

INSPECTION REPORT

COLYTON PRIMARY SCHOOL

Colyton

LEA area: Devon

Unique reference number: 113067

Headteacher: Mr Steve Mear

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 7th – 10th October 2002

Inspection number: 247293

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 – 11 years

Gender of pupils: Mixed

School address: The Butts
Colyton
Devon

Postcode: EX24 6NU

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Appropriate authority: Governing body

Name of chair of governors: Mr M Platts

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Alan Fullwood	Registered inspector	Science Information and communication technology Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
14324	Michael Huson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21148	Heather Moorhead	Team inspector	Foundation Stage Mathematics Art and design History	
28088	Christina Raymond	Team inspector	English Religious education Design and technology Geography Equal opportunities Special educational needs	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

Colyton Primary is a smaller than average sized primary school which is situated in Colyton in the county of Devon. There are 184 pupils on roll, aged from four to 11 years, taught in six single-aged classes and a mixed reception/Year 1 class. Currently, there are slightly more girls than boys. At the time of the inspection, ten children were in their Foundation year. The school mainly serves the immediate area around the school but some pupils do come from further afield. Pupils live in a mixture of rented accommodation and owner occupied housing. All pupils are from a UK British background. Approximately five per cent of pupils are currently entitled to free school meals, which is well below the national average. Approximately 19 per cent of pupils are on the school's register of special educational needs, broadly in line with the national average. There is little movement of pupils to and from the main school at times other than their normal first admission or when they transfer to secondary school. The attainment of the children on entry to the school is wide ranging and varies from year to year. This year it was below average.

HOW GOOD THE SCHOOL IS

Colyton Primary is an effective school where pupils make good progress in attaining above average standards in English, mathematics and science. It provides a sound education for its pupils and successfully encourages them to develop good attitudes to learning and to behave well. The school is led well and managed satisfactorily. It provides good value for money.

What the school does well

- Enables pupils to make good progress in English, mathematics and science so that by the time they leave the school they attain above average standards.
- Provides well for pupils with special educational needs.
- Successfully encourages pupils to develop good attitudes to their learning and to behave well.
- Has established strong links with the community and with partner institutions.

What could be improved

- Pupils' standards of attainment in writing at the end of Year 2.
- The school's self-evaluation procedures.
- The provision made for pupils' spiritual development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in February 1997. The good standards of pupils' attainment in English, mathematics and science by the time they leave the school have been maintained. The classroom teaching of music, information and communication technology has been improved and is now satisfactory. The provision made for pupils with special educational needs has improved and is now good. However, relatively little improvement has been made to the monitoring of teaching and learning by school and consequently the overall profile of teaching has declined since the last inspection when it was good overall. Satisfactory improvement has been made to procedures for assessing pupils' attainment and tracking their progress. The provision for pupils' spiritual development has declined and is now unsatisfactory. The school provides good leadership and satisfactory management. Systems for monitoring the work of the school will need to be more effective if the school is to improve still further.

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
	2000	2001	2002	2002
English	B	C	B	C
mathematics	A	B	B	C
science	B	E	D	E

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

The above table shows, for example, that pupils' standards of attainment in English and mathematics in the 2002 National Curriculum tests were above average when compared to all schools and average when compared to similar schools. Pupils' standards of attainment in science were below average when compared to all schools and well below average when compared to similar schools. Although varying from year to year, standards have generally maintained an upward trend in mathematics and science but declined in English until 2002 when they improved. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English, mathematics and science is above expected levels. Pupils have made good progress in relation to their attainment at the end of Year 2. Standards in other National Curriculum subjects are at least at expected levels and a minority of pupils achieve above this. Pupils make satisfactory progress overall. Standards have been maintained since the time of the last inspection.

The school's ambitious targets for 2002 were exceeded in English and achieved in mathematics. Targets for 2003 are similarly challenging and inspection evidence indicates that they will be achieved.

National Curriculum test results at the end of Key Stage 1 in 2002 showed standards of attainment in reading to be below average when compared with all schools and well below average when compared with similar schools. Standards in writing and mathematics were well below average. Standards have shown a consistent upward trend since the last inspection but results in 2002 were disappointing. This group contained a high proportion of pupils with special educational needs. Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is in line with national expectations in reading, writing and mathematics. However, few more able Year 2 pupils achieve the higher Level 3¹. Standards in other National Curriculum subjects are also in line with national expectations. Pupils make satisfactory progress.

¹ The National Curriculum has been written on the basis that pupils, by the end of Year 2, are expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age. The nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

The majority of children in the reception class have made good progress in relation to their below average attainment on entry to the school and are on track to achieve the Early Learning Goals² in all areas of their learning by the end of the Foundation Stage³.

Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans and receive good support from teachers and teaching assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated and keen to learn. They concentrate well and work well both independently and when co-operating in pairs or small groups. Their attitudes improve as they progress through the school and this enhances their learning.
Behaviour, in and out of classrooms	Good. Pupils are well behaved and respond to the school's expectations of them. Pupils are polite and courteous to adults and one another. The school has a calm, orderly atmosphere and pupils generally adhere to school rules. There have been no exclusions over the last reporting year.
Personal development and relationships	Satisfactory. Pupils are generally confident and self-assured. Although pupils show initiative and diligence when working on their own, opportunities for independent learning are missed in many lessons. They enjoy taking responsibility and carrying out the duties they are given. Pupils noticeably mature as they progress through the school. Relationships in the school are good.
Attendance	Very good and a strength of the school. Pupils' attendance rates are well above the national average. They are punctual for school and lessons start on time. This has a very positive impact on their learning.

TEACHING AND LEARNING

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

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.

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

³ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

The quality of teaching and learning is satisfactory overall, and varies from very good to satisfactory. It was good overall in the Year 5 and 6 classes. The overall profile of teaching is not as high as at the time of the last inspection when it was good overall.

The teaching of literacy and numeracy is generally satisfactory and good in Years 5 and 6. Across the school pupils achieve appropriately and they achieve well in Years 5 and 6. All teachers have high expectations of what pupils can achieve and how they should behave although a few mathematics lessons with younger pupils lack pace. Few teachers encourage pupils to evaluate what they have learned at the end of lessons.

The quality of teaching and learning in art, geography, history, music and religious education is satisfactory. Teaching in art and music is especially good in the Year 5 class. The quality of teaching and learning in physical education is good overall.

Homework is used satisfactorily to support pupils' learning. The quality of marking is variable. Most pupils' books seen contain supportive comments to encourage pupils but few contain examples of comments to help pupils improve their work. Sound use is made of assessments of pupils' attainment and progress to plan future work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A satisfactory range of learning opportunities is offered to pupils. Detailed schemes of work ⁴ are now in place for all subjects. The National Literacy and Numeracy Strategies have been fully implemented. Satisfactory provision is made for extra-curricular activities although these are only for the oldest pupils. The school is effective in providing a fully inclusive curriculum so that all pupils are given equal access to the curriculum. The school has strong links with the community and partner institutions.
Provision for pupils with special educational needs	Good. Pupils' attainment and progress are monitored through their individual education plans. However, targets are not always specific enough so that they can be easily monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is good. Provision for pupils' cultural development is satisfactory but provision for pupils' spiritual development is unsatisfactory.
How well the school cares for its pupils	Staff know pupils very well and pastoral care has a high priority. Procedures for child protection and pupils' welfare are satisfactory, as are procedures for monitoring and supporting pupils' personal development. However, some health and safety procedures are not closely monitored. The school's procedures for monitoring and promoting good behaviour and attendance are good. Procedures for monitoring and supporting pupils' academic performance are satisfactory.

⁴ A scheme of work is a document showing the main areas to be covered in a subject as pupils move through the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led well and managed satisfactorily. The headteacher gives a strong, clear educational direction to the work of the school. Formal procedures for monitoring the quality teaching and learning are too infrequent to be fully effective. The management of the provision for pupils with special educational needs is good.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is supportive of staff and pupils and works closely with the headteacher. However, governors are insufficiently involved in monitoring the work of the school for themselves to have a clear overview of the school's performance.
The school's evaluation of its performance	Unsatisfactory. The headteacher employs a broad range of effective strategies for monitoring the work of the school. However, they rely very heavily on him. There is no whole-school evaluation policy in place and the monitoring of teaching and learning does not identify strengths and weaknesses in subjects or contribute to the drawing up of the school development plan.
The strategic use of resources	Satisfactory. Systems are in place to ensure that the school makes best use of its financial resources and that specific grants are used for their intended purposes. The principles of best value are applied satisfactorily.

The adequacy of staffing, accommodation and learning resources in the school has improved since the last inspection and is now good overall. However, the resources for the gymnastics aspect of the physical education curriculum are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Staff are approachable. • The leadership and management of the school. • The teaching is good. • The school expects their children to work hard and is helping them to become more mature. 	<ul style="list-style-type: none"> • The information they receive about how well their children is getting on.

Inspectors generally endorse parents' positive views of the school although they have some concerns about the school's management systems. The quality of teaching was judged to be satisfactory overall. The quality of information provided for parents, including that on pupils' progress, is satisfactory. There is one formal parents' evening each year, although parents can attend two open days to discuss their children's work if they wish. Staff are approachable and available to discuss parental concerns about their children's progress after school each day. The impact of parental involvement in the work of the school has improved since the last inspection. It is now very good and a strength of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the children on entry to the school is wide ranging and varies from year to year. This year it was below average. Evidence from the inspection indicates that, by the Year 6, pupils' standards in English, mathematics and science are above expected levels for their age, and that pupils have made good progress. Pupils with special educational needs make good progress because of the good support they receive.
2. Children in the Foundation Stage have made good progress from a low starting point and have significantly broadened their knowledge in all areas of learning. At the end of the reception year, the children are likely to attain the Early Learning Goals in all areas of learning. Some children are confident and take part in discussion. The children learn new vocabulary and their speech was developing fluency at the time of the inspection. Most children enjoy listening to stories and they particularly enjoy exploring all the activities both inside and outside the classroom.
3. In the year 2002 National Curriculum tests at the age of seven, pupils' attainment in reading was below the national average for all schools and well below average for similar schools. Pupils' attainment in writing was well below national averages for all and similar schools. Since 1999, pupils' attainment has generally maintained an upward trend but fell this year. This group contained a high proportion of pupils with special educational needs. Girls generally perform better than boys but not significantly so. The attainment of the current group of pupils in Year 2 is on track to achieve national expectations in speaking and listening, reading and writing. Standards have been maintained since the time of the last inspection. Pupils' standards of speaking and listening are in line with national expectations. Most pupils are learning to listen attentively and are confident in expressing their thoughts and ideas in response to teachers' questions. A few pupils lack this confidence. Pupils' standards in reading are in line with national expectations. They have positive attitudes to reading and many are becoming accurate and fluent readers. Pupils' standards in writing are not as high as their standards in reading but most pupils are on track to achieve national expectations by the end of Year 2. However, too few pupils achieve the higher Level 3 in writing. Pupils generally make satisfactory progress but have too few opportunities to write freely and creatively because of the excessive use of worksheets in many subjects.
4. In mathematics, the results in the year 2002 National Curriculum tests at the end of Year 2 were well below national averages for all schools and similar schools. Since 1999 pupils' attainment has generally maintained an upward trend but fell in 2002. In the national tests, there is no significant difference in attainment between girls and boys and this was confirmed during the inspection. The attainment of the current group of Year 2 pupils is in line with national expectations. Most pupils understand place value to 100 and add a two-digit number to a single digit number. They recall the number before or after a given number and add and subtract mentally in twos and tens and know doubles to at least ten by heart. They recognise and name the properties of three-dimensional shapes and are developing an understanding of measurement of using metres and centimetres. The achievement of pupils with special educational needs is good while, for the remainder, achievement is satisfactory. Standards are not as high as they were at the time of the last inspection.

5. Teacher assessments in science at the end of Year 2 in 2002 show the percentage of pupils reaching the expected Level 2 or above to be very high in relation to the national average. The proportion of pupils reaching the higher than expected Level 3 was below the national average. Currently, the standards of attainment of Year 2 pupils are in line with national expectations. Pupils make satisfactory progress in all aspects of the subject. Standards have been maintained since the last inspection.
6. By the end of Year 2, pupils' standards of attainment are in line with national expectations in information and communication technology. Pupils are achieving satisfactorily. By the end of Year 2, they have developed basic skills in word-processing, such as changing font styles and sizes and underlining passages. They use data handling and control technology programs. Pupils demonstrate good skills in using an art program. Standards have been maintained since the last inspection.
7. Pupils' standards of attainment at the end of Year 2 are in line with national expectations in art, history, geography, music and physical education. All pupils make satisfactory progress in these subjects. Pupils' standards of attainment are above national expectations in design and technology and pupils make good progress in this subject. Standards in religious education are in line with the expectations of the locally agreed syllabus. Generally, standards have been maintained since the time of the last inspection except in design and technology where they have improved.
8. The results of the 2002 National Curriculum tests in English for Year 6 pupils show their attainment to be above average for all schools and average for similar schools. Standards of attainment have shown a downward trend in recent years but rose in 2002. The attainment of the current group of Year 6 pupils is above national expectations and pupils make good progress and achieve well due to the good quality teaching they receive in Years 5 and 6. By the end of Year 6 most pupils have good speaking and listening skills. Pupils listen attentively and answer questions appropriately. They express their ideas clearly and concisely and put forward their ideas imaginatively. Pupils make satisfactory progress. By the end of Year 6 attainment in reading is above national expectations. Pupils' reading skills are developed well and most read a range texts accurately and confidently. They enjoy reading. Higher attaining pupils are independent, fluent readers. Lower attaining pupils are hesitant when reading unfamiliar texts but use a range of strategies, including their sound/letter knowledge to tackle unfamiliar words. Pupils make good progress. By the end of Year 6 standards of attainment in writing are in line with national expectations. Pupils write in a range of different formats including stories, poetry, letters, instructions and reports. Pupils make satisfactory progress. Standards have been maintained since the last inspection.
9. In the year 2002 National Curriculum tests in mathematics at the end of Year 6, pupils' attainment was above average in comparison with all schools and average in comparison with similar schools. Standards have remained consistently above national averages and have been maintained since the last inspection. Boys generally perform better than girls but not significantly so. Standards of attainment of the current group of Year 6 are above national expectations. Pupils have made good progress in relation to their attainment at the end of Year 2. Most pupils have a sound understanding of place value to two places of decimals and use the four number operations with confidence. They interrogate data effectively and can work out the area and perimeter of common shapes. Higher attaining pupils show confidence in explaining their reasoning and the methods they used when answering number problems.

10. The school's ambitious targets for the number of pupils who would attain the expected Level 4 or above in mathematics were achieved in 2002 and exceeded in English. Evidence from the inspection indicates that targets for 2003 will also be achieved.
11. In science, the results of the year 2002 national tests at the end of Year 6 showed pupils' attainment to be below the national average when compared to all schools and well below the average for schools who take their pupils from similar backgrounds. Standards have shown an upward trend until 2001 when they fell sharply. The attainment of the current group of Year 6 pupils is above national expectations and pupils are making good progress in all aspects of science with the exception of scientific enquiry. Too few opportunities are given to Year 6 pupils to carry out their own investigations or record their work in their own way as there is a heavy emphasis on completing worksheets.
12. Pupils' attainment in information and communication technology is in line with national expectations at the end of Year 6. This is a similar picture to the one at the time of the last inspection but is in fact an improvement as national expectations at the time of the last inspection were lower than they are today. The school has made good progress in this area due to the greatly improved resources and standards are rising quickly now that the new computer suite is in regular use. Year 6 pupils use their good word-processing skills well to compose short pieces of writing. They reorganise their work using the edit function and show an appreciation of audience in choosing text styles and size. They show confidence in using data-handling programs to organise the information they have collected.
13. By the end of Year 6, pupils' standards of attainment in art, geography, history, music, physical education and religious education are in line with expected levels. Pupils make satisfactory progress in these subjects. In design and technology pupils' standards are above expectations and pupils make good progress. Standards have improved in design and technology and have been maintained in other subjects.
14. Progress made by pupils with special educational needs is good. Individual education plans are drawn up by the teacher with support from the special educational needs co-ordinator. Pupils are supported effectively by learning support staff through planned activities. Individual education plans are reviewed each term.

Pupils' attitudes, values and personal development

15. Pupils' attitudes are good as they were at the last inspection. Pupils are happy to learn and settle quickly into lessons. They respond to challenge, sustain interest and most remain attentive in classes and assemblies. Pupils are well motivated, show a high degree of commitment and remain focused on the tasks they are given. They enjoy learning activities such as number puzzles and using computers. Pupils work effectively both on their own, for example when preparing a radio interview in Year 5, and in paired and group activities, for example when creating dance movements in Year 6. They take pride in their efforts and are keen to share their pleasure in achievement. Pupils offer constructive ideas and listen to what others have to say. Their contributions to discussions are often thoughtful and imaginative, for example when Year 3 pupils considered the features of an envelope in a science lesson. Parents confirm their children like school and work hard. Pupils' positive attitudes enhance their learning.

16. Pupils' behaviour is good, as it was at the time of the last inspection. There have been no exclusions in recent times and parents are happy with the standards achieved. Pupils understand school and class rules and most respond willingly to what is expected of them. The atmosphere within the school is calm, orderly and purposeful and pupils use corridors and steps responsibly. They respect property such as computers and library books. In lessons and assemblies some infants can become distracted and fidgety, but juniors remain engaged and well behaved. Older pupils exercise increasing self-discipline and this benefits their attainment and progress. Playtimes are sometimes boisterous, but pupils are not intentionally rough or reckless. At lunch, pupils are nicely mannered and friendly, making it an enjoyable social occasion. Pupils are polite and pleasantly inquisitive with visitors, opening doors for them and offering help. During the inspection there were no signs of abuse, harassment or aggression.
17. Pupils' personal development is satisfactory. Most pupils are self-assured and have personal esteem and older pupils organise themselves effectively. Those who lack confidence or are socially insecure benefit from the advice and support they receive from staff. Although pupils show initiative and diligence when working on their own, for example in topic research, opportunities for independent learning are missed in many lessons. Pupils enjoy responsibility and carry out the duties they are given with enthusiasm and pride. Classroom tasks develop pupils' self-regard, while whole-school tasks enhance their corporate commitment and "make them feel important". Discussions of issues like bullying and bereavement improve pupils' social awareness. They appreciate the purpose of charities, benefit from visits and local events and have a growing sense of citizenship. Pupils noticeably mature as they progress through the school.
18. Relationships in the school are good as they were at the last inspection. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust and have affinity with their teachers and readily confide in them when they are upset or worried. Relationships within peer groups are positive and friendly, and those from different social backgrounds interact comfortably. There are many constructive and harmonious relationships. Pupils listen to what others have to say, understand their feelings and show respect for different values and beliefs. They are caring and considerate when other pupils are hurt. At play times boys and girls co-operate happily, and when juniors and infants play together the older pupils help the younger ones. At lunch pupils sit together at mixed tables. Pupils with special educational needs are fully integrated into the school community. They take part in the wide range of activities within the school. They form close constructive relationships with other pupils in the school. Most pupils are caring and tolerant of the needs of others.
19. Attendance is very good and a strength of the school. In the last school year it was well above the national average and better than at the time of the last inspection. Unauthorised absence in the same year was well below the national average. Punctuality is good and lessons start on time. Registration is prompt and efficient, pupils answer politely and there is an orderly start to the daily sessions. Pupils' very good attendance and good punctuality have a very positive impact on their learning.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and learning is satisfactory overall, and varies from very good to satisfactory. It was never less than satisfactory and was good or better in

approximately four out of ten lessons of which one in 20 was very good. It was good overall in the Year 5 and 6 classes. The overall profile of teaching is not as high as at the last inspection when it was good overall.

21. The quality of teaching and learning in the Foundation Stage is satisfactory and varies from good to satisfactory. It was good in approximately one in five lessons. The staff in the Foundation Stage know how young children learn and use this effectively to plan for the different areas of learning. Planning is satisfactory overall, although some improvements could be made to link all the areas of learning and to indicate appropriate teaching opportunities that consolidate and extend learning, for both the indoor and outdoor environment. For example, work planned in language and numeracy is not linked to outside play sessions and therefore not consolidated by these activities.
22. The quality of teaching in Years 1 and 2 is satisfactory overall, and varies from very good to satisfactory. It was good in approximately a third of lessons. The quality of teaching in Years 3, 4, 5 and 6 is satisfactory overall, and varies from very good to satisfactory. It was good in three out of ten lessons and very good in one in ten lessons. Teachers have sound knowledge and understanding of the National Curriculum and generally plan appropriate activities for the different ability groups within classes. In the more successful lessons teachers have high expectations of what pupils can achieve in a given period of time and make good use of tight time structures to keep the pace of lessons brisk. The work set is challenging and motivates pupils to work hard and complete their work on time.
23. The teaching of literacy and numeracy was satisfactory. The teaching observed was never less than satisfactory across the school and there was good teaching in Years 5 and 6. All teachers have high expectations of what pupils can achieve and how they should behave although a few mathematics lessons with younger pupils lack pace. Few teachers encourage pupils to evaluate what they have learned at the end of lessons. Good use is made of teaching assistants to support pupils' learning, particularly those with special educational needs. Few opportunities are provided for pupils to use their numeracy skills in other subjects but opportunities for pupils to use their literacy skills are greater. In the better quality lessons, the pace of mental arithmetic sessions was brisk and pupils as a result made good progress; for example, when Year 5 pupils identified pairs of two-digit numbers which made 100.
24. The quality of teaching and learning in science is satisfactory and varied from satisfactory to good. Teachers manage pupils well and make good use of questioning to ensure pupils have understood the work covered. Teachers' planning sets out clearly what it is the pupils are to have achieved by the end of the lesson but this is often not shared with pupils. Where teaching is good, pupils are given frequent opportunities to carry out practical investigations and to find out things for themselves. Occasionally, teachers do not involve pupils enough in making suggestions about how investigations could be done and this reduces the level of challenge for more able pupils. For example, in a Year 6 lesson the pupils were given a lively explanation and demonstration on the effect of air resistance on a falling object. However, they were given no opportunities to find out for themselves the dramatic effect of increasing the size of the vanes or to improve their scientific enquiry skills by finding out for themselves. Therefore, opportunities were missed for pupils to be involved in their own learning and their progress was only satisfactory.
25. The quality of teaching and learning in information and communication technology lessons is satisfactory. The main strengths of teaching are that lessons are well

organised and teachers are confident in their subject knowledge.

26. The quality of teaching and learning in art, geography, history, music and religious education is satisfactory. Generally, teachers have sound subject knowledge and present information to pupils in an interesting and lively manner. As a result, pupils make satisfactory progress and achieve appropriately. Teaching in art and music is especially good in the Year 5 class. The quality of teaching and learning in physical education is good overall. All teachers show a good understanding of the subject and when they make good use of this knowledge to provide simple coaching points to improve pupils' performance good progress is made by pupils.
27. Teachers show good subject knowledge and understanding in supporting the language development of pupils with special educational needs. They are aware of pupils' individual needs. There is some evidence of planning for high attaining pupils. At the time of the inspection there was no evidence to show how individual education plan targets are being linked to lesson plans. The work of pupils with special educational needs is valued.
28. Homework is used satisfactorily to support pupils' learning. The quality of marking is variable. Most pupils' books seen contain supportive comments to encourage pupils but few contain examples of comments to help pupils improve their work. Sound use is made of assessments of pupils' attainment and progress to plan future work.

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

29. The curriculum provided for pupils is sufficiently broad and balanced and includes all the subjects of the National Curriculum. This is an improvement from the time of the last inspection. The school has successfully improved the curriculum by adopting the nationally recommended schemes of work. It includes appropriate personal, social and health education, sex education and education about drugs misuse. Immediately after the inspection the school is working with a recreation officer to develop playground activities, a school council and support further use of 'Circle Time' which some staff already use to make a positive contribution to the pupils' social awareness. The National Literacy and Numeracy Strategies are implemented effectively. They are given an appropriate amount of time and are having a satisfactory impact upon pupils' achievement. Religious education is based on the locally agreed syllabus.
30. At the Foundation Stage, planning caters fully for the specific areas of learning that help the children achieve the nationally laid down Early Learning Goals for this age group. However, some improvements could be made to link all the areas of learning and to indicate appropriate teaching opportunities that consolidate and extend learning, for both the indoor and outdoor environment, for example through promoting children's linguistic and mathematical development during outside play sessions.
31. Teachers provide a good programme of educational visits and visitors into school. For example, Year 6 have just returned from a residential visit to Dartmoor. This successfully supports their development in literacy history and geography as well as increasing their social development. During the inspection lessons were seen that made good use of a visit to Morwellham Quay during the previous week to stimulate pupils' descriptive writing.

32. Teachers also maintain a strong commitment to working with the community and this makes a good contribution to pupils' learning. The recent help and support given by the community to the building project have considerably improved the accommodation for pupils. The village and surrounding area are regularly used to support pupils' learning across the curriculum. Parents work with the school to support pupils' learning in a variety of ways. This area is a strength of the school and considerably enhances pupils' learning experiences. The parents who shared their views of the school before the inspection are satisfied with the school's provision for extra-curricular activities which include football, netball and drama with tennis provided in the summer term.
33. The school is socially inclusive ensuring access to the curriculum and learning opportunities for all pupils. Pupils with special educational needs are included in extra-curricular activities provided by the school. Pupils with special educational needs are integrated well into groups in the classroom. The school has a policy for gifted and talented pupils and has procedures for the identification of these pupils. There is a policy for race equality but this has yet to be adopted by the governing body.
34. The planned curriculum meets the needs of all pupils and the school ensures that all pupils are included in visits and trips and have full access to extra-curricular activities. There are long-term, medium-term and weekly plans in place and these are viewed by the headteacher. The school has adopted the nationally recommended schemes of work and these identify learning objectives and skills needed to enable pupils to succeed.
35. Since the last inspection the school has improved its links with the community. These are now very good and a strong feature of the school. The village takes great pride in the school and during the recent rebuilding programme provided it with a range of facilities and equipment. The school has very close links with the parish church. The rector takes weekly assemblies, holds Harvest Festival and Christingle services at the school and uses the hall for meetings. Pupils take part in local festivals and sporting events and villagers support school occasions such as bazaars and open mornings. Local theatre groups visit the school and officers from the emergency services talk to pupils about safety. Other visitors include Roman Catholic and Methodist ministers. Pupils visit the education farm and nearby sites of historical and geographical significance. Trespass and vandalism of school property are unknown. Community involvement gives pupils a very good understanding of local interests and social needs.
36. Relationships with partner institutions are good. The school works closely with the village playgroup and regular contact is maintained across the year. The transition of playgroup children into the reception year is managed smoothly and parents are happy with the pre-school meetings and advice they receive. Links with the secondary schools to which most pupils transfer are strong. Academic, pastoral and social links are well established both directly and through the local academic council. Staff, pupils and parents are fully involved in the transfer arrangements and pupils' education benefits from the good inter-school relationships. College students periodically undertake work experience attachments at the school. The school has links with a school in west Devon and is re-establishing contact with a school in the United States.
37. Provision for pupils' spiritual development is unsatisfactory. The daily acts of worship do not provide satisfactory opportunities to address spiritual needs through a planned

programme of themes. During the inspection there were few opportunities for pupils to reflect. None of the assemblies seen had a focal point such as a candle to encourage this. In only one assembly, pupils entered while music was playing and during the inspection singing does not regularly take place. There is insufficient emphasis on the importance of collective worship and staff do not regularly attend assemblies. There are examples of spirituality in lessons such as in a Year 5 class when pupils showed awe and wonder when filtering dirty water removing debris. During a design and technology lesson pupils were genuinely enthusiastic and excited when making “pop-up mechanisms” in preparation for card making.

38. Provision for pupils’ moral development is good. The school is effective in providing a clear moral code as a basis for positive behaviour and this is promoted throughout the school. Some teachers use rewards effectively to promote sound values and good behaviour. Staff provide effective role models, demonstrating hard work and consideration for others. Most pupils know the difference between right and wrong and in most classes they show respect for adults and other pupils around them. The school selects charities to support and there are links with the local church. There are limited opportunities to develop initiative and responsibility, but pupils carry out tasks such as tidying away, preparing physical education equipment and overhead projectors as part of class routine.
39. Provision for pupils’ social development is good and relationships between staff and pupils are positive. Pupils are encouraged to work co-operatively in pairs and groups. Out-of-school clubs such as drama and sports clubs for both boys and girls, give opportunities for pupils to work as a team. Residential experiences for Year 6 provide effective opportunities for working together. Personal and social education lessons are promoting social skills successfully in a constructive and supportive way. When pupils are finding out about relationships they recognise the importance of friendship under the heading: “If you get lonely you need a friend”.
40. The school’s cultural provision is satisfactory. Through links with the community and the local church, pupils are better aware of the impact of their own culture on their lives. Visits and visitors help to promote pupils’ awareness of their culture. This includes visits from the community police officer, and theatre groups. Classes visit the “Underwater World” centre in Weymouth where they are able to extend their experience of another environment. While at Morwellham Quay pupils have the opportunity to extend their experience of Victorian education through role play in the Victorian school. The resources in the library provide some opportunities for pupils to find out more about other cultures and their traditions but these are limited at the present time. Multicultural awareness is provided through projects in geography and religious education, for example when pupils study Egypt and learn about life along the Nile. Pupils also have opportunities to study aspects of other religions and this is supported by developing appropriate resource boxes. The location of the school limits the pupils’ first-hand experience of multicultural life but satisfactory provision is made to prepare pupils for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Procedures for child protection and pupils’ welfare are satisfactory overall and similar to that found at the time of the last inspection. Staff know pupils very well and pastoral care has a high priority. Pupils feel safe, nurtured and secure and this has a favourable impact on their attitudes to learning. Arrangements covering accidents, illnesses and medicines are good and pupils have regular medical examinations.

Sufficient staff have up-to-date first aid qualifications.

42. Child protection procedures are satisfactory. The child protection policy gives appropriate advice about action to be taken if child abuse is suspected, but does not state how such abuse might be recognised. The child protection co-ordinator has been trained and links are established with the requisite agencies.
43. The key health and safety issue from the last inspection about the use of the hall has been resolved in the recent rebuilding programme. The health and safety policy is comprehensive and staff are aware of health and safety matters relating to teaching. Cleanliness and hygiene within the school are good and hazardous substances are managed satisfactorily. Emergency lighting is fitted. Guidelines for the use of the swimming pool are satisfactory. Security arrangements are periodically reviewed and emergency evacuations practised. However, some health and safety procedures are not sufficiently monitored. Risk inspections are not regularly carried out, the school has no visitors' book and the practice of retaining attendance registers in classrooms is contrary to recommended practice. A number of health and safety points relating to the inspection of appliances and equipment were drawn to the attention of the headteacher during the inspection.
44. Procedures for monitoring and supporting pupils' personal development are satisfactory. Circle time, during which pupils express themselves freely, is used to develop confidence and self-image, while discussions on topics such as conservation broaden their worldly understanding. Pupils with personal or social difficulties are identified and given support. However, there is no formal monitoring of these pupils as they progress through the school and their achievements and aspirations are not recorded. To help younger pupils become self-assured and considerate they are given classroom duties like tidying books and sharpening pencils. Older pupils undertake whole-school tasks, for example as assembly and library monitors, which develop their individual and collective responsibility. Pupils' efforts and achievements are recognised at weekly celebratory assemblies. Personal development is further enhanced during adventure training and residential visits.
45. Since the last inspection the school's procedures for monitoring and improving attendance have continued to be good. The school actively promotes good attendance and pupils' absences and punctuality are closely checked. Most parents observe the absence procedure and ensure their children arrive at school on time. The school makes first day contact with parents who do not follow the proper procedure. Parents are reminded in newsletters of the educational disadvantages of pupils taking holidays in term time and applications for such holidays have to be approved by the headteacher. The school has no designated education welfare officer. Attendance registers are accurately maintained and meet statutory requirements.
46. Procedures for monitoring and promoting good behaviour are good. The discipline policy defines standards and expectations and reinforces the importance of positive behaviour. It includes a balanced range of rewards and sanctions which are implemented by staff with consistency and common sense. The policy is supplemented by school and class rules which are prominently displayed. Play activities are well supervised and wet weather arrangements are in place. The school's procedures for monitoring and eliminating oppressive behaviour are good and no groups or individuals are unfairly treated or disadvantaged. The equal opportunities and race equality policies are fully inclusive and the bullying statement is forthright and clear. Pupils are well aware that any signs of abuse, harassment or

aggression will be dealt with firmly.

47. Procedures for assessment, monitoring and promoting pupils' academic performance are satisfactory. As a result, accurate assessment data is available to inform planning of work to help pupils make progress in their learning. There is some evidence of staff adapting future lessons following assessments during previous lessons.
48. Assessment is made of children's attainment when they enter the school (baseline assessment). The Foundation Stage teacher has a sufficiently detailed working knowledge of what individual children can do to plan suitable tasks as they move towards the Early Learning Goals.
49. Procedures for assessing pupils' learning in the core subjects are satisfactory. There are whole-school systems for assessing what pupils know, can do and understand. This has not been developed in the foundation subjects where there is no formal monitoring. Teachers use assessment information to set targets for groups in mathematics and English. In many lessons during the inspection the work set for the more able pupils did not always challenge them sufficiently to achieve their potential. During the inspection there was little evidence of teachers providing opportunities for pupils to develop research skills. The school has identified the more able pupils and there are plans to provide specialist teaching for some pupils in small groups. Good use is made of the results of Year 2 national tests to group pupils appropriately. The results of the tests taken by other year groups are also used to predict achievement. Most teachers know their pupils well and are aware of their individual needs. However, the school has not developed a consistent approach to record the performance of individual pupils which informs teachers' short-term plans.
50. The school cares well for pupils with special educational needs and teachers relate well to these pupils. Monitoring of the attainment and progress of special educational needs pupils has begun in individual education plans. Targets are included but many of these targets are very general and long term. There are some specific targets that can be easily monitored and the co-ordinator is aware of the need to make them more specific.
51. There is a written marking policy. The quality of teachers' day-to-day marking varies from good to satisfactory but does not often show pupils how they can improve the quality of their work giving them a clear understanding of their own learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents' views of the school are good, as they were at the last inspection. Although attendance at the parents' meeting was low, the response to parent questionnaires was high. Opinions expressed at the meeting, through the questionnaires and during the inspection show that parents support the school's provision for their children.
53. Parents say the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents confirm their children enjoy school, they are becoming more responsible and mature, and their behaviour is good. Parents further affirm they find it easy to approach staff with questions and problems, and they are happy with home/school links and the amount of homework their children receive. Parents are content with the range of school activities offered outside lessons. Evidence gained during the inspection upheld all but one of these views. Teaching

was judged to be satisfactory rather than good.

54. Links with parents are satisfactory and the partnership is fully inclusive. The school is working to strengthen parental involvement to enhance pupils' attainment and learning.
55. A significant minority of parents has concerns about the information they are given on children's progress. Inspection evidence found that whereas the quality of information is satisfactory, it could be improved. Parents can speak to teachers in classrooms after school. Regular notices and newsletters keep parents up-to-date with school activities and curriculum details. There is one formal parents' evening each year, although parents can attend two open days to discuss their children's work if they wish. School reports are satisfactory. The reports give a short commentary on pupils' efforts and achievements by subjects with some general remarks on their attitudes and relationships. Unauthorised absences are recorded. Although targets for improvement are given, they are not clearly defined. The prospectus gives useful information, but some details need updating for example. The governors' annual report is well structured. Specific attendance figures are not stated in either document. Parents know the school's complaint procedure. The impact of parental involvement on the work of the school has improved since the last inspection. It is now very good and a strength of the school.
56. The school values the part parents play in pupils' education and encourages their interest in all aspects of school life. Parents respond very well and most comply willingly with their undertakings in the home-school agreement. Many assist in classes, accompany educational visits and work in their own time to improve facilities such as the junior's play area. Parents support school occasions and some take part in extra-curricular activities. Infant home-school reading diaries are well kept and many parents help their children with homework. A good booklet on helping with homework is sent to parents. The friends and families association is active and attracts very good support for its fund raising and social events. The money raised is for projects such as a stage for the new hall. Parents of pupils with special educational needs work very closely with staff in drawing up and implementing their individual plans. Details for parent help and information are included in these plans. Parent interviews are often included in individual education plan review meetings. The special educational needs co-ordinator is available to talk to parents on two mornings a week and will often make further time voluntarily to talk to parents about their concerns. This facilitates liaison between parents and staff.
57. Most parents fully understand the importance of their role in reinforcing the school's education of their children and they are very happy to contribute both to the learning process and to the life of the school. Their support enriches the school's work and greatly benefits pupils' attainment and learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school is led well and satisfactorily managed.
59. The headteacher gives a very clear educational direction to the work of the school and provides strong leadership. He has been effective in sustaining a shared sense of purpose amongst the staff, governors and parents in improving the school's accommodation and the quality of education the school provides. The headteacher is supportive of staff, making clear his high expectations and ensuring a consistent approach to how pupils are treated. His approach promotes inclusion and a respect

and understanding of racial equality. Consequently, pupils feel valued and well supported. The headteacher aims to visit each class on an informal basis each day that he is not teaching. Occasionally, these visits involve a more formal monitoring of the quality of teaching and learning. However, during the last few years these have only involved the monitoring of literacy and numeracy lessons. Little monitoring of teaching and learning in other subjects has occurred either by the headteacher or subject co-ordinators. There is no established system for monitoring teaching to identify strengths and weaknesses in particular subjects and to identify what works and what does not. In these respects, the role of subject co-ordinators is under-developed.

60. The headteacher is ably assisted by his deputy who, as well as having a full teaching commitment, has several whole-school management duties, such as establishing rotas and overseeing the professional development of staff. However, he has had little involvement in the monitoring of the quality of teaching and learning in the school.
61. The governing body is supportive of staff and pupils and works closely with the headteacher. However, they rely heavily on the information given by the headteacher. Little has been done to address the criticism made of them in the last inspection report that they were insufficiently involved in monitoring the work of the school for themselves to have a clear overview of the school's performance. The governors are kept well informed about pupils' academic performance by the headteacher but do not have a clear idea of the school's strengths and weaknesses through their own monitoring procedures. The named governors for literacy and special educational needs are themselves staff at the school. This is not good practice as these staff are, therefore, monitoring themselves. Governors have fulfilled their statutory duties in adopting an appropriate performance management policy. However, no governors attended the training in performance management provided by the local education authority. Consequently, there are weaknesses in the practice adopted by the school. For example, one of the group of governors who sets the headteacher's performance management targets is herself a member of staff and the headteacher is the only person involved in the performance management of other teachers and staff. The governing body and headteacher have worked hard and effectively to improve the school's accommodation and much time and effort has been spent in bringing about these improvements.
62. At the present time the special educational needs governor is also the acting special educational needs co-ordinator. This makes it very difficult for the governing body to have an independent view of the special needs of the school. The co-ordinator is well informed and acts in an advisory role for staff. There is good liaison with outside agencies developing high quality support. The resources for special educational needs are good. However, there is no evidence of the use of information and communication technology to support the role of the co-ordinator. Pupils with special educational needs are identified through discussion and analysis of assessment tests. An appropriate special educational needs policy is in place and this includes regular reviews of pupils' attainment and progress.
63. School development planning is satisfactory. Targets are relevant, costed, and state who will be responsible for overseeing their development. However, they do not state the success criteria to evaluate how well they have been achieved. Governors are appropriately involved in drawing up the school development plan but there are no targets in the plan for their own development. Although the school has elements of evaluation in its procedures, such as the sampling of pupils' work and teachers agreeing standards in relation to National Curriculum level descriptors, there is no

whole-school evaluation policy in place and this is a weakness.

64. The adequacy of staffing, accommodation and learning resources in the school has improved since the last inspection and is now good overall. The matching of teachers to the demands of the curriculum is good, having been satisfactory at the last inspection. The school has sufficient full-time teachers for all classes and they are well qualified and experienced to meet the requirements of the National Curriculum and teach it effectively. With only one teacher leaving in the last two years the stability in teaching staff has noticeably helped pupils' learning. There are presently no newly qualified teachers or college students undertaking work experience attachments at the school. The pupil/teacher ratio and average class sizes are similar to the national average.
65. The match of support staff to the needs of the National Curriculum is also good and they have qualifications and experience suitable to their appointments. All classroom assistants are closely involved, either with individual pupils, or in working with designated groups under the direction of the class teacher. Their roles and responsibilities properly complement those of the teachers they support. Classroom assistants are allocated to infant classes to help them settle easily into school life. They are caring and industrious and act as a good link between the school and the local community.
66. The induction procedures for newly qualified staff and the effectiveness of their training provision are satisfactory. The headteacher is responsible for the induction and training of new teachers and support staff. The induction programme includes attendance on courses, in-school discussions, monitoring and support from an appointed mentor. The mentor for a newly qualified teacher is an experienced teacher with appropriate communication skills, while the mentor for new support staff is the class teacher. New staff are acquainted with the school's ethos and values, and introduced to its routines and working practices. Both the headteacher and deputy headteacher conduct observations and offer advice. The staff handbook is a useful reference document.
67. The adequacy of accommodation is good and assists the effective delivery of the curriculum. The premises consist of a main building and two mobile blocks, one used for two classes and the other for support learning. The grounds are small. There are three hard play areas for reception year, infants and juniors, with infants and juniors playing together at lunchtime. The play areas include quiet corners and a wild life garden. All play areas are well marked for learning and play activities.
68. The interior of the main building is airy, bright and cheerful and as a result of the recent rebuilding programme has several very good features. The hall is spacious, offices are well situated, classrooms are of good size and a wheel chair/passenger lift has been installed. However, the combined library and computer suite is small for the number of pupils using it and the layout of the building means some classes have to be used as corridors to others. Classrooms are interesting and colourful and there is a satisfactory range of displays and paintings, some of them with a multicultural theme. The balance between teaching aids, topic materials and the celebration of pupils' work is satisfactory.
69. Learning resources are satisfactory and used effectively to support the curriculum. The key issue from the last inspection about the quality and quantity of library books has been met in respect of fiction books. However, the resources for the gymnastics aspect of the physical education curriculum are unsatisfactory. Pupils have few

opportunities to practise climbing skills or to be able to land safely when jumping off climbing apparatus. All other resources are satisfactory except those for information and design technology, which are good. Multi-cultural resources, classroom displays and teacher packs are satisfactory. A well planned programme of incoming visitors and educational visits, for example by theatre groups and to the education farm, enhances pupils' learning and contributes positively to the standards they achieve.

70. There are satisfactory systems in place to ensure that the school makes best use of its financial resources, including the specific grants and additional funding that it has acquired. Careful financial planning has been put in place to raise standards through increasing the hours of the support assistants and to meet the costings of the priorities in the school development plan. Current school administration is satisfactory but job descriptions are in need of review to ensure that job skills can be effectively evaluated. The school makes satisfactory use of the Standards Fund. The governing body has a finance committee, although financial administration is more often discussed by the full governing body at its meetings. The school is making appropriate use of new technologies. There are efficient office systems linked to computerised programs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) Raise pupils' standards of attainment in writing at the end of Year 2 by:
 - i. Providing more frequent opportunities for pupils to write freely and imaginatively; (Paragraph 90)
 - ii. Ensuring that teachers' marking is consistent and clearly shows pupils how they could improve their work. (Paragraph 94)
 - (2) Improve the school's self-evaluation procedures by drawing up a whole-school policy for self-evaluation which includes;
 - i. A planned programme of formal and regular monitoring of the teaching and learning in all the curriculum subjects; (Paragraph 59)
 - ii. Involving co-ordinators more in this process so that they have a clear idea of curriculum provision and pupils' standards of attainment in their subjects; (Paragraph 59)
 - iii. Improving the governors' procedures for their own monitoring of the work of the school. (Paragraph 61)
 - iv. More widely spreading good practice within the school by providing more opportunities for teachers to observe their colleagues teaching. (Paragraph 59)
 - (3) Improve the provision made for pupils' spiritual development by improving the emphasis placed upon the spiritual element of daily assemblies; (Paragraph 37)
 - (4) Improve the school's resources of gymnastic equipment in order to improve standards in physical education. (Paragraph 146)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	18	38	0	0	0
Percentage	0	5	31	64	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	184
Number of full-time pupils known to be eligible for free school meals	9
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	35
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	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	1.0
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
	2002	10	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	9
	Girls	13	15	14
	Total	20	21	23
Percentage of pupils at NC level 2 or above	School	74 (84)	78 (95)	85 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	14	15	16
	Total	21	23	24
Percentage of pupils at NC level 2 or above	School	78 (84)	85 (100)	89 (100)
	National	85 (85)	89 (89)	89 (89)

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
	2002	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	11
	Girls	11	10	12
	Total	23	20	23
Percentage of pupils at NC level 4 or above	School	92 (76)	80 (79)	92 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	11
	Girls	11	10	12
	Total	23	22	23
Percentage of pupils at NC level 4 or above	School	92 (72)	88 (76)	92 (76)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	184	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.8
Number of pupils per qualified teacher	23.5
Average class size	26.2

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	101.25

FTE means full-time equivalent.

Financial information

Financial year	2001 – 2002
	£
Total income	419,136
Total expenditure	409,293
Expenditure per pupil	2,237
Balance brought forward from previous year	-202
Balance carried forward to next year	9,641

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	183
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	1	0
My child is making good progress in school.	43	45	7	0	5
Behaviour in the school is good.	38	57	0	0	5
My child gets the right amount of work to do at home.	39	46	11	0	4
The teaching is good.	65	31	2	0	2
I am kept well informed about how my child is getting on.	38	41	19	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	1	3	0
The school expects my child to work hard and achieve his or her best.	63	33	2	0	2
The school works closely with parents.	50	35	11	3	2
The school is well led and managed.	69	29	1	1	0
The school is helping my child become mature and responsible.	59	31	5	0	6
The school provides an interesting range of activities outside lessons.	37	49	6	4	5

Other issues raised by parents

Parents at the pre-inspection meeting were happy with the school's provision for extra-curricular activities but two parents expressed concern that instrumental music tuition was only available to pupils whose parents could afford to pay for it.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. Children enter the school in the autumn term in which they will be five, initially part time. Children whose birthdays are later in the year enter school in January, also initially part time. There are meetings and visits for children and parents before the children start school that help them to make a confident start to their school life. Some children come from outside the immediate school locality and all children have had a variety of pre-school experiences.
73. Attainment on entry to school varies from year to year and the baseline assessment for this the present group of children indicates that their attainment is below that expected for their age. Children make good progress and they significantly broaden their knowledge in all areas of learning and, by the end of their reception year, most of the children will attain the national expectations in all six of areas of learning. Planning is satisfactory overall, although some improvements could be made to link all the areas of learning and to indicate appropriate teaching opportunities that consolidate and extend learning, for both the indoor and outdoor environment.

Personal, social and emotional development

74. All of the children, including those with special educational needs, achieve well in their personal, social and emotional development and, by the time they leave reception, most of them will attain the Early Learning Goals in this area. The quality of teaching is satisfactory and the staff create a caring and supportive environment that helps young children to settle quickly and feel part of the school. Children adapt to school routines well and, by the end of the reception year most children show confidence and relate appropriately to adults and each other. Most children are responsive, interested in what they are doing, and concentrate and persevere in their learning activities. Children are encouraged to complete games and not move away from the task until it is finished.
75. The teacher and assistants encourage children to participate in activities when they are required to sit and listen to others and a few do this attentively. However, several children find listening to the teacher and other children difficult. In addition, a few children are attention seeking and have little understanding of the impact of their behaviour upon others. As a result, this limits their rate of learning. There are opportunities for children to focus on activities and experiences to develop independence and enthusiasm for learning and to extend their thinking through looking at a wide range of books, pictures, and resources. Several children can share their feelings and ideas, although this is hard for many children who lack confidence and find concentration difficult. They attend acts of collective worship with the rest of the school and this helps the children to become more mature and feel that they are members of the school.

Communication, language and literacy

76. Teaching is satisfactory and the children's achievement is good in this area of learning, including those children with special educational needs. The majority will achieve the Early Learning Goals in this area of learning by the time they start in Year 1. The children develop their literacy skills at their own appropriate rate. The children learn to listen to each other and take turns in communicating ideas. A few children

are confident in discussions and when sharing ideas and experiences. They learn new vocabulary and their speech develops in fluency and expression. A few children use pictures to tell a story and begin to recognise some letter sounds although they do not yet use these to help their understanding of reading simple texts. Other children recognise their names and some familiar words. Some children enjoy hearing stories and listen well for a reasonable time. They join in with the teacher when reading from a 'Big Book' and a few children begin to recognise punctuation within the text and refer to a full stop as a 'stopping dot'. A few children are able to form letters independently and use their knowledge of letter sounds to attempt to write a few words independently, but the majority copy the teacher's writing, learning where writing begins on the page and how to form letters correctly. For example, under the direction of an adult they write about a wild animal after looking at a picture and thinking of words to describe it.

77. Opportunities are provided for children to develop early speaking and listening skills through a variety of activities including the adapted literacy hour. Children are happy to share books with adults and enjoy talking about the pictures and stories whilst some recognise familiar words. Many children become restless and inattentive during some of the literacy sessions and have to be constantly challenged and motivated to refocus, for example, when they learn the name of objects and identify the initial sound they are then encouraged to swap places with someone who has an object beginning with the same sound. The opportunities for role play are good when an adult interacts to extend the children's ideas and vocabulary. There is a variety of resources that the children mostly use with care. In some activities when there is a low level of adult intervention the opportunities to extend and develop vocabulary and language skills are limited. This was particularly noticeable in the outdoor environment.

Mathematical development

78. The quality of teaching in this area of learning is satisfactory. Achievement of all the children, including those with special educational needs, is good. The children's mathematical skills develop well and many children are likely to meet expectations by the end of the reception year. They count confidently to ten and a few are able to match the number to each counted object. The teacher includes opportunities to reinforce numbers through counting, number songs and rhymes. They learn to add one to a number up to ten and recognise 'counting on'. The teacher uses resources to create anticipation and interest, encouraging the children to roll the dice and place the small bear on the correct rung of the ladder and then count on one more step.
79. The teacher provides appropriate activities to develop mathematical knowledge. Although these activities build upon the children's prior learning the opportunities are not successfully linked with the outdoor activities and there are no planned opportunities to intervene incidentally as children work and play independently to develop their mathematical vocabulary and extend their thinking.

Knowledge and understanding of the world

80. Children learn about different animals and creatures and where they live. They make farms and put groups of animals together in fields, and place wild animals together in the zoo. A few children recall a story read to them about a zookeeper who forgets to close the cages and all the animals escape. A small group experiment with water, making a small world toy man dive from the boat to the bottom of the sea to catch a stingray. They plant cress seeds choosing whether to grow them on cotton wool,

cloth or in soil. They plant bulbs after carefully handling them and looking at the picture of what they will look like when grown. They are aware that plants need water and light to help them grow.

81. Teaching is satisfactory in this area of learning and, by the end of the reception year children's achievement is good, including those children with special educational needs. There are a variety of activities for children to use and explore that are linked to a particular aspect of this area of learning. However, these activities do not extend to independent play situations, when knowledge and language skills could be further developed and extended. Planning does not include adult intervention that structures questions and challenges children or provides time for them to then experiment, discuss and reflect together independently in small groups.

Physical development

82. The children's achievement, including those with special educational needs, in this area of learning is good overall and it is likely that most children will attain the Early Learning Goals by the end of the reception year. The children have access from their classroom to a safe, outdoor area. However, this area is not covered and as a result limits access and entitlement for children to this range of activities. The teacher encourages children to gain in confidence in using space imaginatively and with control. Children are motivated and generally behave and concentrate well. Children are well managed and learn to follow instructions and play safely in a restricted space. Challenge is provided when the teacher requires the children to work together in pairs rolling and bouncing a ball to one another. The small numbers of children using the range of resources precludes fully developed interaction and there is no obvious planned direction from the assistant. The teacher is aware of this and intends to restrict the number of activities until the next intake of children. Teaching is satisfactory overall in this area of learning.
83. The children show confidence in their ability to care for themselves when dressing and washing their hands. Most of the children handle pencils, crayons, paintbrushes, scissors and glue safely. They begin to move confidently, change direction to avoid obstacles and are aware of others. Children have opportunities to handle balls, hoops and skipping ropes and play with them. Individual children demonstrate how they use their chosen piece of apparatus and the rest of the children suggest how their performance could be improved. They develop balancing skills along plastic beams and increase in confidence as they travel through a tunnel. They are aware that their heart beats faster when they are active.

Creative development

84. Teaching is satisfactory in this area of learning and the achievement of all children, including those with special educational needs, is good. A wide range of materials and appropriate activities is provided for the children. Creative play is developed by the use of artefacts and 'small world play' to enhance the children's imagination. A separate role-play area is available with specific resources. Although adults interact with children during activities there is limited planned direction or structure to systematically develop skills to enhance the quality of play and imagination. For example, in the vet's surgery role-play area, the children's experience and limited vocabulary restricts dialogue and language development, which results in individuals playing alone and some inappropriate behaviour.
85. The children particularly enjoy chanting rhymes and singing number songs. They

enjoy artwork and use crayons to make careful observational drawings of themselves after looking in the mirror. Children, supported by the assistant, paint their hands to make prints and enjoy rubbing their hands together and are fascinated when, as a result, they create a third colour. Many are able to recognise and name the primary colours. In the role-play area when asked by an adult what is wrong with the dog the vet answers: "He's got a virus, he'll have to stay in hospital." After giving a panda an injection the vet explains: "It won't cry. When I had an injection I didn't cry. I was brave." The vet uses a stethoscope to examine a dog and responds to the adult's question: "I'm seeing if his heart is still beating."

ENGLISH

86. In the year 2002 National Curriculum tests at the age of seven, pupils' attainment in reading was below the national average for all schools and well below average for similar schools. Pupils' attainment in writing was well below national averages for all and similar schools. Since 1999 pupils' attainment has generally maintained an upward trend but fell this year. This group contained a high proportion of pupils with special educational needs. Over the last three years, standards in English at the end of Year 6 have fallen but national test results for 2002 are above the national average for all schools and average for similar schools. Standards have been maintained since the time of the last inspection.
87. There is no significant difference in the attainment of boys and girls at either key stage. Pupils with special educational needs are well supported and make good progress. Pupils in Years 1 and 2 make satisfactory progress and pupils in Years 3, 4, 5 and 6 make good progress.
88. Members of staff provide good role models for speaking and listening and pupils achieve satisfactory standards in Years 1 and 2. Most pupils take turns in answering questions, but some pupils are reluctant or unable to offer opinions, for example about a favourite poem. Others are confident when putting forward ideas and thoughts and are encouraged to share ideas with their peers. Pupils are confident when asking questions such as a Year 2 pupil asked "What does that long word say?" when sharing a big book during a literacy session. By the end of Year 6 most pupils are able to put forward ideas imaginatively when developing characters they will use to present an argument and standards are good. While members of staff provide opportunities for pupils to share their ideas and feelings in one-to-one conversations and occasionally in a whole class, they do not always provide plenary sessions that give pupils opportunities to express themselves or explain their work. Pupils with special educational needs are provided with group support during literacy lessons and some work with a member of the support staff who has received Additional Literacy Strategy training.
89. Across the school standards in reading are higher than writing. Inspection evidence indicates that by the end of Year 2 pupils' attainment will be in line with national expectations and by the end of Year 6 will be above national expectations. Many pupils read both confidently and accurately, with expression and many are developing a good knowledge of phonics. Some pupils are able to use an index and the contents of a book. Younger less able pupils understand the word "title" and are developing the use of initial letter sounds and blends to support their learning. Pupils in Years 3 to 6 read confidently and many are enthusiastic about their books, reading both at school and at home. Some older pupils are members of a local library. Less able pupils also enjoy reading and a wide variety of people, including support staff, parents and

volunteer helpers listen to them read. Pupils usually read to teachers during guided reading sessions. Higher attaining pupils are independent, fluent readers. They show a good understanding of the text, talk about the plot and characters and are able to anticipate and predict what may come next. Lower attaining pupils are more hesitant when reading unfamiliar texts but most are trying to use strategies to tackle unfamiliar words. Most reading records show regular contact with parents and some contain simple evaluations of reading at home. Pupils' attitudes to reading are positive and they are happy to read to adults.

90. Standards in writing are not as high as standards of reading throughout the school. The school has not achieved Level 3 in writing in Year 2 for the last 2 years. In Year 6 the number of pupils achieving Level 5 writing is less than half of those that achieve Level 5 in reading. To address this the school has introduced a "Progress Book" which contains examples of pupils' unsupported writing. This writing is levelled and helps to track individual pupil's progress. Year 2 pupils are writing simple sentences developing the correct use of capital letters and full stops and some are able to sequence stories. There is a lack of opportunity for pupils to write freely and creatively and the excessive use of worksheets restricts their opportunities. Pupils in Years 3 to 6 write for a variety of purposes such as composing a simple poem, writing instructions, producing a brochure, letter writing, creative and descriptive work using a story frame matched to pupils' needs. Pupils are encouraged to use adjectives and adverbs effectively to improve the descriptive part of the work. They evaluate their work, sharing it with the rest of the class but the lack of a plenary discussion at the end of lessons does not provide opportunities to consolidate learning.
91. The school uses the National Literacy Strategy effectively to introduce pupils to a suitably wide range of reading material. Teachers are successful in promoting a positive attitude to books and stories throughout the school. Cross-curricular links effectively support pupils' learning such as in design and technology where pupils learn about instructions to make biscuits. The school has begun to adapt the literacy hour to meet pupils' needs and good use is made of visits and visitors to enrich the curriculum. Teachers effectively use the recent residential visit to Morwellham Quay as a stimulus for creative and descriptive writing in Year 6. In Year 5, pupils are writing an interview dialogue between two people using a fictional situation supporting and opposing a local bypass.
92. The quality of teaching and learning is satisfactory overall and varies from satisfactory to very good. It was particularly good in the Year 5 and 6 classes. Where lessons are good or very good the pace is appropriate, a range of resources are readily available and pupils are effectively challenged. Of the other lessons observed one lesson was judged to have good teaching and in all others teaching and learning were judged to be satisfactory. Teachers successfully plan tasks and support strategies for different groups of pupils. Where teaching is less effective pupils are expected to work independently but do not stay attentive and lessons are sometimes too long.
93. Teachers and learning support assistants have good relationships with pupils and this contributes to effective management of pupil behaviour. Members of staff recognise the need to enhance pupils' self-esteem and successfully encourage most pupils, including those with special educational needs, to participate in activities.
94. The school has a whole-school marking policy but marking is inconsistent. There is little evidence of marking to show pupils how to improve the quality of their work or to give them understanding of their own learning. Classes develop their own symbols

for marking which does not support a whole-school approach. Teachers depend on individual and informal means of assessing what pupils know, understand and can do, but formal tests are used at the end of each year.

95. The two co-ordinators do not monitor teaching and learning or ensure that members of staff share good practice, but work is moderated and the headteacher has monitored some literacy hours. Co-ordinators use non-contact time to carry out the literacy development plan which includes the development of the "Progress Books" and the moderation of some pupils' work. Teachers make effective use of information and communication technology to support pupils' learning, for example, Year 6 pupils use their word-processing skills to write stories and to label photographs of their recent residential visit to Cornwall.
96. The school has a satisfactory range of fiction and non-fiction books, but the recent decision to withdraw from the schools library service has meant a reduction in non-fiction books available in the library at the present time. The headteacher is aware of this and following an increase in topic-based resource boxes, plans to increase the non-fiction books in the library.

MATHEMATICS

97. Inspection evidence indicates that standards of attainment in mathematics are average at the end of Year 2. The results of the national tests in mathematics in 2002 were well below average in comparison with all and similar schools. This year group contained a high proportion of pupils with special educational needs. The trend in the school's results over the four years has been below the national trend, although there are fluctuations each year. The achievement of pupils with special educational needs is good while, for the remainder, achievement is satisfactory. In the national tests there is no significant difference in attainment between girls and boys and this was confirmed during the inspection. Standards are not as high as they were at the time of the last inspection.
98. Inspection evidence indicates that standards of attainment by the end of Year 6 are above national expectations. Pupils' standards of attainment in the 2002 National Curriculum tests were above the national average for all schools and average in comparison with similar schools. Achievement for all pupils by the end of Year 6 is good. Boys generally perform better than girls although no difference between boys and girls was in evidence during the inspection. Standards have been maintained since the time of the last inspection.
99. By the end of Year 2, pupils can recognise sequences of number and number patterns, they understand place value and add a two-digit number to a single number and add and subtract small amounts of money. Most pupils can quickly recall the number before or after a given number, they add and subtract mentally in twos and tens and know doubles to at least ten by heart. They recognise and name the properties of three-dimensional shapes. They are developing an understanding of measurement of height and length using metres and centimetres. No evidence was seen of the use of information technology to support the development of mathematics. Pupils in Year 2 were observed using tape measures and metre sticks to measure accurately. They were given a free choice of what to measure with as they measured items outside in the playground. All pupils attempted to record their findings on small whiteboards but many were uncertain how to record this when it was over a metre. For example, they knew 151 cm but not 1 metre 51 cm. Good questioning from the teacher resulted in pupils recognising which equipment is the

most appropriate to use when measuring different heights and lengths of objects and also how accurately they need to record their findings. Year 1 pupils were observed recognising coins of different values. They found this difficult when working independently on worksheets and concentrated better when working in pairs using money games. Pupils with special educational needs were well supported by the teaching assistant who helped them to recognise 1p and 2p coins and make attempts to add combinations of these coins together.

100. By the end of Year 6, most pupils have a sound understanding of place value and know when solving number problems how to use the four number operations correctly. They can find the perimeter of simple shapes and areas, calculate the distance between two angles, extract information from a chart and interpret this to answer questions. Higher attaining pupils confidently divide whole numbers and decimals by ten, 100 and 1000, and add and subtract negative numbers. There was no evidence seen of information technology being used to reinforce skills and enhance work in graphing and data handling. Year 6 pupils are well motivated by the tasks they are set, for example, when being challenged to work out by reasoning where a specific number came between zero and 15000. Some pupils demonstrated good mental recall of number facts in giving their answers. Most pupils used a variety of number operations and checked the reasonableness of their answers with a calculator when working on a range of costings incurred during their recent residential visit. Higher attaining pupils show confidence in explaining their reasoning and the methods they use. Pupils with special educational needs made good progress as they were supported with a modified task to suit their own needs.
101. Year 5 pupils identify pairs of numbers that make 100, for example, 62/38. Good questioning encourages pupils to explain their calculation strategies and improve on them. Year 4 pupils learn to solve a number pattern using totalling and finding the difference. Teaching helps groups to discover the pattern which has doubles in alternate crosses. Pupils in Year 3 learn to estimate and measure body parts. They work in pairs and collaborate to measure carefully and accurately and record their findings.
102. The quality of teaching and learning is satisfactory overall and good in the Year 5 and 6 classes. In the better quality lessons, teachers have high expectations, the pace of lessons is good and pupils know they are expected to concentrate and work hard at their tasks. Quick fire mental arithmetic sessions, such as that observed in Years 4 and 5, motivate pupils to work hard and enjoy mathematical calculations. However, these sessions are not always brisk and not all lessons contained a mental arithmetic session. Teachers generally enjoy good relationships with pupils and this ensures they are managed well in lessons. As a result, pupils generally concentrate well in lessons, show interest in their work and are fully involved in the lesson. Sometimes teachers' explanations are not clear and this leads to confusion about what they are to do. Many teachers make good use of questioning to ensure pupils understand the work set and then pupils show good attitudes to their learning and work well, as when Year 5 pupils multiplied and divided decimal numbers by ten or a 100. Not all teachers share the learning outcomes of lessons with pupils and this limits their involvement in their own learning and the effectiveness of discussions at the end of lessons. Pupils with special educational needs are well supported by work being adapted to meet their individual needs and through the support of teaching assistants who help them to achieve the lesson's objectives. In history, some pupils develop their skills in chronology by using timelines to move backwards through the years, however, overall there are few opportunities provided by teachers for numeracy skills to be used in other areas of the curriculum.

103. The co-ordinator has a sound knowledge and understanding of the subject. The action plan identifies there was to be a renewed focus upon mathematics especially in Years 3 - 6. However, no indication was given of timescale or how the success of the focus was to be monitored. The co-ordinator monitors planning and observes some teaching but this is not regular or consistent and as a result there is no opportunity for staff to reflect upon the impact of their teaching upon learning or take any action to improve their practice. Pupil group targets for improvement are set within each class but not for individual pupils or shared with parents. Opportunities are not provided for pupils to evaluate their own work and discuss what they need to do to improve it in relation to set targets. Pupils' work and progress are not regularly or consistently monitored. Assessment is satisfactory. The school needs to ensure that pupils' knowledge, understanding and skills are built upon systematically from one year to the next. Resources are satisfactory although there is an over use of worksheets and limited opportunities for pupils to undertake their own mathematical investigations and recordings. There are few planned links with other curriculum areas although there are incidental links with literacy, particularly in speaking and listening, when in many lessons teachers themselves use and encourage pupils to learn and use specific mathematical language.

SCIENCE

104. In 2001 teachers assessed standards in Year 2 as above average. In 2002 they were average. The standards of attainment of pupils in Year 6 in National Curriculum tests in 2002 were below the national average compared to all schools and well below average when compared to similar schools. Inspection evidence indicates that pupils' standards of attainment are in line with national expectations in Year 2 and above expectations in Year 6. Standards in Year 6 showed a consistent upward trend between 1997 and 2000 but fell sharply in 2001. Boys generally perform better than girls but not significantly so. Standards have been improved since the time of the last inspection.
105. The attainment of the current group of Year 2 pupils is on track to be in line with national expectations by the end of the year. Pupils are making satisfactory progress in their knowledge of life and living processes and in understanding electricity. Recent work this term shows that pupils are able to create a simple electric circuit and to record their work using simple symbols. They know that a circuit needs a power source and that if the circuit is broken electricity cannot flow through it. Most pupils can make a simple switch mechanism using a paper clip and know that a switch is needed in order to regulate the sound of a buzzer. They apply this knowledge to the operation of a doorbell. Year 1 pupils delight in finding out about their senses and how their eyes can be easily confused by certain images.
106. The attainment of the current group of Year 6 pupils is on track to be above national expectations at the end of the year. Whilst in Year 5 these pupils made good progress in all aspects of science including scientific enquiry. A scrutiny of last year's work reveals that pupils had frequent opportunities to answer questions for themselves by carrying out their own investigations. Their recorded work demonstrates a good understanding of scientific principles as they predict, plan and record their work and draw conclusions from it. These pupils are currently making satisfactory progress in Year 6. However, there is little recorded work in evidence so far this term and what there is consists solely of worksheets. In discussion, pupils missed having more opportunities to carry out practical work for themselves in Year

6. A scrutiny of Year 6 pupils' work from last year shows that pupils make good progress in their knowledge and understanding of most aspects of science but that they received few opportunities to organise and carry out their own investigations. Practical work is evident in the work of Year 3 pupils who were observed enjoying developing a more systematic way of working as they found out the properties of different materials. Practical work in Year 4 is currently centred on discovering the different habitats of a range of creatures.
107. The quality of teaching is satisfactory overall and varies from good to satisfactory. It was good in two of the five lessons observed. Generally teachers are skilful in managing pupils and control their classes well. They give clear explanations and question well to ensure that pupils gain skills, knowledge and understanding readily. Generally, teachers' planning sets out what it is they wish the pupils to learn by the end of lessons but these outcomes are not always shared with the pupils. Where teaching is good, pupils are given frequent opportunities to carry out practical investigations and to find out for themselves. For example, Year 3 pupils were observed discussing how to test a range of envelopes for different properties, such as waterproofing, strength, translucency and how easy the material was to write on. In Year 5, pupils were observed measuring pulse rate after exercise to determine how quickly it returned to normal. A strong feature of these lessons was the teachers' high expectations of what pupils could achieve and pupils responded by listening carefully and working hard to achieve the objectives given to them at the start of the lesson. Occasionally, teachers do not involve pupils enough in making suggestions about how investigations could be done. This reduces the level of challenge for more able pupils.
108. The subject co-ordinator provides advice and support to her colleagues, attends relevant training and audits and maintains the resources available to support the teaching of science. However, she does not monitor teachers' planning, monitor and evaluate the quality of teaching and learning in the subject or scrutinise the results of the assessments and tests of pupils' attainment. Overall, management of the subject is underdeveloped. Resources are satisfactory although there is an over use of worksheets and limited opportunities for pupils to undertake their own scientific investigations and recordings. An analysis of work throughout the school shows that good links are made between science and other parts of the curriculum such as numeracy, literacy and information and communication technology.

ART AND DESIGN

109. Standards of attainment are in line with national expectations by the end of Year 2 and Year 6 and achievement of all pupils, including those with special educational needs, is satisfactory. Standards have been maintained since the last inspection.
110. Only one art lesson was observed in Years 1 and 2 during the inspection so no secure judgement can be made on the quality of teaching in these years. However, from the evidence available of planning and from the work scrutiny, teaching is satisfactory. Judgements about attainment are drawn from the ongoing and previous work of the pupils, discussions with teachers and pupils, and a scrutiny of teachers' planning.
111. By the end of Year 2 pupils investigate and use a variety of materials to communicate ideas. They use pencils, crayons and other media to produce pictures and designs. Most pupils show sound development in colour-mixing, and an appreciation of pattern

and shape. Pupils look carefully at faces and make self-portraits. They use these to further reflect upon the fact that although they are all children there are similarities and differences between them. Pupils sketch different parts of the school building and transfer their sketches to clay tiles, which they paint and varnish. They use a small section of a picture as a starting point and use their imagination to complete a whole picture. Through role play they work in groups to create an image from an event and use a section of this to develop into a picture. The collection of pictures will form a link with literacy and be used as story boards to develop their descriptive writing about past events.

112. By the end of Year 6 pupils use a range of media, record from observation as well as their imagination, research and design, learn to make reflective observations and develop an appreciation of the work of famous artists. Pupils develop their vocabulary to describe techniques and how different images can be achieved. They reflect on the work of famous artists, such as Turner, Van Gogh and Lowry, and attempt to develop similar techniques using sketches made on a recent residential visit as the starting point. They confidently and carefully mix colours to create effective shades to produce the required tone and texture as they paint from their sketch on to previously prepared background. They are able to explain the effect they are attempting to create and how they can improve upon it. Pupils design information leaflets collecting and arranging visual images and print to best effect. They use their recent residential visit to promote persuasive writing to support the pictures, maps and illustrations. Pupils in Year 5 discover the quality of watercolour as a medium. Pupils use one colour to explore tone and consider the effect the position of light and the shadow created has upon the colour. They use watercolours to reproduce a coloured vase using tone appropriately. In Year 4 pupils use pastels to develop a series of still pictures of distant, close and in between. They use view-finders for close work to consider the difference of content and develop their own details in close ups. Pupils in Year 3 create a pattern with tessellating shapes to make a pattern for a banner. Pupils are aware of the patterns of William Morris. They make interesting attempts to organise and combine shapes to create their own pattern.
113. The quality of teaching and learning is satisfactory overall and varies from very good to satisfactory. Teachers give clear explanations and make use of first hand experiences to develop pupils' interest and skills. Good use is made of praise and encouragement to support pupils although teachers' questions do not always extend and challenge pupils to modify their work appropriately. Most pupils take pride in the effect they are trying to create. Teachers generally manage pupils well. Where the quality of teaching is very good, the teacher uses his very good knowledge of the subject to model the effects he is trying to get the pupils to emulate. Generally resources are used well by teachers but occasionally pupils have limited independent access to resources and this restricts their achievement.
114. The co-ordinator has managed this subject for some time and monitors the planning each term. Planning is based on the nationally recommended scheme of work. Sufficient time is devoted to art and design. The art gallery in Exeter has been visited by Year 6 pupils but no other visits or visitors have recently been used to support the development of the art and design curriculum. Links are made with history when pupils study Victorian artists. Sketchbooks are rarely used and portfolios are no longer kept but some photographs have been taken of work undertaken. Resources are satisfactory although they are not regularly audited to ensure range and availability. Information and communication technology is appropriately used to further develop the subject, such as when Year 6 pupils talked enthusiastically about using a CD ROM to research Van Gogh or Year 1 and 2 pupils using an art program to

create imaginary creatures or yellow islands. The school needs to ensure that pupils' knowledge, understanding and skills are built upon systematically from one year to the next. The co-ordinator has no time allocated to monitor this subject in classrooms or sample pupils' work to monitor progress and consequently she is unable to fully support colleagues. There is some limited evidence of contributions being made by the subject to the pupils' spiritual and cultural development. For example the pupils' awed reaction to their teacher's own artwork and also an appreciation of how artists depicted scenes in the Victorian era.

DESIGN AND TECHNOLOGY

115. Pupils' attainment is above expectations and achievement is good. This is an improvement from the time of the last inspection.
116. By the end of Year 2, pupils have appropriate opportunities to design and make a simple house from a cardboard box. Some pupils know what a hinge is and can discuss its function. One pupil knows that "It holds the door up" and another knows where they are located. They are able to select appropriate materials for making their hinge and use a taught technique for cutting masking tape by sticking one end on the table. Pupils are encouraged to evaluate their work and one pupil knows that she could change from glue to sticky tape to improve results when joining the chimney to the roof of her house. Their good behaviour and ability to work constructively together and independently make a strong contribution to their learning.
117. Pupils in Year 4 are designing Halloween cards using a computer program as well as working on pop-up mechanisms before making a card. They are taught to use paper for their experiments and only use the expensive card after practising the skills required to make the pop-up card. Scrutiny of work from last year's Year 5 pupils shows that they have opportunities to analyse a variety of slippers before drawing plans and making their own slippers to use at home. Pupils enjoy the subject and work hard to produce work of high quality.
118. A new co-ordinator has recently taken on the leadership of the subject. She is enthusiastic and has a good understanding of the strengths and weaknesses in the subject. The school has successfully updated plans in the light of the latest national guidance making relevant use of the Qualification and Curriculum Agency's documents. The co-ordinator has ensured that all the resources to support the scheme are readily available to staff. Classroom resources are good and these sustain the programme of topics throughout the school. Although the Qualification and Curriculum Agency's guidelines have been adopted by the school, the co-ordinator has started to adapt them to make links with health education, ensuring that skills and learning objectives have still been maintained.
119. The co-ordinator does not monitor teaching and learning and there is no formal method for assessment. However, she has recognised that pupils' evaluation of work is weaker than the designing and making element of the subject.
120. There is evidence to indicate that work in the subject makes an appropriate contribution to the pupils' literacy and numeracy skills through writing instructions and measuring materials in preparation for making artefacts.

GEOGRAPHY

121. Evidence from lessons observed, pupils' work, displays in the school and planning documents indicate that pupils' attainment by the end of Year 2 and Year 6 is in line with national expectations and progress is satisfactory. The quality of teaching seen during the inspection was satisfactory overall. The school now bases its planning on the Qualification and Curriculum Agency's guidelines and there is satisfactory coverage.
122. Pupils in Years 1 and 2 develop knowledge both of the school site and the surrounding area as most of their work in geography is carried out in the locality. Evidence from displays, planning and pupils' work shows that by the end of Year 2, pupils have been given opportunities to undertake fieldwork outside the classroom. They are able to show a walk from school into the village on a simple map and identify important buildings in the village such as the church, the bridge and a lamp. Pupils also learn that Great Britain is made up from four different countries and listen to stories from around the world. Younger pupils learn how places differ, when following 'Barnaby Bear' as he travels to contrasting localities. Most recently Barnaby Bear has returned from Japan. As a result, by the end of Year 2, pupils demonstrate an awareness of localities beyond their own.
123. Year 6 pupils found out about life in Egypt by the River Nile. They also learned about the many local rivers and have first hand experience linked to a residential visit on Dartmoor during which they travelled along the River Tamar inland from the estuary. The school used this experience effectively to support pupils' learning. In Year 4, pupils are able to offer opinions about their likes and dislikes of parts of the school indicating the reception outdoor play as a favourite area.
124. The quality of teaching and learning is satisfactory and varies from good to satisfactory. It was good in a third of the lessons observed. Lessons are carefully planned by teachers and build on pupils' previous knowledge. Pupils are taught the correct terminology in lessons, such as "source" when referring to a river, and "condensation, evaporation and precipitation" when talking about rainfall. In the good lesson in Year 6 where pupils' skills of geographical investigation were being developed, they looked at maps to find local rivers as well as the rivers they saw during their residential experience on Dartmoor. When lessons are less effective pupils do not stay attentive because some sessions are too long. Teachers use the local environment well to stimulate interest in the subject and to raise pupils' awareness of environmental issues. Pupils in Year 6 can describe and contrast the physical and human features of mountain ranges and know that contrasting localities may contain similar or different characteristics.
125. The co-ordinator has not initiated any development in geography for the past three years. There are no formal systems in place to assess what pupils know, can do and understand, and monitoring of teaching and learning in the subject does not take place. Management of the subject is unsatisfactory. The resources are satisfactory and guidance from the Qualification and Curriculum Agency is now supporting teachers' planning. The school has plans to increase resources such as interactive CD-ROMs to support pupils' learning through the use of information and communication technology.

HISTORY

126. Standards of attainment for pupils in Year 2 and Year 6 are on track to be in line with

national expectations by the end of academic year. Pupils make satisfactory progress. However, pupils with special educational needs make good progress due to the consistently effective support they receive. Standards have been maintained since the last inspection. Judgements on attainment by the end of Year 2 and Year 6 are based on a scrutiny of pupils' work and an analysis of planning.

127. The work scrutiny and planning for Year 2 pupils showed that pupils have developed an awareness of important times and people in history. For example, why it is important to remember people and events such as the Great Fire of London, Florence Nightingale and Remembrance Day and what the evidence tells us. The work is well presented. However, all the pupils are given the same task and they have no opportunity to find further information and record in their own words.
128. The work scrutiny and planning for pupils in Year 6 showed good coverage of the curriculum and pupils have acquired a sound sense of chronology by studying a wide range of historical topics such as the Romans, Tudors and Victorians. The presentation of work is good and the pupils have been encouraged to undertake group writing to record facts about the Tudors and to produce a word-processed class book about the Tudors. Pupils also attended a Tudor Banquet as a culmination of their studies. Pupils consider Victorian artefacts to establish what this evidence tells them about this period in history and information gathered during a recent residential visit will be used to further extend their appreciation of this period of history. However, pupils are given similar tasks and the higher attaining pupils are not challenged sufficiently by giving them the opportunity for their own personal research.
129. Although few lessons were observed during the inspection, the indications are that the quality of teaching and learning by the end of Year 2 is satisfactory. The quality of teaching and learning in the lesson observed in Year 1 was good. Some pupils initially were inattentive and interrupted but the teacher reinforced her expectation of behaviour. The teacher went on to create a good atmosphere of anticipation when introducing the household artefacts and her enthusiasm encouraged the pupils to look carefully and treat the objects with respect. Supported by the teacher's effective questioning, pupils made sensible suggestions about what the objects might be used for and whether they were from the past or present. This first hand experience helped the pupils with their concept of time.
130. The quality of teaching and learning in Years 3 to 6 is satisfactory overall. However, the lesson observed in Year 4 was judged to be good. A good structure to the lesson ensured that the pupils' interest was maintained throughout and their knowledge of the impact of evacuation upon individuals was moved forward. The teacher supported pupils throughout the lesson and put prompts on the board to support their writing attempts. Most pupils understand major events of the past through their study of books, newspaper articles and personal accounts. A few confidently discuss consequences of actions and events. Pupils write in postcard format and retell in their own words their first impressions of leaving their families and being evacuated. Many pupils show a high level of empathy. Pupils in Year 3 worked in small groups to produce a poster that contained three interesting facts about the Anglo Saxons and an illustration of an artefact. The teacher's questions lead the groups to understand and explain the use of artefacts. However, pupils found it difficult to settle to the task and had not developed strategies to work well together and collaborate in a group situation and they required constant support from the teacher to plan the activity and share the responsibilities.
131. The co-ordinator has only recently taken over this subject and has already planned to

develop the collection of artefacts to support the full range of the curriculum. She is given no time to monitor the subject in the classroom or sample the pupils' books to monitor progress. The school needs to ensure pupils' knowledge, understanding and skills are built upon systematically from one year to the next. There is sufficient time devoted to history. Planning is based on the nationally recommended scheme of work. There is limited evidence of links with information and communication technology as very little evidence was noted of research using CD-ROMS or searching the Internet to find out information about aspects of history. Resources for history are satisfactory overall, but as identified by the co-ordinator, could be improved, particularly for first hand enquiry. The subject contributes to spiritual development when pupils learn to respect artefacts and empathise with the effect war has upon individuals.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. At the end of Year 2 and Year 6, pupils' standards are broadly in line with those expected for their age. This was the case at the time of the last inspection. The previous report showed that there was some underachievement amongst older pupils. This problem has now been eradicated with the development of a computer suite and a timetable of planned computer use by all year groups after reception.
133. Pupils in Year 2 develop ideas and make things happen effectively using computers. They gain word-processing skills by, for example, writing stories. They centre the text on the page, use bold lettering where they choose and underline appropriate passages. They give instructions to make an electronic toy follow a given path. Pupils in Year 1 were seen experimenting with an art program and experimenting with the different tool to make patterns or draw a mythical creature. Displayed work shows Year 2 pupils achieve good results when they 'paint' yellow island pictures.
134. Pupils in Year 6 work well with word-processing programs altering style and layout as they compose captions and short pieces of writing about their recent residential visit. They use the edit function to re-organise their writing and when necessary can import clip-art pictures to illustrate their work. Year 5 pupils work well with databases and spreadsheets. They compile banks of information about diet and nutritional information and the cost involved in keeping a balanced diet. In a lesson observed in the computer suite, pupils learned how the formula feature of their database program automatically recalculates costs when they enter different amounts.
135. Standards are rising quickly now that the new computer room is in use. Pupils in Year 3 were seen learning to import texts and images from the Internet and through clip-art about their study of the Anglo-Saxons. The use made of computers in other subjects is good. Pupils' enthusiasm for working with computers has a positive effect on the standards they attain. The support they give each other helps pupils with special educational needs to make progress similar to their peers.
136. The quality of teaching and learning is satisfactory. The main strengths of the teaching of the different year groups seen are that staff know the programs that they use well, and have a clear idea about what they want pupils to learn and how this will be achieved. Lessons are well organised so that all pupils have equality of opportunity to handle computers.
137. Training funded by the government has increased teachers' confidence, knowledge and understanding of computer skills significantly since the last inspection. The good

support given by the subject co-ordinators to their colleagues has had a good effect on the progress that pupils make. However, the co-ordinators do not monitor teachers' planning or their teaching. Resources for the subject are good.

MUSIC

138. By the end of Year 2 and Year 6 pupils' standards of attainment are in line with national expectations for pupils of these ages. Pupils enjoy their music making activities and make satisfactory progress. The satisfactory standards noted at the time of the last inspection have been maintained.
139. By the end of Year 2, the majority of pupils sing a range of songs from memory. They sing enthusiastically and enjoy taking part in action songs, such as 'The Enormous Turnip'. Most demonstrate correct pitch and an appreciation of melody. They are beginning to follow phrasing in songs and to hold a note when required. As was observed in a Year 2 lesson, pupils listen attentively and are well behaved as they use their voices to make a range of noises they had heard in the playground, such as a digger going past or the sound of wind blowing through the trees. Pupils quickly learn to handle instruments appropriately and know the names of common percussion instruments such as tambourine, maracas, castanets and claves.
140. By the end of Year 6, pupils singing of a range of songs from different cultures is good. They are able to keep their own complicated part while others sing theirs in a two part song. Pupils in Year 5 were observed clapping complicated rhythms, in for example 2, 3 and 5 metre patterns. Many pupils were able to follow the patterns clapped by their teacher although many still found syncopated rhythms, where the emphasis is on the second and fourth beat in a bar, difficult to sustain. Audio evidence of pupils composing their own music on such themes as 'The machine' and 'The Tempest' demonstrate pupils' growing awareness of pulse and timbre, and good links were made with science when pupils composed their own 'Say no to smoking' raps. Teachers' planning shows evidence of pupils composing their own graphic scores.
141. The quality of teaching and learning is satisfactory and varies from good to satisfactory. The teaching of the music co-ordinator was consistently good. He has very good subject knowledge and successfully conveys his enthusiasm to pupils by making learning fun. In all the lessons observed teachers had a sound understanding of the curriculum and provided a range of appropriate activities to develop pupils' music skills and appreciation of music. Where necessary teachers make use of pre-recorded music programmes to support them in their teaching. Teachers manage pupils well and make good use of praise and encouragement in ensuring that pupils enjoy music. The teaching of singing is particularly strong and half the school belong to one of the school's choirs. There is an adequate range of resources for the teaching of music.
142. The subject co-ordinator provides advice and support to his colleagues, attends relevant training and audits and maintains the resources available to support teaching. However, he does not monitor teachers' planning or monitor and evaluate the quality of teaching and learning in the subject. Therefore, the management of the subject is underdeveloped. The co-ordinator has obvious expertise in the subject but apart from weekly singing practices this expertise is not used widely across the school. The school is implementing the Qualification and Curriculum Agency's recommended guidelines for the teaching of the subject and all aspects of the National Curriculum are taught. This is an improvement from the time of the last inspection. Pupils have access to a range of peripatetic musical instruction and a significant number of pupils are learning to play a musical instrument. Music often features in school productions for parents and this encourages more pupils to be involved in extra musical activities.

PHYSICAL EDUCATION

143. Pupils' standards in physical education at the end of Year 2 and 6 are in line with national expectations. Pupils make satisfactory progress. Standards have been maintained since the time of the last inspection.
144. Year 2 pupils show good control when running, turning, and changing direction. They work together well in pairs and small groups. All pupils respond well to instructions and commands and enjoy physical activities. They are developing sound catching and throwing skills and are beginning to demonstrate accuracy when aiming a ball at a target, such as when Year 2 pupils were observed aiming a beanbag into a hoop. Year 4 pupils respond imaginatively when creating sequences involving balances, rolls and linking movements to follow a curved, zigzag or straight pathway. They co-operate with one another when building up a group sequence of movements. They listen attentively to instructions and work hard to improve their performance. Year 6 pupils show good skills when throwing and catching and are aware of the importance of positional play in developing strategies for attack and defence. They play a variety of games demonstrating satisfactory skills in movement, such as swerving and side-stepping.
145. The quality of teaching is good overall and varies from good to satisfactory. It was good in half of the lessons observed. All teachers show a good understanding of the subject and plan an appropriate range of activities for their classes. They make use of appropriate activities to prepare pupils for physical activities and to calm them down ready to return to their classrooms. In the better quality lessons, teachers successfully transfer their enthusiasm for sport to the pupils and consistently remind them of simple coaching points which when adopted improve their performance. Good attention is paid to safety considerations and praise is used well to motivate pupils to even greater efforts. All teachers make appropriate use of pupil demonstrations to improve other pupils' performance and to disseminate good ideas.
146. The subject co-ordinator provides advice and support to her colleagues, attends relevant training and audits and maintains the resources available to support teaching. In this way she fulfils the conditions of her job description. However, she does not monitor teachers' planning or monitor and evaluate the quality of teaching and learning in the subject. Therefore, the management of the subject is under-developed. Resources for the teaching of physical education are satisfactory overall. The facilities for teaching sport have in recent years been significantly improved with the building of a sports hall and the levelling of the school field to provide a flat, hard surfaced area for the teaching of games skills. However, the resources available for the teaching of gymnastics are unsatisfactory as there is no climbing equipment to promote pupils' climbing and swinging skills or to help them to develop control when jumping on to or off apparatus. A range of sports is offered to pupils through extra-curricular activities and these clubs are well attended by older pupils. The school takes part in area sports events and has been quite successful in them. Good provision is made for pupils in learning to swim using the school's own pool. Nearly all pupils achieve the national objective in being able to swim 25 metres and a significant number of pupils achieve above this.

RELIGIOUS EDUCATION

147. By the end of both key stages pupils are on course to achieve standards which are broadly in line with the expectations of the locally agreed syllabus and most including

those with special educational needs make satisfactory progress in their learning. Standards have been maintained since the time of the last inspection.

148. The scrutiny of the pupils' work shows that pupils in Years 1 and 2 listen to stories from the Bible such as the story of Noah and Joseph and his coat of many colours. They make links between special food and festivals and link special places such as a pupil's garden shed with places of worship. By the end of Year 2, pupils develop a sound knowledge of Christian festivals such as Christmas and Easter and acquire appropriate understanding of Jewish Passover and the Hindu festival of Diwali. Pupils in Years 3 to 6 also broaden their knowledge of Judaism and Christianity and make constructive links with other world faiths such as Islam, Hinduism and Sikhism recognising relevant symbols. At the end of Year 6, pupils have developed a good awareness of religious symbols used by the major religions of the world. They develop knowledge of the importance of the Bible for Christians and hear stories from the Old and New Testaments which include the events of Holy Week. Pupils also learn that there are things of value that cannot be bought such as love and happiness. They will have had satisfactory experience of the levels of knowledge and understanding laid down in the locally agreed syllabus by the end of Year 6.
149. In the one lesson observed pupils were learning about the story of Adam and Eve and found out that there could be different interpretations. Pupils understood that some people took the story literally and others interpreted it in different ways. The taught curriculum follows the agreed syllabus and provides teachers with a suitable structure for planning.
150. The new co-ordinator has a positive impact on religious education throughout the school. Her experience enables her to share knowledge and understanding of the main religions of the world. When working with Year 6 she is able to bring to life details based on the Hindu religion. She has audited the existing resource provision and has begun to increase the range of artefacts that are needed to enrich the multicultural aspect of the syllabus. She does not, however, monitor the quality of teaching and learning, to provide evidence of standards of learning.