best cases, as in Years 4 and 5, the teacher gives praise but also gives comments that will move learning onto the next stage. Where it is not so good there is too much reliance on 'self-marking'. There is no indication about what comes next and pupils are not able to judge how well they are doing. The policy for marking has not had a high priority. Individual targets are used better. Pupils know what they have to learn next and these are often written in books. Presentation is variable. Naturally neat pupils have work that is of consistently high quality. Whilst no books are scruffy a number could be improved by the teacher setting exact rules about what is expected. As a result, not all pupils strive to do better and this affects their overall performance. Again, this does not allow pupils to be fully aware of how well they are doing in their own learning as there is no benchmark.
21. The teaching of literacy and numeracy has been improved with the introduction of the national strategies for the subjects. Planning is consistent between classes and much time has been spent ensuring that pupils are able to build upon what they have learnt before. During lessons, the teachers use their own good knowledge of the English language to ensure pupils increasingly understand the need for good grammar, sentence construction and accurate spelling. In numeracy lessons the 'quick-fire' sessions are used well to develop mental agility.
22. Pupils throughout the school show good attitudes to academic study. They acquire skills and knowledge quickly and understanding develops swiftly as they move further up the school. This is because they build a foundation for styles in learning from Year 1. All pupils generally work hard and concentrate well. They follow the teacher's instructions carefully and try to complete work. This is at its best when the teacher tells them what is expected. In a Year 5 and 6 lesson the teacher repeatedly told the group what they had to finish during a numeracy lesson and gave them notice of when the time was getting near. Pupils concentrated very well to ensure they had done what was asked. Particularly good was the way the teacher gave good support to those with behavioural difficulties. This is a positive feature in many lessons. Pupils with higher ability are given more challenging work during independent work and the teachers try and challenge them by using more open-ended questions. This helps them think hard about their own understanding of a theme or topic.
23. Pupils have continued to learn well despite the many opportunities that could have occurred to limit this. One class has a 5-minute walk to the village hall at least four times a day and another has to put out uncomfortable benches and tables each morning and afternoon. New class and playground rules have had to be developed, sometimes daily, as contractors' vehicles move around the site. The staff and pupils should be commended for their persistence during a very

difficult year. The imminent move to the new accommodation will enable teachers to fulfil the ambitions they have to improve the learning of their pupils.

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

24. The school provides a rich and varied curriculum for its pupils. A significant strength of this provision is the wide range and number and the very good quality of the different activities provided outside the school day and beyond the standard curriculum. These extra-curricular activities include French lessons for the older pupils, sporting activities which are provided by football or cricket, hockey or netball and athletics or gymnastic clubs at different times in the year. There are also after school chess and art clubs and organised outdoor activities for pupils and families occasionally on Saturdays. As a group of Year 6 pupils said with pride in their school, and gratitude for their teachers, “There is something to do every evening, and at the weekend if you want.” There is also good provision for instrumental tuition in music. In physical education, as well as the expected range of activities, the pupils are regularly given very good opportunities for kayaking, climbing and fell walking at properly managed outdoor pursuits centres. Opportunities for taking part in residential visits are provided for pupils in Years 3 and 4 as well as for those in Years 5 and 6.
25. The school has achieved this good breadth of provision while at the same time fully meeting the requirements of the National Curriculum and religious education. Recent initiatives such as those for literacy and numeracy with others such as the development of personal, social and health education leading to citizenship have also been accommodated. The national recommendations concerning the education of pupils under five in the Foundation Stage of education have, however, not yet been implemented fully. There is still the weakness in the provision for outdoor play activities for the younger children noted in the previous inspection report.
26. The positive developments represent an improvement since the previous inspection, and the specific requirement for the introduction of schemes of work in all subjects has also been achieved well. The national recommendations for teaching literacy and numeracy have been adopted for English and mathematics. The other subjects in the National Curriculum are taught using the recommendations of the national Qualifications and Curriculum Agency as the basis of the planning. These are in process of review to adapt the schemes more closely to the needs of the pupils in the school. The programme of religious education is based on the suggestions developed from the recently adopted “Agreed Syllabuses of Religious Education” produced by Devonshire, Plymouth and Torquay education authorities. Appropriate programmes for providing sex and relationships education as well as for drugs awareness have also been adopted.
27. Good provision is made for the support of pupils with special educational needs. All pupils generally have equal access to all parts of the curriculum. When inequalities become apparent, as when the monitoring of science revealed that the provision for the subject differed for the two groups of Year 1 pupils in different classes, arrangements were made to remedy the situation. The careful use of nationally recommended and well-tried schemes for teaching the subjects in the curriculum has led to the continuity, consistency and progression in the teaching and learning of the subjects called for by the previous inspection.

28. Very good links are maintained with the local playgroup, with the secondary school to which most of the pupils move on and with a group of local small schools. These connections make the transfer from one institution to another easier for the pupils. It also means that the secondary school staff and pupils can provide specialist help, for example during 'arts fortnights'. The groups of small schools work together to develop new ideas and share the cost of joint enterprises such as visiting Indian dancers or African drummers.
29. The school is fully involved in the local community, for example it provides a "harvest lunch" for senior citizens each year, and supports village ventures well. The local community in turn fully supports the school. The Friends of Kentisbeare School regularly raise considerable funds to support school ventures such as the purchase of a playing field. Most recently they have undertaken to landscape the area round the new classrooms so that all the available funds would be spent on the actual building work when the project went over budget. The school makes good provision for the pupils' personal development through programmes of personal, social and health education. It has embarked on the Healthy Schools' scheme.
30. Good provision is made for the pupils' spiritual, moral, social and cultural development. By the time they leave the school most have become self confident, morally and socially adept young people with an awareness of their own cultural heritage and of the cultural diversity to be found in contemporary Britain.
31. Part of the good provision for spiritual development is to be found in the programme for collective worship in which they are introduced to matters of concern and on which they are encouraged to reflect. It is also supported by religious education lessons. In these the pupils learn something of the nature of beliefs and values by which people live their lives. These lessons are also significant for the pupils' understanding of the range of cultures and religious faiths other than Christianity. The good range of challenging activities in physical education and on residential visits and the opportunities provided for the pupils to express their own feelings and ideas in art and music as well as in their writing enable them to explore their personal identities well.
32. The school's sensitively planned and managed behaviour policy and practices enable the pupils to develop a very good understanding of what constitutes good and bad behaviour, and to work towards an understanding of right and wrong. They are also given opportunities to explore moral questions in subjects such as history and environmental issues in geography, and through literature in English.
33. The 'circle time' which is a feature of the personal social and health education programme enables the pupils to explore the effects of their actions on others so that they can come to develop a sound basis for good personal relationships. The pupils are encouraged to accept responsibility for aspects of school life, such as manning the telephone at lunchtime, the older ones are encouraged to look after newcomers and younger pupils at play time, and do so effectively. They are provided with opportunities to develop social skills when on visits, and to develop teamwork through co-operative exercises during residential visits. The example they are given by the volunteers who support the school, and the voluntary extra activities of the staff, support the development of their awareness of how communities function.
34. The school makes good provision for the pupils' cultural development. They are introduced to aspects of their own culture through art, music and literature. Visiting theatre groups and storytellers bring them live examples of this cultural heritage, the support they give through the Tear Fund for a child in El Salvador does the same. They are made aware of the diversity of

cultures in contemporary Britain, which are not apparent in rural Devonshire, through subjects such as geography and religious education. Visiting groups bringing music and dance from non-European cultural backgrounds also widen their horizons effectively. They also visit a synagogue as part of their religious education work. Giving them a first hand experience of an unfamiliar culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school takes good care of its pupils as was demonstrated at the last inspection. All staff have good knowledge of pupils' physical, intellectual and emotional needs, in particular in their classrooms and more generally across the school. Pupils with special educational needs are well cared for within the new code of practice having individual education plans, which are regularly reviewed and supported in the classroom. The classroom assistants are generally well briefed and deployed to ensure that all pupils are fully included in the work of the classroom. Work is well matched to their ability either by providing differing materials or by changing the criteria by which work is judged. The school has good links with outside agencies including educational psychologists, speech therapists and the behaviour support unit.
36. Health and safety is the responsibility of the deputy headteacher who has very successfully steered the school through the recent problems of having children moving through a building site on a daily basis. Daily checks are carried out by staff, and any of the smaller problems dealt with immediately by the governors who also carry out regular site checks. Pupils are well supervised on the school site, which includes a large field area and a stream, by all staff including the lunchtime play assistants. Child protection procedures are good and all staff have received appropriate training.
37. The school has satisfactory procedures in place to monitor and promote attendance. Registers do not always immediately indicate why pupils are absent even though the school has been notified of the reasons. However, attendance is monitored daily by teachers in conjunction with the school secretary who will ring parents immediately if pupils are absent without reason. The school has little problem with pupils arriving late, but any pupil arriving after 9am has to go to the office to get into the school.
38. There are good arrangements in place to monitor and promote good behaviour in pupils. In the classroom, pupils are generally well managed but there are incidences of silliness and some rudeness by a small minority of pupils. However, this is never allowed to disturb the learning process. The emphasis is on the positive aspects of behaviour and the recently re-introduced house-point system has raised the profile of working towards individual and house achievements. This includes in particular comments in the 'Blue Book' which are read out in assembly. Any instances of bullying are dealt with swiftly, a fact much appreciated by both parents and pupils. Incidents of abusive or violent behaviour are recorded with details of action and the outcomes.
39. The procedures for assessing pupils' academic attainment are good and have improved significantly since the previous inspection. An annual programme of tests, including baseline assessment soon after entry, statutory and optional National Curriculum tests, standardised reading and non-verbal reasoning tests are used and the information carefully collated so that the progress of each individual pupil can be tracked from year to year. This collation of information helps the teachers to identify where pupils have made insufficient progress so that additional help can be provided. The pupils' performance in National Curriculum tests is

carefully analysed and the curriculum amended to meet the pupils' learning needs where necessary. Targets for improvement are set for individuals, groups and classes and end of Year 6 scores predicted to monitor the trend in improvement. Progress towards the targets is reviewed annually, with any necessary steps taken to keep the school on track.

40. In lessons, teachers assess pupils' attainment and progress through their questioning and marking, but the marking of pupils' work is less effective in helping them to improve as often it is merely ticked to show the teacher has seen it. The 'tracker books' that are kept to show the progress of individual pupils are of little value where the samples of work are not annotated to show precisely what pupils have achieved by completing a particular piece of work.
41. Pupils' personal development receives good support and is actively promoted by the school. Pupils are given responsibility within the school especially in Year 6 when, for example, house captains are responsible for collating the dinner registers and looking after the office at lunch time whilst the secretary is out of the building. Year 6 pupils are also given the responsibility of acting as 'buddies' for new pupils when they arrive in the school. The school has a large number of out of school activity clubs including chess, and wide range of sporting activities. Residential visits are available for Years 5 and 6 pupils and this year a short team building residential visit has been organised for Year 3 and 4 pupils. In addition, Year 6 pupils attend 'Life Skills' activities organised by the local police force.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents' views of the school were very positive in the consultation before and during the inspection, saying that this was a good school. A high number of pre inspection questionnaires were completed, 66 per cent in all. More than 90 per cent of the responses agreed that their children were making good progress in a school they liked and where the teaching was good. Children were expected to work hard and achieve their best in a well-led and managed school. Behaviour was good and the school helped children become mature and responsible. Parents felt comfortable approaching the school, that the school worked closely with them as parents and kept them well informed about children's progress. Activities outside lessons are wide-ranging and interesting.
43. The effectiveness of parents' links with the school is very good. Parents of pupils due to start school the following term are asked to attend an informal meeting where they discuss the induction process and meet members of the school staff. When their child has reached the final week of the induction programme, the school discusses progress and the results of the baseline assessment with them. A well-written booklet provides information for parents to prepare themselves and their child for school. The prospectus is very good and gives parents large amounts of useful information in a well-organised and easy to read format. The weekly newsletters are friendly and informative about every aspect of school life including the activities of the school association.
44. Annual reports to parents are satisfactory but provide little information about areas for development, they concentrate on pupils' strengths giving a flavour of what they have achieved and done during the school year. Parents have no official opportunity to discuss the content; the onus is on them to arrange a meeting. This is mentioned in the covering letter that accompanies the report. In contrast, parents of pupils with special educational needs are closely involved in their child's progress through regular meetings and reviews. The school holds two parents' evenings - one in the autumn term and the other in the spring term and an open evening in the summer term. These are very well attended and school governors are always on hand to

discuss matters. For example, the plans for the school or the home school agreement. Informal liaison between teachers and parents at the beginning and end of the school day is very good and parents clearly feel comfortable in the school.

45. The school holds regular consultations with parents on a range of issues including such questions as would parents like to know more about what pupils were taught and do they know how to contact a parent governor?
46. The contribution that parents make to children's learning both in the home and school is very good. Parents help in classrooms on a regular basis, for example, hearing children read or adding their expertise to a lesson on the Tudor period. They also run after school clubs for pupils and regularly attend the Saturday morning walks on Dartmoor organised by the school for families and friends. The School Association organises regular fund raising activities which provide the school with additional resources. Homework is a regular feature of school life and parents are provided with clear guidance about the schools expectations. In addition, parents of each year group are provided with specific guidance on helping their children with reading including games and other activities. Homework and reading diaries provide the means for a useful two-way dialogue between the home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are good, with significant strengths in aspects of the management. The headteacher continues to provide effective leadership of the school and is ably supported by the deputy headteacher. They have created an ethos conducive to learning, which is underpinned by the school's aims. They enjoy the confidence of the staff and have built a cohesive staff team that has enabled the school to continue to develop in challenging circumstances and has the commitment and capacity to make further improvement. The school has gained 'Investors in People' status as a result. The building programme started soon after the previous inspection but came to a halt after the first phase and is only now nearing completion. This has caused severe disruption, over a prolonged period of time, with the movement of classes into the school hall and nearby village hall. The tables in the school hall have to be put out for lessons each day and put away for other pupils to have their physical education lessons. There have also been other difficulties to overcome, for example, in gaining access to the playground from the building. All these problems have been managed very well and parents are confident that their children's education has not suffered unnecessarily as a result.
48. The good management of the school is evident in the strategic planning for the longer-term development to maintain the creativity in the curriculum whilst continuing the drive to raise standards. Other members of the senior management team and curriculum co-ordinators all have clearly defined roles and responsibilities and play their part in supporting colleagues and in contributing to school self-evaluation and improvement through their action plans. The school's performance management policy has been fully implemented and is helping to improve the quality of teaching and to effectively monitor and evaluate its performance. Good quality training is sought and provided to overcome weaknesses identified in the teaching, for example, when the teaching of writing skills was identified as an area for improvement, further training was provided. Written feedback is given to teachers after lesson observations, with any areas for improvement noted and discussed. These aspects are followed up in future observations. Performance management procedures are extended to include teaching assistants and so enhance the cohesiveness of the whole staff team.

49. The governing body fulfils its responsibilities well. All statutory obligations are met and the governors have undertaken training to increase their efficiency and effectiveness. They provide good support for the school, are actively involved in making decisions, for instance about the way the school is developing, and monitor the expenditure and work of the school with rigour. They have provided valuable support for the headteacher and staff during the building programme, by using their knowledge and experience of building projects. The governors make frequent visits to the school, which enable them to monitor the work of the school at first hand and they have a good grasp of its strengths and areas for further improvement. Spending decisions are carefully analysed by the governors. This has become a crucial part of ensuring that the resourcing of the new accommodation has been conducted efficiently. When deciding on new purchases, the governing body takes account of using the principles of best value when obtaining quotations. The strong links and good relationships between the staff, governors and local community add to the overall effectiveness of the school.
50. The action plan to improve procedures for assessing and tracking the attainments and progress of individual pupils has been successful and the procedures are now good. The information is being used to set targets for improvement for individual pupils, groups and classes and to identify where the school can make further improvement. This is a significant step forward since the previous inspection and shows the school is adding value to the attainment of most pupils over time in the school. The headteacher is aware of the reasons where pupils have not made as much progress as they should have done. The headteacher's expectations of curriculum co-ordinators are high. They are required to scrutinise a sample of pupils' work in their subjects in each year group and identify any weaknesses and plan to remedy them. This on-going process identifies the priorities for whole school improvement and feeds successfully into the school improvement plan, which has the relevant priorities for development. The outcomes of action taken, in terms of pupils' attainment could be more specific to enable the governors to measure the success of the action taken in terms of raising standards.
51. The school makes good strategic use of all its resources. The financial plan is clearly linked to the school improvement plan and the pattern of expenditure is similar to that found in most schools. All funding is used for the designated purposes, is wisely targeted for the benefit of most pupils, with a small amount of funding from the school budget being used to enhance the provision for some pupils with special educational needs. This enables these pupils to be fully included in lessons. The money for improving teachers' skills in information and communication technology has been used well and is evident in the confidence among the staff and the level of use of the computers available. The governors monitor expenditure frequently and 'buy in' the services of a bursar to ensure the figures are accurate. The recommendations from the most recent auditor's report have been fully implemented. The school makes good use of management information systems for storing financial information, pupil records, attendance and assessment information, which aids the efficiency of the school. The daily administration of the budget is good and unobtrusive, allowing the teachers to concentrate on the pupils.
52. There are sufficient staff, both teaching and support staff, for the number of pupils on roll and to provide the extra support necessary to escort pupils walking to and from the village hall along narrow roads without pavements. Induction procedures for new entrants to the profession are good, supportive and appreciated by the staff concerned. Adequate learning resources are available for teaching most subjects, however, the school library is in need of refurbishment, there is a shortage of artefacts and particular texts for teaching religious education and the resources in the reception class need increasing, particularly for mathematical development and outdoor learning. The accommodation is currently unsatisfactory for reasons already mentioned,

but has improved since the previous inspection when pupils had to use outdoor toilets and older pupils were taught in a mobile classroom which had to be closed in some weather conditions for safety reasons. The school is about to have access to three new classrooms, which will provide much needed space and allow the school hall to be used for many purposes once again and provide easy access to outdoor activities for the children in the Foundation Stage. Once the pupils are settled in their new accommodation, the school has the potential to move forward more quickly.

53. The leadership and management of the school have continued to improve since the previous inspection and are having a positive influence on standards and provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- Further develop the curriculum for children in the Foundation Stage by:
 - planning for specific learning objectives in each lesson
 - planning the use of outdoor and role-play to include the development of independence and language
 - improving the resources for mathematics and outdoor toys

(See particularly paragraphs 2, 8, 15, 16, 22, 25, and 55 – 65)
- Improving the consistency of marking and presentation by:
 - ensuring the marking policy is reviewed and consistently applied
 - developing whole school approaches to presentation
 - further developing the use of the tracking records to give information about achievement, progress and teacher's expectations.

(See particularly paragraphs 4, 6, 20, 40, 69, 79 and 87)

In addition to the issues identified above, the governors may wish to consider the following minor issues for inclusion in their action plan:

Checking the procedures for attendance more regularly *(paragraph 13 and 37)*

Using the 'tracker books' to provide information for assessment *(paragraph 40)*

Considering the use of more formal procedures for consultation about annual reports *(paragraph 44 and 87)*

Improving the range of resources in religious education *(paragraph 52)*

Improving the use of the library *(paragraph 72)*

Ensuring that repetition does not occur in history topics *(paragraph 101)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	13	11	0	0	0
Percentage	0	20	43	37	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)	n/a	125
Number of full-time pupils known to be eligible for free school meals	n/a	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	9

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	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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	10	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	7	8	8
	Total	14	16	16
Percentage of pupils at NC level 2 or above	School	74 (83)	84 (89)	84 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	8	8	8
	Total	17	16	17
Percentage of pupils at NC level 2 or above	School	89 (89)	84 (100)	89 (89)
	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	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	10	10	10
	Total	14	15	15
Percentage of pupils at NC level 4 or above	School	82 (85)	88 (90)	88 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	5
	Girls	10	10	10
	Total	13	15	15
Percentage of pupils at NC level 4 or above	School	76 (85)	88 (90)	88 (95)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	109
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)	5.7
Number of pupils per qualified teacher	25
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	104

FTE means full-time equivalent

Financial information

Financial year	2000/2001
	£
Total income	269847
Total expenditure	255146
Expenditure per pupil	2181
Balance brought forward from previous year	-2462
Balance carried forward to next year	12239

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	125
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	1	0	0
My child is making good progress in school.	53	45	1	0	0
Behaviour in the school is good.	31	65	4	0	0
My child gets the right amount of work to do at home.	32	49	10	5	3
The teaching is good.	60	39	1	0	0
I am kept well informed about how my child is getting on.	53	38	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	61	35	3	0	1
The school works closely with parents.	43	55	3	0	0
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	56	44	0	0	0
The school provides an interesting range of activities outside lessons.	55	39	4	0	3

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

55. The provision for children in the Foundation Stage is satisfactory and similar to that found at the time of the previous inspection. Overall standards remain broadly in line with those expected for children at the end of their time in the reception class. However, the accommodation has been improved. There are 16 children in the Foundation Stage attending full time and accommodated in a class alongside six Year 1 pupils. Ten of these children were admitted in September and the remaining six younger children in January. There are good induction procedures, with the children attending part-time for the first four weeks, and this helps them settle quickly into school routines. The class is taught by two teachers with different expectations of the children leading to some inconsistencies in approach, which is unhelpful for the children.
56. Assessment of the children soon after they enter school shows overall attainment is broadly average, but is improving. There are good links with the local playgroup and discussion about the curriculum to provide some continuity between playgroup and school. This is partly why the attainment on entry is rising as most children attend the playgroup. The children are assessed regularly and records kept of their attainment in all areas of learning through ticking statements, further information is kept on the children's progress in phonics and reading. Talking to the adults shows that they have extensive information about the learning needs of each child, but this is not recorded. The curriculum is taught through a series of topics, which include all the areas of learning. However, the planning for the systematic development of the children's skills, knowledge and understanding through activities related to the topics is unsatisfactory. There is a lack of detail and specific information as to what the children are expected to learn each session, and a lack of coherence across all the areas of learning. There are too few opportunities for the children to make decisions and choose what they do from a wide range of materials and equipment. There is insufficient planning for outdoor learning and too much emphasis on what the children have to do rather than what they are expected to learn in some of the planning. In literacy and numeracy lessons the activities are closely linked to the national strategies and provide a good lead in to the National Curriculum.

Personal, social and emotional development

57. Most children are on course to reach the goals expected nationally by the end of their time in the reception class and their achievement is satisfactory. Most of the children enter school happily each day and make good progress in working as part of a group or class. Virtually all are eager to learn and move around activities in the classroom confidently and independently. They are beginning to develop their own beliefs and talk about stories from the Bible and how Jesus healed people. Some of the younger children in the class have not yet learned to share and take turns and there was little adult intervention in such incidents to encourage negotiation and resolve the situation to the satisfaction of all involved. A significant number of children still play alongside others on their own. The teaching in this area of learning is satisfactory overall, but there is insufficient emphasis on establishing routines and clear expectations of the children in tidying away activities and helping to keep the classroom looking neat and tidy. Consequently the adults often do this, instead of training the children to do it and to take some responsibility. The children show independence in personal hygiene and in putting on coats. They can sustain their concentration for reasonable periods of time and most complete tasks successfully with adult help. When involved in a writing activity, those who started school in September were

able to work independently whilst the adults worked with other children. They can follow instructions given by adults, but are slow to respond when adults request them to tidy away as routines for this are not well established. A strength of the teaching is the way in which the teachers and their assistant ensure that children are well cared for, feel secure and are included in activities.

Communication, language and literacy

58. Overall, children achieve satisfactorily. They make good progress in speaking and listening skills, achieve well and most are on course to exceed the level expected nationally by the end of their time in reception. In reading and writing they make satisfactory progress and most are on target to reach the goals expected nationally by the end of reception. Children speak clearly and can express their ideas and make their needs known using a good range of vocabulary. When involved in role-play in the class hospital, for example, they used words such as *patients*, *thermometer*, *syringe* and *stethoscope* in their conversations. All the children are beginning to read from the early graded reading scheme books, but many are reading the few words they recognise, often guessing unfamiliar words from the initial letter sound. The children are taught letter sounds and most know a good number, with higher attaining children knowing all of them. However, because of the way the children read individually to adults most days, they are not exploring spelling patterns or discussing the pictures in order to gain deeper understanding of events in the stories. While teaching overall is satisfactory and activities planned to lead into literacy hours, there are insufficient resources, especially non-fiction books, for working with groups of children to develop reading skills through discussion of the text and pictures and focusing on spelling patterns. The reading records show parents play an important part in supporting their children with their reading at home and this has a significant effect on the rate of progress.
59. There are some opportunities for the children to write during their play activities, such as when completing the hospital charts, but few children are really confident in their abilities as writers and are unwilling to attempt unfamiliar words. There is no writing area available in the classroom where the children can go and write through choice. Most children form letters correctly, write their first name unaided and their writing is legible. The approach to teaching early writing skills, where the children copy underneath an adults writing is not effective when the children do not know what the writing says and therefore do not see the purpose of the exercise. Higher attaining children are beginning to write a sentence with adult support, average and lower attaining children are still at the stage of copying mostly from an adult's writing. There are good opportunities to develop speaking and listening skills in literacy lessons and in other class and group activities. Adults participate in role-play activities and this is successful in increasing the range of vocabulary used. The enthusiasm of one of the teachers for books and literature is reflected in the growing enthusiasm of the children.

Mathematical development

60. Most of the children are on track to reach the nationally expected goals by the end of their time in reception and their achievement is satisfactory. Most enter school able to count and activities are planned through counting rhymes, songs and practical activities to build on their early experiences. Opportunities that arise during other activities are taken to develop the children's skills, such as counting the number of children present and reinforcing numeral recognition from the beds in the hospital. Lower attaining children count accurately to six, with higher attaining children confidently counting beyond 20. They are aware of larger numbers from everyday experiences and talked of a billion being more than one million. Those children who are in their

second term in school carry out simple addition and subtraction questions within ten and are beginning to understand doubling small numbers. They have a good understanding of positional language such as *behind*, *above*, or *in front* and can identify and name simple shapes such as squares, circles, triangles and rectangles. When using shapes to create a person they accurately named the shapes used and explain the reason for their choices.

61. The quality of teaching is satisfactory. There is a shortage of good practical apparatus and games for the children to explore and investigate. Much of the apparatus has been made by one of the teachers. Days of the week and months of the year are taught through significant events such as birthdays. There is appropriate emphasis on beginning to develop the children's skills in mental recall and calculation.

Knowledge and understanding of the world

62. Most children are on course to reach the expected goals by the end of their time in the reception class and a significant number are likely to exceed this level. The children make good progress in this area of learning, building well on their pre-school experiences. Through topics such as pets, toys, our environment and the body, the children acquire good levels of knowledge. They demonstrated their level of knowledge about the work of doctors and nurses during a whole class discussion on hospitals and the teacher then took their learning forward through a story about a child going into hospital to have grommets fitted to improve her hearing. The children have created their own class hospital by making sturdy beds for the patients from cardboard boxes and tubes stuck together and have cut out material to make pillows and explored ways of successfully fastening the pieces together. Through the discussion of events of the Easter holiday, the children named other countries they have visited such as America and Spain and discussed the different forms of transport used to travel to their destinations. For others not going abroad, visits included, for example, farm holidays or a visit to York. The children gain much from their experiences outside school as well as from activities within. The children talk confidently about their families and where they live. They use the computer confidently and most control the mouse well to drag and drop objects where they need them on the screen, for example when dressing a nurse in uniform. From their study of toys, they know that you have to push some and pull others to make them move. These early experiences prepare the children well for later work in science and geography. Most children are confident in asking questions to gain information and question why things happen, to take their learning forward.
63. The teaching in this area of learning is satisfactory overall, but with good features. The topics cover a wide range of experiences and opportunities for learning. Many visits are planned to provide first hand experiences for example to local farms and these are further enhanced through visitors to the school.

Physical development

64. The space for outdoor provision is currently restricted, but sufficient opportunities are provided for physical activities in the hall, on the playground and grassed areas. In addition the children are taken swimming and all are now confident to enter the water and move around. All children achieve satisfactorily and most are on course to reach the goals expected by the end of the year in reception. The children can run, jump, climb and move to music with confidence, imagination and an awareness of others. They crawl through the large caterpillar and manoeuvre a car well in a confined space when pretending it is an ambulance sent to the aid of a victim in a road accident. There are plans already drawn up to improve the provision in this area of learning as soon as the building work is completed and the secure outdoor play area is available for use.

Most children grip and control satisfactorily pencils, paintbrushes, scissors and glue spreaders. They can mould malleable materials such as play dough, roll it out and use cutters to make cakes and decorate them. They use equipment safely and with control, for instance the bulldozers in the sand tray and the construction apparatus. The teaching is satisfactory given the current accommodation. Carefully planned activities offer appropriate physical challenges, but the planning for outdoor activities will be insufficient once the class moves into the new building.

Creative development

65. Children make satisfactory progress in developing their creative skills and most are on course to achieve the level expected nationally, by the time they leave the reception class. They sing simple songs from memory and match movements to music. They learn about colour, paint, playdough and collage materials and use them to represent what they see. They use finger printing to create pictures of their favourite meals and their paintings of nurses and doctors in their uniforms show careful use of colour and detail in their facial features. Their pencil drawings of Jack and Jill showed close observation in the detail, with some drawings showing Jack carrying the bucket. The children use large building bricks to create buildings and select materials from a range available to complete their 'get well' cards. The quality of teaching is satisfactory, but would be improved by giving the children access to a wider range of materials and tools and more opportunities to make decisions and choices about their work.

ENGLISH

66. There is a stimulating programme of education in English, so that by the time the pupils leave the school almost all are competent readers, most of them enjoy working with words and ideas in speaking and, to a slightly lesser degree, in writing. They develop a wide vocabulary of words and telling expressions which they use unaffectedly when speaking socially or talking about a wide variety of subjects. They write imaginatively, interestingly and generally accurately for a variety of purposes. Overall as individuals they achieve levels of attainment that are at least in line with what is expected of pupils aged eleven and a good proportion achieve higher grades. The school's standards in English remain higher than the national average at age eleven, and are well in line with the national average when the pupils are seven, so that progress in English throughout the school is good.
67. The school has adopted the national literacy strategy programme as its scheme of work. This coupled with the competent, generally good and sometimes very good, teaching throughout the school ensures that the pupils achieve well. Pupils leave the Foundation Stage of education with levels of achievement that enable them to benefit from the national curriculum. They make good progress so that by the time they are seven they learn to read suitable texts with understanding, such as an account of Eeyore's Birthday. They express themselves clearly in speaking and to listen to others carefully, answering questions about the text and offering opinions about the characters in the story. They are beginning to write with increased confidence and accuracy correctly turning statements into questions. Their success in the infant years is due to the careful preparation of the tasks set them and the degree of support provided by the class teachers and support staff working well together.
68. The well organised and planned teaching, making good use of the national literacy strategy, coupled with the enthusiasm of the teachers for the subject, encourages the pupils in the Junior stage to enjoy English. As a result, standards in all aspects of English improve and the pupils

achieve well. They enjoy playing with words, using a broad and imaginative vocabulary as they speak and incorporating that into their writing so that it is interesting and vivid, as in their work on haiku poems, which was both critical and creative. In another class, they discussed how the author led the reader to draw conclusions about the characters in a story, making well structured and mature judgements about the characters of two grandfathers. They were excited by the use of words that make the sound they describe, enjoying struggling with the spelling of onomatopoeia, and finding ways to use them in sentences. The oral aspects of the tasks were generally accomplished better than the written work which followed. Though in each of the classes observed that was at least in line with what would be expected, and the scrutiny of work done previously indicated levels of achievement frequently in advance of what could be expected. In each class the pupils' reading skills enhance their work in English and in other subjects. By the time they are eleven almost all are fully functioning readers using the skills for gathering information as well as for pleasure. This supports their ability to write effectively for a number of purposes.

69. Throughout the school the presentation of written work does not always match the quality of thinking that has gone into it. This is due, at least in part, to inconsistency in the teachers' expectations and marking of work which does not always provide clear directions about ways of improvement. The verbal encouragement and correction of work is generally good and this promotes the good levels of speaking and listening in particular. Targets for improving work are provided for the pupils and are referred to occasionally.
70. Over the past four years, with considerable variations from year to year because of the small numbers involved, standards in reading, spelling, speaking and listening and to a lesser extent writing, have tended to improve at a rate somewhat higher than that nationally. The carefully projected results for the current year, which are supported by inspection evidence, suggest that the poor results in the 2001 standard attainment test results for the seven year olds will not be repeated. Currently the school's standards for these pupils overall in English are in line with what is expected nationally. Based on previous figures, this is also likely to be the case in the comparison with similar schools. The results for the older pupils are likely to be similar to those of 2001, that is better than average nationally and at least in line with similar schools. The work set for the different groups of pupils, based on their prior attainment, is appropriately challenging. Pupils with special educational needs make good progress in English as a result of the good quality of support that they receive in the subject. The planning of work especially for them and the close and effective co-operation between the teachers and the support staff ensures that they make good progress and achieve standards that are appropriate for them.
71. There are no pupils with English as an additional language. All the pupils are included in all the English activities planned for them. Girls generally perform better than boys in all aspects of English, but the differences in the school are in line with those found nationally, and the attempts of the staff to improve the boys' performance, by providing texts and tasks geared to their interests are beginning to bear fruit.
72. The teaching of English throughout the school is never less than satisfactory and is usually good. The teachers have a good knowledge of the subjects and of how pupils learn and develop skills in English. The teachers' planning provides a good structure for learning that enhances the pupils' achievements. Pupils, who need some extra help to achieve well, are effectively supported by special booster classes and small group work using the support staff, trained for the work,. The class teachers and support staff co-operate well. The teachers' experience, and/or enthusiasm, enable them to motivate the pupils well so that the quality and quantity of work that they produce in lessons is good. This good level of motivation carries over into the

homework which is set and followed up effectively by the class teachers. The teachers are conscious of the ways in which English can be developed through, and can support, other subjects such as in history in their study of life in the 1950's, science and geography. The breadth of the pupils' technical and specific vocabularies is a feature of the subject throughout the school. The development of the pupils' ability to undertake independent study in this subject as well as in others is hampered by the library provision which is just satisfactory. Though the plans for the just completed new buildings include some developments in this area of work the funding indicated in the development plans do not fully address the need for more working spaces and an increase in the quality and quantity of books.

73. The teachers use imaginative and arresting ways of introducing new topics, bursting balloons or telling stories very dramatically, this leads to heightened interest on the part of the pupils and an eagerness to work. They use computers where possible and children are allowed to go and use these independently.
74. Teachers assess the pupils' work in English carefully, and the information gained is used effectively to indicate areas for development and identify effective teaching methods. This is a significant aspect of the good quality of leadership in the subject and of the way in which standards in the subject are scrutinised and maintained by the senior management and the governors alike. The situation in English has been maintained since the previous inspection and some improvements have been made. The documentation of policies has been completed, and there is now no evidence of higher attainers not being stretched, but the comments on the less than effective library provision remain. In view of the difficult physical circumstances over the past few years the maintenance of standards represents a positive achievement on the part of the staff and the pupils.

MATHEMATICS

75. Pupils in the present Year 2 reach standards that are close to the national average. The sound progress that they have made since being in the reception class has ensured that they achieve at suitable levels for their ability. Pupils in Year 6 have achieved well through the junior years and so have reached standards that are above the national average. There has been good improvement in the subject since the last inspection. This is because teachers make much better use of the assessment information that they have gathered and this is helping them to pitch work at the right level. In addition, planning linked to the National Numeracy Strategy is used well to ensure that pupils build upon what they have already learnt.
76. By the end of Year 2 pupils are able to use number facts to 10 with some confidence and many are able to put numbers in order up to 100. They understand the significance of using addition and subtraction and can talk about doubling a number. They can recognise simple shapes and know how to measure simple objects. This is at a level that might be expected. A few pupils are more confident in their number work. The ability of the present Year 2 is higher than those who took the National Curriculum tests last year. At that time, results indicated that standards were well below national average when compared both with all schools and with those from a similar intake. The numbers taking the tests were small and comparisons should be treated with caution. However, that group of pupils did enter the reception class with much lower levels of ability overall. This is clearly indicated from the analysis of the assessments taken within four weeks of them starting school at five years old.

77. Pupils in the present Year 6 show good levels of ability. They are able to use numbers with confidence, have a wide understanding of shapes and measurements and can use the knowledge they have to work out problems they are set by the teacher. A significant number of pupils have ability above that which might be expected especially in areas of problem-solving and data-handling. Over the last five years pupils have performed well in National Curriculum tests; always at levels above the average. Boys did not perform as well as girls but, as in the infants, the numbers in each year are small. From evidence of the pupils' test results when they were seven it is clear that they have made good progress and achieved well.
78. A suitable start is made in the reception class towards learning about number. Although work is quite formally undertaken new knowledge is learnt quickly and by the time pupils reach the age of six they are able to recognise and sequence numbers to ten, show a basic understanding of addition and can talk about different shapes. Work develops well through Years 1 and 2. Teaching here is good and the pupils make good progress. Work is planned carefully to engage pupils' interest and to challenge their own level of ability. In the lesson seen, pupils in Year 1 were learning about odd and even numbers and in Year 2 this was developing to work on number facts to seven. By the end of the lesson pupils were already realising that by knowing one addition sum they could work out others. Pupils became excited about the number games they were playing and concentrated well on the task they had been set. Work in books is presented suitably and the majority of pupils are able to write clearly. The teacher carefully explained what was to be learnt and this was referred back to this at the end of the lesson. This allowed pupils to realise what they had learnt and to judge whether they had been successful.
79. Teaching in the juniors is also good and this is the reason why pupils achieve well. Planning is considered carefully to take account of age, ability and the understanding of each group. These strengths are particularly useful, as there is a wide range of maturity and ability level within the mixed age classes particularly in Years 3 and 4. There are few behavioural issues that emerge in lessons because teachers use good methods to interest, motivate and challenge their class. Pupils with behavioural difficulties are supported well by the learning assistants and any fuss is quickly diverted. As a result, time is used well and a lot of work is completed in each lesson. Pupils are involved in what they are doing. In the Year 3/4 class the lesson was about measuring. The teacher used a good display to stimulate thought about the types of measurement that could be used and an interesting discussion took place about how to find out how many litres of water were in a swimming pool. From the scrutiny of books for the last year it is clear that the level of challenge has been maintained over a long period. However, from this evidence it is also clear that marking is not consistent. In the best cases, as in Years 4 and 5 it correctly praises good effort and gives an indication how to improve. Too often it does little else than show whether work is correct. Better use is made of evaluations during lessons. In the Year 5/6 class the teacher moved around when pupils were working on their own and checked the level of understanding and altered work accordingly.
80. Pupils make sound progress in Years 1 and 2 and this speeds up during the junior years where progress is good. Younger pupils are still consolidating their knowledge about mathematics. When this is achieved they are able to move forward rapidly and develop deeper understanding and better analytical skills. This was demonstrated in the lessons seen during the inspection. In a good lesson with Year 1 and 2, the teacher gave the pupils a clear objective to learn about number facts. This was following a sequence of lessons on a similar theme. By the end, the pupils were able to reverse the addition into subtraction and had learnt new facts. An improved level of understanding was seen in Year 5 and 6. Here pupils demonstrated how they could use their knowledge by the use of mathematical vocabulary, as a matter of course, such as *inverse operation* and *function*.

81. Pupils throughout the infants and juniors have made good progress in using mental strategies to work out simple problems. This has been a benefit of the more concentrated planning as a result of the National Numeracy Strategy. Another benefit is the improved use of assessment which is now good. Records are kept of what has been achieved and these, along with the results of tests are analysed to judge school effectiveness. The co-ordinator has a very good view of the strengths and weaknesses and has developed a good improvement plan to raise standards. Particular attention has been given to discovering the reasons why pupils have not performed well in the Year 2 National Curriculum tests for the past two years and work has begun on improving the development of knowledge and skills from the reception year. Computers are suitably used to develop some skills such as in graphing. In geography and science particularly mathematical understanding is used to contribute to the analysis of data. Planning often indicates how numeracy will be incorporated into other work. Resources have been improved although there is still a need for more for the reception children.
82. Pupils with special educational needs are given specific support related to individual education plans. This well-founded and enables these pupils to progress suitably at their own level. There is a mixture of different work within the class. Pupils are further supported by the use of 'Springboard' classes to target those children who are just below average. Homework is given regularly and is valued both by the pupils and by teachers.

SCIENCE

83. Standards of work are average at the end of Year 2 and Year 6. Standards have been maintained since the previous inspection and at the end of Year 6 have shown an improving trend overall, but with some fluctuation due to the small numbers in year groups. The rising trend in standards has been brought about by the overall good quality of teaching and improved monitoring, planning and assessment procedures, which help in identifying where further developments can be made. All these aspects were weaknesses at the time of the previous inspection. There is good coverage of all aspects of the subject and in particular on developing the pupils' investigative skills. The subject is well led and managed with the co-ordinator having a good overview of standards throughout the school. Currently, there are weaknesses in the marking of pupils' work and in the different experiences of Year 1 pupils in the different classes, which the school has already identified and has plans to remedy. There is also room for further improvement in the link with information and communication technology through sensing data as part of the monitoring and controlling aspects.
84. On entry to Year 1, pupils' attainment is in line with that expected nationally. Pupils of all abilities achieve satisfactorily, building on their early experiences. By the end of Year 2, pupils are beginning to understand the principles of fair testing through experiments such as placing ice cubes in different parts of the classroom to determine how quickly they melt. They decided to check each ice cube every ten minutes, as there would be some change in that period of time. The pupils know about life cycles, for example of a butterfly, and understand that different creatures live in different habitats. They understand the conditions necessary for the growth of healthy plants. Through their study of materials and their properties, they can sort a range of different materials and know the effect of heat or cold on materials such as chocolate, jelly or eggs. They can name sources of light and understand that electricity is used to generate heat, light, warmth and movement. The current work on electricity is leading up to the introduction of electrical circuits. Pupils can record their findings from experiments independently, such as the outcome of the experiment with ice cubes, which was recorded in a table.

85. In Years 3 to 6, pupils continue to make satisfactory progress. Pupils with special educational needs are well supported by their teachers in lessons, which enables them to be fully included in all the activities. These pupils make the same rate of progress as their peers. The most able pupils are sufficiently challenged through having to devise their own experiments and being required to carry out research into current topics being studied. There was evidence of this research, for example into different gases, when studying liquids, solids and gases. The scrutiny of pupils' work over the year showed clearly how pupils' skills and knowledge develop from year-to-year despite the mixed age classes. The teachers have higher expectations of the older pupils and the work is carefully planned to challenge all of them. Throughout all classes there is good emphasis on specific scientific vocabulary and pupils begin to use this naturally when discussing their work.
86. All groups of pupils achieve satisfactorily and by the end of Year 6 they have a sound body of knowledge about life processes and living things, materials and their properties and physical processes. Their investigative skills have also developed satisfactorily and they can set up experiments for example to test which soils contain most air, the durability of materials or the absorbency of different papers. They develop secure understanding of the need for fair testing and record their findings in a scientific format. They present their findings in a range of graphs and charts, although there is inconsistency between classes in the quality of presentation. The pupils make good use of their mathematical skills when recording their findings, for example when finding out what happens to an elastic band when weights are suspended from it. Literacy skills are also used well when writing up their findings and in research work. Pupils often access information from the Internet as part of their research.
87. Because of the emphasis on practical activities, particularly in Years 3 to 6, pupils usually enjoy their lessons and work hard to complete their tasks. The quality of teaching and learning is satisfactory in Years 1 and 2, and is good in Years 3 to 6 where lessons are planned in more detail and often have more specific learning objectives. Teachers have secure subject knowledge and good questioning skills, which they use effectively to challenge pupils' thinking about what they are doing and learning. This was evident, for instance when discussing healthy eating in the Year 4/5 class and pupils were asked why they thought cheese was bad for their health. There is a brisk pace in most lessons which sustains pupils' concentration as they have to work hard to keep up and they acquire good levels of knowledge as a result. There was an example of effective use of assessment information in the Year 4/5 class, where some pupils were organised into single sex groups because the boys were dominating practical activities, allowing the girls to become too passive in their learning. In the Year 3/4 class, there is a helpful sheet at the front of pupils' books that tells them how well they are doing in different aspects of their work and where they need to focus their attention in order to improve. However, in other classes, pupils are not as aware of their rate of learning as they should be, as marking is unhelpful. Often work is just ticked to show the teacher has seen it, but does not tell the pupil how well it has been done. There was evidence of unmarked work in the scrutiny of pupils' books. The 'tracker books', which contain samples of work completed at the end of a unit of lessons often give no indication of what the pupils have attained, do not refer to National Curriculum levels and therefore do not show the progress being made. In addition, learning objectives for lessons are not always shared with pupils at the beginning and reviewed towards the end so pupils know if they have done as well as expected.
88. The subject co-ordinator provides strong leadership and good management. Tests have been devised for pupils in Years 3 to 5, which give a good indication of standards by the end of Year 6. The pupils' performance is analysed thoroughly to pinpoint areas for further development or

improvement and this feeds into the action plan. This development has been the key to the improving trend in Years 3 to 6 and contributes well to the school self-evaluation and review procedures. Through scrutinising pupils' books on a regular basis, the discrepancy in the curricular provision for pupils in Year 1 was identified. Overall improvement since the previous inspection has been satisfactory and once the pupils are settled in their new classrooms there is the potential for more rapid development.

ART AND DESIGN

89. Standards in art and design are above those expected nationally at the end of Year 2 and Year 6. This is an improvement since the last inspection because teaching is good particularly in the level of subject knowledge and planning. The subject has a high profile culminating in the school working towards a prestigious Artsmark award for the strong commitment to creative arts. All pupils progress well including those with special educational needs. These pupils are often supported by well-informed learning assistants.
90. Pupils in Years 1 and 2 achieve well. Displays show the beginnings of good technical expertise. The youngest pupils are able to talk about colours, mixing and blending. They have had experience of making large models such as masks and used a good variety of media. They talk enthusiastically about their work and are particularly good at noticing detail. In the lesson seen, the class were sketching the new building prior to looking at patterns. A number of pupils were looking at close detail such as the way bricks are laid and drawing these out. The teacher encouraged them to look closely and offered good advice about how to proceed. She showed a good level of expertise and is able to excite children with her own drawings. The planning for this series of lessons is thorough and develops both individual talent as well as specific skills; in this case pattern. On returning to the class, the pupils were then asked to use colour prints as a way of looking even more closely at the patterns they had found. This developed another new skill.
91. Pupils in Years 3 to 6 are taught more skills as well as appreciating colour, tone texture and different media. As a result, they progress and achieve well. In Years 3 and 4 the displays demonstrate a good level of skill in colour mixing and two-dimensional art. This is developed each year so that the Year 6 pupils have produced very good examples of pastel and collage work. They also work in three dimensions using clay and cardboard. Pupils are highly motivated, interested and keen to do their best. The success of the teaching is demonstrated by the good quality of displays and by the numbers of pupils involved in the art club. Good links are made to other subjects such as history and design and technology although teachers are careful to ensure that specific art skills are central to the tasks set. Computers are used well to help pupils understand how this can become a unique type of media.
92. Each year there is an art week when specialists are invited in and the whole school become involved. This is a time to use the skills that have been learnt and to develop new ones. Pupils are enthusiastic participants. Resources for the subject are adequate.

DESIGN AND TECHNOLOGY

93. Standards in design and technology are in line with those expected nationally. This is a similar finding to the time of the last inspection. However, since that time improvements have been made to the subject that include better planning and some work that links with information and communication technology.
94. Pupils in Years 1 and 2 make suitable progress in their achievements. They learn how to design and make simple models and how to draw up designs for the work they are doing. They are keen and enthusiastic and, in discussion, can give some reasons about the difference between designing and artwork. Work is undertaken in concentrated units so it was not possible to see any lessons during the inspection. Planning, however, shows that there is a suitable balance between all the elements of the subject and sufficient time is given.

95. Pupils in Years 3 to 6 build upon their previous experiences. During this year they have made clay models, drawn out plans and evaluated their finished models. Pupils in Year 4/5 are just starting a food technology unit. In the good lesson seen, the teacher was asking groups to decide upon the types of biscuits that would be suitable for different groups. This involved examining the shape, constituents and taste and drawing a grid. She asked them searching questions such as “Does the taste differ for different age groups?” Pupils had to concentrate hard to think about their answers and involved some scientific investigation. The pupils were excited by the problem and worked very well in small groups to find out their answers. They acted in a very mature way with the plate of biscuits on their table and treated the exercise as an experiment. For instance, they knew that before they tasted the biscuits they had to wash their hands and that they should examine the look, texture and taste with equal standing. This lesson was planned carefully to develop design skill and was being linked well to computer work by building questionnaires.
96. The school recognises that this subject is sometimes not dealt with as well as others because of a lack of time. Strategic planning has involved ensuring that a balanced programme of study is used. Additionally, a technology week each year provides a concentrated opportunity to develop work in better depth. The co-ordinator has produced a thorough scheme of work and is presently developing the aspect of control work. This will link with the control work that is undertaken using computers.

GEOGRAPHY

97. No lessons were seen as the focus for this half-term is on history, consequently no secure judgement can be made on the quality of teaching. However, judgements on standards can be made from the scrutiny of pupils’ work, discussions with staff and pupils and the teachers’ planning. Current standards of work match those expected nationally by the end of Year 2. This indicates a decline since the previous inspection. The implementation of the National Literacy and Numeracy Strategies led to more time being allocated to teaching English and mathematics and less time being available for teaching geography and the current standards reflect the time allocation and not a decline in the quality of provision. By the end of Year 6, current standards are in line with those expected nationally and have been maintained since the previous inspection. Pupils throughout the school achieve satisfactorily in all aspects of the subject, with good progress in the development of mapping skills. The weaknesses identified in the previous report have been remedied. There is a subject co-ordinator in post and the subject is well led and managed. Procedures for monitoring the curricular planning are satisfactory and assessment procedures have been implemented, although these are in the early stages.
98. On entry to Year 1, pupils have some understanding of different locations in Britain and around the world from their holidays and class discussions. From visits within the local area they are beginning to recognise geographical features such as the post office and church. Pupils begin to develop their mapping skills satisfactorily in Years 1 and 2 through drawing sketch maps of their route to school, identifying the geographical features along the route. However, there is no evidence to show that they considered traffic pollution in the village as part of their work. They have a good understanding of modes of transport. By the end of Year 2, pupils can mark England, Ireland, Scotland and Wales on a map of the British Isles, along with the capital cities. They begin to understand climatic changes through the seasons, from studying the weather in Dublin. They gained first hand experience of the effect of periods of heavy rain last year when the school playing field became flooded.

99. In Years 3 to 6 pupils build satisfactorily on their knowledge and understanding of other countries. In Years 3 and 4, for example, pupils can work out routes to the Gambia and name the countries you would pass over or through. They can compare the physical features, climate and people's occupations in Kentisbeare with those of the Gambia. By the end of Year 6 pupils can draw and name the main mountain ranges on a map of the British Isles and a world map and have some knowledge of how different mountains are formed. They can identify coastal features on Ordnance Survey maps and describe how they are formed. Pupils rose to the challenge of producing a holiday brochure for a walking, beach, bird watching or climbing holiday, making use of the Internet and other sources of information. The finished brochures were eye-catching and full of useful information about where to stay: places to visit with admission prices and reasons why you would enjoy your holiday. Some had been produced using computers, combining pictures with the text. This task, in particular, promoted pupils' skills in literacy as the writing needed to persuade people that they wanted to make a visit. They understand the flow of a river from source to mouth and use specific vocabulary such as meander and tributary. From their study of the local area they have a good understanding of the advantages and disadvantages of living in a village and of environmental issues.
100. Field trips enhance the curricular provision and give pupils' first hand experiences of map reading and orienteering. Reports are written on computers and some analysis of work is undertaken using research on the Internet. The subject co-ordinator has a good overview of the subject and has rightly identified the need for a sharper edge to the planning to make the national guidelines for teaching the subject more appropriate for this school. Overall, improvement since the previous inspection has been satisfactory.

HISTORY

101. Standards of work are in line with those expected nationally by the end of Year 2 and Year 6 and have been maintained since the previous inspection. Pupils throughout the school achieve satisfactorily, including those with special educational needs. The subject is well led and managed and the co-ordinator has a good overview of standards and provision. A strength of the provision is in the range of visits and visitors to the school. There are no significant weaknesses, but there is room for improvement in the whole school curriculum as there has been unnecessary repetition of topics for the oldest pupils. This has been identified and a full review is already planned at the end of this school year.
102. On entry to Year 1, pupils have some knowledge of changes in their lives and are beginning to understand past and present events in school. In Years 1 and 2 pupils begin to compare ways of life today with those of other periods in history and start to develop a sense of chronology. By the end of Year 2, pupils can, for example, compare modern household items such as washing machines and electric irons with washing dollies, mangles and flat irons. Through these activities they begin to become aware of how we find out about the past and develop their skills of observation and enquiry. They can identify and name the different parts of castles, such as the portcullis, turrets and battlements. They become aware of the achievements of some famous people in history, for example Florence Nightingale, and of the British forces during wars through their discussion about the significance of Remembrance Day. They are currently learning about the Great Fire of London in 1666 and put the date into a timeline and work out how long ago it happened.

103. Pupils in Years 3 to 6 continue to develop their research and enquiry skills, to acquire vocabulary specific to the subject, make satisfactory progress in deepening their understanding of the different periods in history and of primary and secondary sources of evidence. Through the use of timelines they improve their sense of chronology. By the end of Year 6, the pupils can compare differences, for example, in clothing, food or homes in the different periods, such as at the time of the Ancient Greeks, the Vikings, Victorians, and the Tudors. They have good knowledge of the difference between the lives of rich and poor families in the Tudor period, of Henry VIII and his six wives and the impact of events on our lives today. They have sound knowledge and understanding of events in Britain since 1940 and can discuss, for example, the Blitz and evacuation during World War II, the coronation of Queen Elizabeth II and fashions of the 1960s. There are good links to other subjects such as literacy, evident in the Year 5/6 class when pupils were encouraged to think about their study of myths and legends and what that told them about the Ancient Greeks. In addition, pupils use their knowledge from their holidays to determine the climate. Pupils use computers successfully to research information on different aspects of life in the different periods. Mathematical skills are used to complete timelines and work out how long different periods in history lasted.
104. Pupils demonstrate good attitudes to the subject in lessons and in their discussions with inspectors. The positive attitudes often stem from the interesting lessons and the approach to teaching where pupils use their knowledge and observational and enquiry skills to take their learning forward. This was seen to good effect in the Year 3/4 class, where good quality pictures and paintings of life in Tudor times were used to work out the differences between the lives of the rich and poor. This was then pursued further through individual research work using a wide range of reference books, with the focus very much on collecting evidence. Because the lesson introduction had motivated the pupils they were quickly into using the most appropriate books from the collection, finding further information and discussing their findings with other members of the group.
105. The quality of teaching and learning is good overall. In Years 1 and 2, it is satisfactory and in Years 3 to 6 it is good and occasionally very good. Effective use is made of the local authority's loan service to ensure sufficient resources are available and these are used well in lessons. The key strength in the teaching is the emphasis on developing the pupils' research and enquiry skills and planning tasks that require pupils to use their skills and so take responsibility for their own learning. Individual activities are planned for pupils with special educational needs when appropriate, and this was evident in Year 3/4, where a computer was used to research information with the support of an adult. This allowed access to the curriculum and full inclusion in the lesson. Teachers support all groups as they are working to ensure a good pace is maintained and pupils are producing the amount of work expected.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

106. Standards are in line with those expected nationally for pupils at the end of Year 2 and Year 6. Whilst standards are similar to those found at the time of the last inspection there has been an improvement in the use of planning and assessment. As a consequence, pupils are now achieving suitably and make sound progress each year. The school has done well to maintain and improve the opportunities whilst the building work has been taking place. During this time a small computer suite has been available in a corridor but plans are well advanced to develop this with 15 linked computers immediately the accommodation has been completed. Finance for this has been set aside and the subject co-ordinator and ICT governor have developed a thorough plan.

107. By the end of Year 2 pupils are confident users of the machines. They open programs, save and print work and are using the computers to paint, word-process and draw charts. Pupils understand how work can be linked to other subjects although this is an area that still needs further development. No direct teaching was seen during the inspection but from the range of work, discussions with pupils and from the planning it is clear that pupils achieve at suitable levels. When working on computers they show good levels of concentration and interest and are able to work in small groups or on their own. Teachers have sufficient subject knowledge to develop the use of the technology especially with mathematical programs. Pictures drawn by the pupils, including those with repeating patterns, are good examples of using computers to link work within the topic work in other subjects.
108. Pupils in Year 6 have developed their skills and have achieved as might be expected. They are able to use computers independently to find out information from the Internet. During the week of the inspection pupils researched information about Jesus' life and in the past have discovered interesting information about the Great Fire of London for their history work. Teachers plan carefully to take advantage of all the different elements of the subject. This ensures that there is a balanced programme each year and pupils are able to develop their skills. Older pupils have produced good symmetrical drawings that linked to their work on India. They have used simple sound effects to make music and in mathematics have drawn yes/no flow charts. In discussion, the pupils showed a good understanding of the ways that computers can save time and be used as a tool for learning. Teachers have encouraged them to think about what they are doing and to find out if a computer is always the best tool to use.
109. Teachers have undergone some training using the New Opportunities Fund (NOF). This has given them more confidence to use ICT although most admit that they still need more training in their own basic skills. Funding from the National Grid for Learning (NGfL) has correctly been set aside to develop the new computer facilities. These machines are awaiting delivery along with a range of software.
110. The experienced co-ordinator has undertaken good professional development with the staff. This has been a mixture of basic skills and also curriculum development. In this area the subject has greatly improved since the last inspection. It is benefiting the progress of pupils although is not yet fully realised. The governor has helped provide good technical expertise to enable the best use to be made of a network. Plans have been drawn up and approved with the governing body to ensure that classrooms will each have the benefit of computers. This will allow pupils to use ICT within each area of the curriculum in a more informal way as required by the scheme of work. The school has a well-advanced Internet safety policy which has been in existence for three years. Pupils and parents have to agree its content before they are allowed to search information. Pupils also have the benefit of a computer club and the school website has been developed with the expertise of a past pupil.

MUSIC

111. No secure judgements can be made on standards or teaching as no lessons took place during the inspection period. From discussions with pupils and staff, a scrutiny of teachers' planning and the scheme of work it is evident that all aspects of the subject are taught and pupils say they enjoy their lessons. The detailed scheme of work, compiled by the subject co-ordinator, provides good support for teachers who are not subject specialists. Thirty-one pupils receive

instrumental tuition, a high number of pupils for this school. They participate in assemblies and school productions.

112. The pupils who discussed their work in music showed a sound level of knowledge of famous composers and of some of their compositions. They know, for example, that Beethoven wrote the Moonlight Sonata and Handel wrote the Hallelujah Chorus as part of the Messiah. They have composed their own pieces of music and used graphic notation to record it for others to perform. Those pupils who receive music tuition have a good understanding of standard notation. The pupils build up a wide repertoire of songs and hymns, but the singing heard in assemblies lacked enthusiasm. Pupils listen to music on entering and leaving assemblies and so gain knowledge of different types of music. There are good links between music and topics being studied in other subjects, for example, music from the 1960s, was studied as part of the history topic on Britain since 1948. The pupils talked enthusiastically about the songs they had heard, such as 'Summer Holiday'. They have carried out good research into the lives of famous composers using computers at home or in school. They have good knowledge of the different instruments and sections of the orchestra. Visiting musicians, for example a drumming group, enhance the provision for the subject, but there are few extra-curricular activities after school.
113. The subject is satisfactorily managed and there are adequate resources for learning. The co-ordinator is well qualified for the post and her expertise is used well to teach in other classes in order to develop the teaching in the subject.

PHYSICAL EDUCATION

114. The provision for physical education in the school is good. This is a similar judgement to that made in the previous inspection report. The school is working towards the national Activemark award. The range of activities provided for the majority of pupils is much broader than is usual, except only for a lack of freely chosen outdoor physical activity for the Foundation Stage children. A generous range of sporting activities provided in out-of-school clubs and in organised games at lunchtime supplements the broad curriculum provision. The range of skills demonstrated by pupils aged seven as well as of those aged eleven are better than generally expected, and the quality of games skills and gymnastic movement is always sound and sometimes good. Good progress is maintained throughout the school.
115. The games skills of throwing, catching and striking balls, as well as tactical skills of marking and passing are taught, at appropriate levels in the physical education lessons. These are further developed and explored in the organised games both during the school day and in the football, netball, hockey and cricket clubs which operate in season. Involvement in competitive games also helps the pupils to understand the need for co-operation and teamwork as well as the important lessons of handling success and failure. The cheerful equanimity with which the team captains announced five lost games during a Monday assembly indicated the good way in which the pupils have learned to accept winning and losing with equal grace.
116. All lessons begin with appropriate sessions to warm up, and end with a period of cooling down. The reasons for this are explained and understood by the pupils as part of their health education delivered through physical education. They are conscious of the need for safety when engaging in physical activity, and this is manifestly clear in the school's approach to outdoor and adventurous activities which is a feature of the physical education provided for the older pupils during visits to outdoor pursuits centres. This is also the case with swimming which is provided for pupils from Year 1 onwards. The good emphasis placed on this activity ensures that almost

all the pupils can swim at least 25 metres before they leave school, and many accomplish a great deal more. They also achieve the 'Key Stage 2' lifesaving standards by the same time. In gymnastics, the pupils put together interesting sequences of movements, increasing in sophistication and complexity, as they grow older and more accomplished. Teachers encourage the pupils of all ages to assess and evaluate their own, and their colleagues, performances with a view to improving them. They do this effectively through careful demonstrations of the skills to be acquired, or by using the good performance of more accomplished pupils to help their peers. The successful encouragement of positive and kindly attitudes to one another in physical education lessons, games and athletics in season, ensures that such demonstrations and evaluations are given and received with good grace. One noticeable effect of this approach is the lack of wide differences of accomplishment among the pupils and the pleasure which all pupils take in physical activities.

117. Those pupils with special educational needs receive the support needed to enable them to benefit from physical and sporting activities and achieve standards which are appropriate to them. The team games are equally open to both boys and girls. The quality of teaching in physical education throughout the school is good overall and never less than satisfactory. The teachers demonstrate a good level of knowledge of the subject and of how pupils develop skills and understanding. This, coupled with the careful use of the schemes of work suggested by the national Qualifications and Curriculum Agency, means that the work is well planned to meet the pupils' developmental and physical needs. The quality and pace of learning that result is good, for example the pupils significantly developed their throwing and striking skills by engaging in a circuit of slightly different activities designed to improve performance. The enthusiasm of the teacher and the classroom assistant encouraged improving performance from the pupils and the variety of the tasks ensured that interest was maintained. The provision of a wide range of physical activities including kayaking, climbing, sailing, moor walking and group orienteering ensures that every pupils has the opportunity to find some activity which will fascinate or challenge them. This wide range also provides them with a grounding in activities which they can develop outside school, as they grow older. The school has ample space for games and physical education outdoors. Currently the school hall has been used as a classroom, but with the imminent opening up of the new classrooms this will be freed once more for physical education.
118. The subject is currently managed effectively by the deputy head teacher on a temporary basis following a staff change. The further development of the subject is under review, and plans are in hand to develop dance more fully among the older pupils. There has been no adverse impact on the co-ordination of physical education, on the range of activities or on the oversight of the teaching and learning in the subject. Physical education makes a very significant contribution to the curriculum and makes a positive impact on the lives of the pupils.

RELIGIOUS EDUCATION

119. There have been improvements in the pupils' achievements and the standards of work in religious education since the previous inspection as well as in the quality of teaching and hence of the pupils' learning. By the time the pupils are seven and eleven, in each case, they are achieving levels somewhat in advance of those expected from pupils of that age. The school follows the new Devonshire Agreed Syllabus of religious education, using the scheme of work produced by the local education authority. The teachers find the syllabus stimulating to use since it relates the work very closely to the lives and experience of the pupils and suggests challenging activities for them to engage with.

120. The children in the Foundation stage of education and those in the Infant Stage develop a good understanding of the significant stories from the Christian Bible that form the basis of Christian beliefs. They come to recognise that these are related to Jewish teaching and build up a basis for learning about these two religious faiths. They also learn about religious creation stories from the Bible and from Hinduism. They are encouraged to think about these stories and of why they were written and told in the past. They also learn about how different people enjoy religious celebrations developing a breadth of understanding by relating what they learn to their own experience of Christian celebrations both in school and in Church.
121. The older pupils in the junior stage follow up this work by having the range of Biblical stories they hear up extended, and by broadening their understanding of the faith and practices of Hindu believers. They know about Hindu gods and of how believers express their devotion to them in acts of worship and in leading lives which are in accord with their beliefs. In their study of Christianity they engage in challenging activities such as finding out exactly what the various gospel writers have to say about Jesus, researching the Gospels for first hand evidence. This is a very good example of the way in which subjects in the school are taught in an interrelated fashion. This activity is based upon skills in reading and interpretation of texts taught in literacy periods. What they learn about Jesus' teaching is related to their own lives and provides enrichment for their beliefs. It introduces them well to what Christians believe and of how they try to live their lives. The pupils make good progress, developing a good range of knowledge and understanding from the activities planned in the topics covered.
122. The teaching of religious education is good in both the infant and junior sections of the school. Teachers have at least a sound understanding of the subject, and find the support material provided extends this. The pupils' achievements in religious education benefit from the teachers' understanding of how pupils learn the subject and respond to the intellectual and personal challenge that it presents both in its subject matter and in the style of teaching. The pupils' interest is held and almost no time is used up in establishing order. This means that the lessons proceed at a good pace and that the pupils learn quickly and thoroughly. Pupils with special educational needs are supported well and make good progress, achieving results that are appropriate to their situation. Little use is made of computers to help develop word-processing skills although pupils use good investigative skills in researching work on the Internet. The lessons are taught with an openness to the variety of beliefs, opinions and views that surround much of the work undertaken. This has two beneficial results, no pupils are withdrawn from religious education on grounds of conscience, and the pupils learn in a practical way how to meet deeply held, but different, beliefs charitably and with understanding. Religious education plays a very significant role in the provision for the pupils' spiritual and cultural development. The study of codes of behaviour from different faiths, such as the Jewish commandments also provides the pupils with insight into ways in which people differentiate between right and wrong. This provides effective support for their moral development.
123. The work in religious education is supplemented by some of the content of occasions of collective worship and by links with the local clergy and church. Religious education is effectively managed and led. An oversight of the quality of teaching and learning is maintained and resource needs, such as those necessitated by the recent adoption of the new syllabus, are carefully identified and planned for. The good standards maintained in the subject contribute to the commendable breadth of curriculum maintained by the school.

