

# INSPECTION REPORT

## **COPPLESTONE PRIMARY SCHOOL**

Copplestone

LEA area: Devon

Unique reference number: 113068

Headteacher: David Redman

Reporting inspector: Terry Mortimer  
18849

Dates of inspection: 5<sup>th</sup> – 7<sup>th</sup> November 2002

Inspection number: 247294

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: 4 to 11

Gender of pupils: Mixed

School address: Bewsley Hill  
Coplestone  
Crediton  
Devon

Postcode: EX17 5NX

Telephone number: 01363 84265

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Appropriate authority: The governing body

Name of chair of governors: Tim Harris

Date of previous inspection: December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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18849	Terry Mortimer	Registered inspector	Foundation Stage Mathematics Information and communication technology Geography Educational inclusion	How high are standards? How well are pupils taught? The school's results and pupils' achievements How well is the school led and managed?
11564	Jean McKay	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24528	Garth Muton	Team inspector	Science Art and design History Music	
23917	Trevor Clarke	Team inspector	Special educational needs English Design and technology Physical education Religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Copplestone Primary School is a community primary school that serves about six villages around Copplestone in Devon. The school's roll is typically below average in size compared to primary schools nationally, and the number has dipped to 124 pupils this year. There are about equal numbers of boys and girls in the school, although the proportions within each year vary sometimes considerably. Almost all pupils are of white UK heritage and no pupils have English as an additional language. The proportion of pupils eligible for free school meals is broadly average. The range of social and economic backgrounds of pupils in the school is very wide. The proportion of pupils on the register of special educational needs is above average. Thirty pupils (24%) are currently on the register. Of these, seven receive additional support and four (4%) have statements. Their needs are wide ranging; but are mainly speech and emotional and behavioural difficulties. Most pupils benefit from pre-school education at the pre-school playgroup on the same site. The pupils' attainment on entry is wide ranging but shows below expected skills in social, mathematic and linguistic development.

### **HOW GOOD THE SCHOOL IS**

Copplestone Primary School is a good school. The school's standards have been improving because the staff is skilled, works closely together as a team and is very well led by the headteacher and deputy. There is a collective determination to succeed. This has resulted in good improvements to the school's provision. Pupils have very positive attitudes and achieve well in most subjects because they are expected to work hard. Their personal and social skills are developed well within a caring and supportive environment. Teaching is good and sometimes very good and pupils achieve well in a secure and caring learning environment. The governing body are closely involved with and committed to helping the school to improve. The school provides good value for money.

#### **What the school does well**

- The leadership and management provided by the headteacher and senior staff are very good.
- Teaching is good and some very good. Teachers plan and structure their lessons carefully and adapt work to match pupils' different abilities well so that their learning is effective.
- The provision made for pupils in the Foundation Stage is good and a strength of the school.
- Pupils achieve well in most subjects, including English, mathematics and science.
- Provision for pupils with special educational needs is good.
- Provision for pupils' personal development is good, so pupils behave very well and display very positive attitudes towards the each other, the school, and their learning.
- Provision for pupils' social development is good and moral development is very good. As a result, they have very positive attitudes, like coming to school and relationships throughout are very good.
- The caring, supportive ethos of the school supports pupils' learning.
- Governors are effective in their support and management role in the school.

### What could be improved

- The development of a wider range of teaching styles and methods, through closer tracking to match more closely the range of learning styles of individual pupils.
- Standards in English are not high enough due to the lack of extended writing, and planned speaking and listening opportunities.
- The investigative elements of mathematics and science are not used sufficiently well enough within the subject and across the curriculum they are not as high as they could be.
- The accommodation which is restricting the full development of the curriculum especially in the upper part of the school.

*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 good progress since it was last inspected in December 1997. The school has successfully addressed all the issues identified, and succeeded in transforming areas requiring improvement, into positives for the school. Procedures for the monitoring of teaching have been embedded within the school's self-evaluation procedures. The teaching of religious education has improved and the attainment of pupils has improved as a result. Overall the quality of teaching has improved, as have the school's assessment systems, and as a result standards in most subjects have risen. A significant proportion of the teaching staff has changed since the last inspection, and as a result the school has had to review and revise the roles of senior managers and subject coordinators. They are now fully involved in the monitoring of the work of the school. The school is well placed to maintain the momentum of improvement that has been firmly established.

### 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	E	E	E	well above average A above average B average C below average D well below average E
mathematics	E	D	C	C	
science	E	D	A	A	

Standards in English have been well below average during recent years. In mathematics and science they were below average in 2001 having been well below average in 2000. Standards in 2002 for all three subjects showed improvement with mathematics in line with the average, and science above average with those of similar schools and English still just below.

The school was successful in exceeding its targets for 2002. The school's results for 2002 show an increase in the number of pupils achieving the expected levels despite English still being below average. This can be explained by the school's wealth of information about the particular group of pupils in the previous two years and some of their special educational



needs. Inspection evidence shows that currently standards are satisfactory in mathematics and unsatisfactory, but improving, in English and science at Year 6. Standards in speaking and listening are below average.

At Key Stage 1, standards in 2002 were similar to those in 2001 being well above average in reading, and average in writing and mathematics. In comparison with similar schools, the results were the same as for the national results. Results for 2002 are very similar for the numbers of pupils gaining the expected level in writing and mathematics. Science results are high. Evidence of work seen during the inspection indicated good standards in English throughout the school and mathematics and science, although both mathematics and science could be improved by greater emphasis on the investigative processes aspect of the curriculum.

In the Foundation Stage, all children including those with special educational needs make good progress in all areas of learning. By the end of the reception year many children are likely to achieve the nationally expected levels of the Early Learning Goals, and a small minority exceed them. Pupils achieve well during their time at the school and by the end Key Stage 2 standards in all the foundation subjects are at least satisfactory except for music. Pupils with special educational needs make good progress throughout the school.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils enjoy school life, are keen to learn and take a full part in the activities provided. A strength of the school.
Behaviour, in and out of classrooms	Good. Pupils behave well in classes and around the school, they are polite and friendly and pupils understand how their actions can affect others.
Personal development and relationships	Relationships between pupils and teachers and each other are very good. This helps promote the good behaviour and positive attitudes towards school.
Attendance	Satisfactory. The rate of attendance is about the national average and incidences of unauthorised absence are below average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	Good

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

Overall, teaching is good throughout the school and some is very good. There is none that is unsatisfactory. The teaching of English and mathematics is mainly good in all years and some is very good. The national strategies for literacy and numeracy have been implemented well. Teaching in the Foundation Stage is very well structured, the learning environment well organised and resources used very effectively to enable pupils to make choices and work independently and as a result they learn very well. One feature of teaching

that needs to be strengthened is that of planning more opportunities to develop pupils' literacy skills within most subjects so that they write in a variety of styles and for a range of purposes. The school is aware of this and has plans to address it. Teachers plan and structure their lessons carefully around clear objectives and adapt group activities to ensure all pupils are appropriately challenged. Lessons are interesting and lively so that pupils want to learn. Questioning is used to very good effect. Pupils recall and consolidate what they know and explain the reasoning behind their answers. They are managed well, behaviour is good and time is used effectively. Pupils sustain their concentration in class discussions, listen carefully and readily offer answers when asked. Those with special educational need are supported effectively by learning support assistants so that they take a full part in lessons and learn well. Homework is irregular but appropriately set and marking is generally very helpful to the pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is good for children in the Foundation Stage. The school's curriculum is socially and educationally inclusive and meets the interests, ability and needs of all pupils. Residential and other visits, and extra-curricular clubs help enrich the curriculum.
Provision for pupils with special educational needs	Good. The support provided by the coordinator and by teaching assistants in classes is very effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual development is satisfactory. The provision for moral education is very good and good for social development. Pupils work cooperatively and respect each other. They take responsibility within classes but opportunities for showing initiative and responsibility around the school are underdeveloped. The provision for cultural education is satisfactory. Pupils learn about their own and other cultures to a certain degree through visits, links with schools in other countries, but the planning of this is underdeveloped.
How well the school cares for its pupils	Procedures for ensuring pupils' safety and welfare are good. Teachers and support staff know their pupils well and closely monitor their personal development. Arrangements for assessing pupils' attainment and progress in English and mathematics are very effective but need developing further in some other subjects. Procedures for promoting acceptable behaviour are very good and are applied successfully.

The school works well with parents. The school values their contribution greatly, many help the school and the children's learning in a variety of ways, for example, through the active parent teachers' association and directly in classrooms. Written reports of pupils' progress are informative and parents are involved with their children's curriculum targets each year. Parents readily approach teaching staff if they have any concerns. A full range of clubs, including a breakfast and after school club, exist which appeal to all pupils although older pupils generally attend these.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school has a clear educational direction focused on raising standards, guided by the very strong leadership of the headteacher. All staff with management responsibilities work together well as a team to monitor and manage the school's provision very effectively.
How well the governors fulfil their responsibilities	Good. Governors are closely involved and know the school well. They are well informed about all that is happening in the school and they provide effective support. They have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The management team and subject coordinators and governors contribute to a thorough evaluation of the school's standards and provision. Action taken to improve weaknesses has been effective.
The strategic use of resources	Good. Financial control is good and educational priorities are targeted clearly in the school development plan such as the improvement of information and communication technology.

The accommodation is inadequate for allowing the investigative aspects of mathematics, science and design and technology. Learning resources are adequate to meet curriculum needs. The school's site includes grounds that enhance pupils' learning and is well maintained by the site manager. Teaching and support staff are well qualified, very hard working and have a range of expertise that meets curriculum needs. The school has embraced the principles of best value. The school compares its standards with national benchmarks and takes action, consults on key developments and seeks good value for money when purchasing goods and services.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like coming to school.</li> <li>• Teaching is good.</li> <li>• Good behaviour.</li> <li>• Parents can approach the school and know they will be listened to.</li> <li>• Children are expected to work hard.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to mature and promotes a strong sense of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Neither in the questionnaires nor in the parents' meeting were there any areas of concern raised.</li> </ul>

The inspection team is happy to agree with parents' positive views of the school. It feels that parents receive sufficient information about their children's progress and applauds the school for all the work that has gone on to involve parents, once again, in the life and work of the school. Inspectors think the school has good links with parents. They can approach teachers informally as well as at regular meetings. Appropriate homework is set, especially for older pupils and extends the learning in lessons.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. When children enter the school at the age of four, many have standards of attainment that are below the national average. The overall good quality of the teaching ensures that they make generally good progress across the school, with some good recent progress in reading, mathematics, science and information and communication technology. Attainment in reading is higher than other similar schools, and well above the national average. Attainment in mathematics and science is about the same as similar schools and in line with the national average.

#### *The Foundation Stage*

2. Good teaching in the Foundation Stage enables pupils to make good progress, but as many start at a low point, most, but not all, attain the expected Early Learning Goals by the time they move into Year 1. Attainment in social and physical development is higher than in other aspects.

#### *Key Stage 1*

3. The overall good teaching especially in the basic skills of literacy and mathematics ensures that pupils make good progress. By the end of the key stage, standards are in line with the national average in almost all subjects, but higher in reading and information and communication technology. Appropriate support for pupils with special educational needs means that the school is generally successful in ensuring that most pupils attain the expected level (Level 2) by the time they are seven. However, very few pupils reach the higher level (Level 3), because the work is not always targeted accurately for the individuals enough.

#### *Key Stage 2*

4. At Key Stage 2, a systematic approach to mathematics, an emphasis on reading and some good teaching in science mean that progress in these subjects is good. Although the standards of English are below the national average and those of similar schools, there are signs of improvement and good progress in Years 4 and 5. In mathematics, standards are in line both nationally and with similar schools. In science, standards are above average both nationally and with similar schools. These improving standards are a result of the school's concentrated efforts for improvement. The higher standards in science and the improvement in English are not seen in the present Year 6 pupils, due to the high level of pupils with special educational needs, but are seen in Years 4 and 5 and so give some confidence about improvement being sustained. Mathematics is more of a uniform improvement. Less emphasis on writing for a variety of purposes, and a less planned approach for speaking and listening skills, means that progress is not so quick, and standards remain below average in English. As with Key Stage 1, most pupils attain the expected level (Level 4) but very few attain Level 5. It is the lack of higher levels, apart from science, that makes the standards low compared to schools nationally, where about a third of pupils attain Level 5.

#### *Other groups*

5. There is good support for pupils who have special educational needs, and pupils make good progress to their targets. Attainment of boys and girls is generally in line with national trends, but there is a number of lower attaining boys whose progress is

slow. This is mainly because their interest and enthusiasm for learning have not yet been engaged.

*General features*

6. At both key stages, the great amount of time that the school devotes to English and mathematics and the appropriate time given to science, means that relatively little is given to other subjects and so progress in them is not at the same pace. However, although there is less time, expectations of pupil achievement is consistent. But there are some classes and topics where pupils make good progress and others where little progress is made at all. Standards are average in all other subjects at the end of both Key Stage 1 and 2 except for music which is below average at Year 6, this is not the case for the earlier years of Key Stage 2.
  
7. At both key stages, the recent focus on information technology, with improved equipment and support from the Crediton Academic Council, has raised standards which are in line with the national average at the end of Key Stage 1, and Key Stage 2.

**The school's performance in national tests**

**Key Stage 1**

Compared with	All Schools			Similar Schools
	2000	2001	2002	2002
Reading	B	A	A	A
Writing	D	C	C	C
Mathematics	C	A	C	C

*A is well above average; C average; and E well below average. E\* is the lowest five percent*

8. In national tests for seven year olds in 2002, scores were well above average in reading and average in writing and mathematics. Compared to schools where pupils have a similar starting point, these scores were well above average in reading, average in mathematics and writing. The 2001 scores had been higher in mathematics but the same in reading and writing. Scores have fluctuated between B and D over the last five years, and 2001 was the result of the targeting in English. These fluctuations relate partly to the changing groups of children and to the varying proportions with special educational needs. The very high mathematics scores in 2001 remain something of a puzzle despite the good tracking procedures in place.

**Key Stage 2**

Compared with	All Schools			Similar Schools
	2000	2001	2002	2002
English	E	E	E	E
Mathematics	E	D	C	C
Science	E	D	A	A

*A is well above average; C average; and E well below average. E\* is the lowest five percent*

9. Scores in all three subjects were well below the national average in both 2000 and generally below in 2001. The 2002 scores were the result of the school's hard work in targeting literacy and numeracy. These scores are well below the average of similar schools in English, and in line with the average in mathematics and well above in science. It is known that the set of pupils who took the test in 2001 had a high proportion of pupils who had special educational need. It is difficult to compare these

scores to Key Stage 1 as a number of pupils come into Key Stage 2 from other schools, and there is a significant movement of pupils in and out of the school during the key stage. Inspection evidence shows that through the school's pupil tracking almost all pupils who go right through the key stage make at least the expected progress with many (75%) making above average progress. The work of present pupils suggests that standards this year will be at least the same in mathematics and science, but that standards in writing and speaking and listening will continue to be low and so depress overall English scores. A different focus of teaching during the coming year could change this.

### **Pupils' attitudes, values and personal development**

10. The present inspection confirms the findings of the previous one in that the majority of pupils respond well in lessons and display positive attitudes to their learning. The youngest children settle quickly into school routines, and parents spoken to during the inspection felt that this early introduction to school routines built their children's confidence, and led to continuity of progress from the early years. Children mix well, and make very good relationships with their teacher and the various classroom assistants with whom they work. They follow adults' instructions very well and show good levels of concentration and involvement in their tasks, as was seen during the inspection when they completed work about a recent day out on the local train. Teaching staff in the Foundation Stage have to work particularly hard when children are working in groups, as the class occupies two small classrooms which are separated by a wall.
11. Pupils have good attitudes towards learning, and this has a significant impact on their attainment and progress. In the classrooms they mainly show good concentration, listen carefully to instructions and are well motivated. Pupils are able to work independently and collaboratively, as was seen during a music lesson when pupils formed into groups to experiment with different sounds. Behaviour in classrooms is good and pupils help one another, and treat resources with respect. The occasional instances of disruptive behaviour were dealt with firmly and quietly by teachers. In the playground, pupils are energetic and boisterous but they play well together, and there is no evidence of bullying or isolation. Relationships are very good, and the older children help support the younger ones, who settle in very quickly. Pupils were welcoming to visitors, and were keen to show examples of their work. There have been no exclusions.
12. Provision for personal development is built into the school's aims and ethos, and the behaviour policy places emphasis on positive attitudes to work and relationships. The school believes that aspects of personal and social education are built into lessons across the curriculum, and it places much emphasis on the positive, for example, expectations of good behaviour and respect for other people. This is reflected in the warm, caring and welcoming ethos. Circle times, where pupils sit around to talk about their experiences, are used to encourage pupils relationships with each other, and also to enhance speaking and listening skills. There are regular assemblies to celebrate the achievements of pupils for class work or behaviour.
13. This is a very inclusive school. Pupils with special educational needs have high self-esteem, and display the same good attitudes to learning as their peers. These pupils are very well integrated, and valued by adults and pupils, which has a positive impact on their progress.

14. Relationships between adults and pupils are very good; both treat each other with respect. All adults in the school are good role models, and pupils spoken to during the inspection said they would have no hesitation in approaching an adult if they had a problem. Many pupils have jobs around the school, such as setting out the goalposts before playtime. The school council has two members from each class, and pupils are also involved in work for various charities for instance, collecting for the Poppy Day appeal and for providing Shoe Boxes donations for a church in Bulgaria. The school believes that pupils' involvement in charitable work leads to a greater understanding of their place in the community and the wider world.
15. Most pupils are keen to arrive at school on time, and a prompt start is made to the school day. The school has made great efforts to improve its attendance figures. Following the foot and mouth outbreak of 2001, and the closure of classrooms due to building work, the resultant attendance figures were poor. The school is now working with the local education authority to achieve at least the national average.
16. The number of parents who take their children on holiday during term time is high, and these absences have a detrimental effect on the levels of attainment of the pupils concerned. The school does, however, have a very good unauthorized absence record, with no trancies.

#### **HOW WELL ARE PUPILS TAUGHT?**

17. Teachers work hard and are concerned for the welfare of their pupils. The quality of teaching is good overall at each key stage, with good teaching in just over two thirds of lessons. No lessons are unsatisfactory. There is little variation in the quality of teaching from class to class, or from subject to subject.
18. Teaching in the Foundation Stage is good and a strength of the school. Teaching of pupils aged five to seven and seven to 11, is mainly good with some that is very good at both stages. The teaching of most subjects is also good and in some it is very good. These findings confirm parents' own views of teaching quality. At the time of the last inspection, teaching was judged to be a strength of the school but there were some that were unsatisfactory. Teaching on this inspection is also a strength of the school and is of high quality.
19. The teaching of pupils with special educational needs is good. All teachers are aware of the pupils on the record of need and all make reference to providing suitable activities to promote learning in their planning. A notable feature here is the detail of specific expectations of the teaching assistants. Teaching is well informed and attention is given to ensuring that the work set is appropriate and progressive. Particularly notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils identified as having special educational needs. They are given good, skilled assistance from the well-qualified, experienced and committed support staff. The combined attention of teachers and support staff has a positive impact upon the good progress that the pupils make and they are included in all activities.
20. Improvements in the quality of teaching and learning have come about because teaching is now closely monitored and supported through the school's arrangements for performance management. This was a weakness at the last inspection. There is

also a particular focus on developing the teaching of English and mathematics to guide the implementation of the National Literacy and Numeracy Strategies. Additional training has focused on mathematics and English in the past two years to address weaknesses in performance of 11 year olds in previous years. Teachers are enthusiastic about teaching literacy skills and this has a positive effect on pupil confidence and interest and all are confident and competent in delivering the National Literacy and Numeracy Strategies.

21. Teaching in the Foundation Stage is good. Children are involved in an appropriate range of activities which enables them to settle well into school and grow in confidence. Progress is therefore good. The learning environment is well organised and resources are used very effectively to enable children to make choices and to work independently. Activities are carefully structured and adapted for the children's different abilities and focused on clear objectives for their learning. Children are managed very well so that they work productively in a caring and supportive climate. For example, in class discussion about letter sounds (sh), most children learned to associate particular letters and showed their understanding to their teacher.

### **Key Stage 1**

22. Teaching is particularly effective in the strategies of literacy and numeracy at this key stage. In all other subjects during the inspection teaching is satisfactory. A very positive approach, excellent relationships with the pupils and high expectations encourages the development of pupils' confidence and promotes good progress. Expectations are high, and the pace of learning is quick, especially for those at the top of the key stage.

### **Key Stage 2**

23. Teaching is good overall, but varies across the key stage. The systematic approach and amount of time given to reading, mathematics and information technology, together with some good teaching in science have promoted good progress in these subjects. In science, pupils benefit from being involved in some practical activities and having time to reflect on what they are doing. Some lessons, which are satisfactory, are too tightly controlled by the teachers with pupils carrying out activities with little scope for independence of thought or approach.

### *Good teaching and learning*

24. Where teaching is good, there are high expectations, lessons build well on what has gone before, and lessons excite or enthuse the pupils. For example, there were high expectations in one class where the pupils could not contain their excitement when they managed to make a bulb light in their electrical circuit. There were also high expectations in a reception lesson where pupils talked about "what we saw from the train window". Working together in groups in this lesson gave pupils more opportunities to reflect and discuss their ideas whilst they created the train journey. These approaches extend pupils' understanding, stimulate their interest and promote good progress.
25. Teachers plan lessons around clear objectives that include knowledge and skills. Lessons are structured well and they use a variety of strategies for adapting the level of demand to pupils' abilities. For example, teachers skilfully increase the demand of questions and tasks during mental/oral work in the early part of mathematics lessons. The key areas of learning are followed up effectively with well structured group or individual activities that are matched well to the abilities of different groups. For example, Year 5 pupils identified the salient features of instructions when following them in making a horse bridle. The more able pupils were able to identify instructions



that were helpful and managed to extract the necessary information. Less able pupils sought information and instructions, supported well by either a learning support assistant, or their supportive friends. There are examples of good use of a plenary session to recap the key points of learning and develop pupils' thinking in readiness for the next stage. Teaching assistants are generally deployed effectively and well qualified. They make a significant contribution to pupils' progress.

26. One reason why pupils' learning is good in most lessons is that the work is appropriately demanding and the pace is good. Teachers convey high expectations of pupils, both in terms of productivity and of their behaviour. They also encourage pupils to work both independently and collaboratively with partners from an early age. Relationships throughout are very good and pupils usually managed well so that very little time is wasted in ensuring they are attentive and focused on their work. In a small minority of lessons, pupils start to chatter and sometimes get over excited during class discussions. As a result, the pace slows while the teacher regains their full attention.
27. A strong feature of many lessons is the way teachers use questions effectively to recall what pupils know and understand and challenge them to reason and explain. Pupils in Year 2, through very skilful questioning and discussion with their teacher, identified number sequences by using themselves as counting buttons and most were able to suggest how they could improve their work further as a result.
28. Teachers pay close attention to ways of introducing new technical terms as a routine part of their planning and as a result, pupils quickly assimilate new terms into their language. Reception pupils investigated ways of "moving" animal pictures to match the "talking computer". Their teacher constantly referred to terms such as "logging on", "clicking and dragging" and expected pupils to do the same as they explained what happened on their computer. Resources are used effectively to illustrate learning points and to assist pupils when they are working independently. For example, resources such as numicon, squares and counting cubes are provided to those pupils who need them to help them in their number work. In some lessons, especially with younger pupils, parent helpers provide additional support to pupils so that all groups in the class have a helper with them and this makes a significant contribution to their learning.
29. Teachers meet the needs of special educational needs pupils with good quality support and, in most lessons, with tasks matched appropriately to their needs. The special educational needs coordinator (SENCO) has a good understanding of special educational needs within the school and liaises well with teachers and support staff. Learning support assistants work well with class teachers and provide good and, at times, very good support for pupils. They are typically involved in the planning of the lesson content in advance of lessons, contribute to the assessment and monitoring of pupils' progress and in most cases provide pupils with an appropriate blend of help and challenge. Support for pupils with Statements of Special Educational Need is good and pupils with special educational needs are very well integrated into the school community.
30. Homework is set in many lessons, especially for older pupils and effectively extends the learning in lessons. For example, pupils in Year 5 who are learning to analyse, represent instructions, collect information through surveys to analyse and present the findings graphically. Pupils regularly take home books to read. Teachers' marking varies in quality, although most is useful to help the children. The best marking is in English and mathematics where correction is accompanied by useful comment and

guidance on how to improve. Some marking is mainly ticking with praise but little evaluative comment.

#### *Other features*

31. Management is most effective where teachers adhere to the school's policy of a positive approach and raising self-esteem. Many teachers provide very good role models to the pupils in their approach; they speak politely to pupils, listen to what they say, do not raise their voices and are considerate about pupils' feelings and concerns. Such an approach is universal and consistent.

#### *Assessment*

32. The school has a very thorough and systematic approach to assessment. The planning in the Year 5/6 class is a good example of the way in which lessons are altered to take account of the learning that has already taken place. The school now needs to develop this approach across the school, and use assessment information to target teaching to specific groups and individuals, especially higher attaining pupils.

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

33. The quality and range of opportunities provided within the school curriculum are satisfactory with some good elements. Recent improvements to the planning and organisation of the curriculum have ensured that there is coverage of the Programmes of Study for all subjects. This is an improvement from the time of the last inspection when complete coverage of geography and religious education was not ensured. There is still work to do at the termly planning stage to ensure that there is a progression of learning in all elements of the subjects and that links between subjects are clearly identified.
34. The school has put much thought into its implementation the national strategies for numeracy and literacy. The effectiveness of these strategies is good but they are still under review and teachers continue to make changes in the light of experience. Although strong emphasis has been given to English and mathematics in recent times very good leadership and a strong commitment to succeed has ensured that the school has maintained a broad and balanced curriculum. Considerable effort has been made to ensure that all pupils have equal access to the range of learning opportunities provided by the school. There is currently no wheelchair access to the school hall.
35. In Years 1 and 2 subjects are often linked under topic headings and the school organisation means that pupils are often in classes of different age groupings. These two factors place additional demands on curriculum planning and monitoring. Teachers do sometimes make successful links between subjects; pupils develop their writing skills and their understanding of history for example by writing 'in role' as an historical character or learn some songs which have a connection with their history lessons. In the main, however, this enrichment of the curriculum by providing experiences which allow pupils to make connections between different areas of their learning is not fully developed and relies too much upon teachers making the connections themselves. The school has identified the need to develop pupils' investigational skills, especially in mathematics and science. Inspection evidence supports this view. Opportunities for improving pupils' writing, speaking and listening

skills by linking work in these areas with pupils' investigational work are not included in curriculum planning.

36. There is good provision for pupils' personal, social, health and citizenship education. The school policy defines ways in which this aspect of the curriculum is integral to the general work and ethos of the school. There is, however, no clearly defined programme of work for teachers to follow and the school has not reviewed its provision in the light of national guidelines. Although, for example, younger pupils learn about the proper use of medicines and older pupils attend a 'life skills' day run by the local police, a full programme of drugs education has not been adopted. The governors have an agreed policy for sex education.
37. The provision, overall, for special educational needs is good. Reference to the record of need, to pupils' files, discussions with class teachers, the SENCO, and learning support staff indicate that most pupils are making good progress towards meeting their individual learning targets. Good provision is made for those pupils who have specific learning difficulties in English and mathematics. Very good provision is made for those pupils who have statements of special educational need and they make good and sometimes very good progress towards the targets that are set for them.
38. The provision for extra-curricular activities is good. The headteacher is committed to making the learning opportunities of pupils as rich as possible and encourages teachers to use the opportunities provided by the local environment or to invite visitors into school. There are visits by theatre groups including three in the term of the inspection. Pupils make visits to places such as Bath and Coldharbour Mill, but the lack of a range of suitable venues for educational visits in the immediate vicinity present difficulties. All Year 6 pupils take part in an annual residential visit to Cornwall even if this means that the school has to subsidise the trip. The school also offers opportunities for optional visits; this term, for example some Year 5 and 6 pupils enjoyed an overnight visit to Dartmoor and about 40 pupils are attending a performance of A Midsummer Night's Dream. There are several clubs either after school or at lunchtime including choir, football, recorder, French and dancing. There are inter-school football, swimming, cricket, netball, rugby and athletics competitions. All of these offerings help enrich the school ethos and raise standards in learning.
39. The overall provision for the pupils' spiritual, moral, social and cultural development is good. This is an improvement on the last inspection when provision was satisfactory.
40. There are strengths in the very good provision for pupils' moral development and the good provision for pupils' social development. As a result, pupils have a clear understanding of the difference between right and wrong and most demonstrate this in their daily activities.
41. The school places a high priority on equipping pupils with a clear set of moral values. An effective, whole-school approach ensures that teachers, non-teaching staff and parents have high expectations and a consistent approach to encouraging good behaviour. All adults in the school present very good models of behaviour and pupils learn by example that it is important to value and respect each other and the environment. The school has a caring ethos based upon mutual respect and concern for others.
42. The provision for pupils' social development is good and all pupils are very well supported. Teachers demonstrate clearly respect for pupils, including those with special educational needs, and take every opportunity to promote a positive self-

image. Pupils are encouraged to respect each other, to form constructive relationships and to work together collaboratively. Pupils are expected to look after their own property and respect the property of others. All classes have a range of monitors with jobs such as distributing books and collecting and returning attendance registers and assisting with the music centre in assemblies. Pupils' social confidence is further developed by their involvement in sporting, musical and other community activities and by the annual residential visits. The impact of the provision on the pupils is obvious – the senior pupils are a delight! They are charming, polite, socially adept and a credit to their parents and the school.

43. The provision for pupils' spiritual development is satisfactory. Pupils are valued as individuals by all adults and they are given opportunities to express their ideas and concerns. Daily acts of collective worship in assemblies allow pupils to reflect upon their own actions and how these affect others. Through religious education pupils gain knowledge and insight into the values and beliefs of other world religions. However, there are insufficient, planned opportunities across all subjects for encouraging pupils' appreciation of beauty and allowing them to experience the awe and wonder of living in such a rich locality.
44. The school is successful in promoting pupils' appreciation of their own cultural traditions through its planned provision in curricular areas such as history, art and geography. Art displays include good examples of pupils' work in the style of different artists. Pupils' multicultural understanding is promoted through learning about festivals such as Eid, Diwali, Easter and Christmas in religious education. However, a significant element of their cultural education is underdeveloped. Although living in a relatively monocultural part of the country pupils need to know, understand and respect the great variety of traditions, literature, music and art that characterise the multicultural nature of the society to which they will contribute and of which they are part.
45. There is a very effective partnership with the community, and this is a strong feature of the school. The last inspection report praised the school's links with the community, and these have been strengthened even further since that time. To celebrate the Millennium, parents and members of the local community helped to build a Millennium garden, which is used both at playtimes and for lessons across the curriculum. Pupils have visited places such as Exeter Cathedral, a Synagogue, and a pantomime. Visitors to the school have included a tag rugby coach, a performer, who enacts historical events, an officer from the NSPCC and the Devon Youth Music Roadshow. Members of families and the community are invited to a craft evening for learning to make a range of items for sale at the Christmas Bazaar, and during inspection week the whole village was involved in the "Lighting Up the Village" event which was followed by a bonfire. As was stated in the last inspection report, the contribution to standards through voluntary help by parents and governors is very much appreciated by the school. The local Methodist church and parish council are also involved with the school. The school also maintains a close relationship with young people wishing to undertake work experience, or to gain experience before entering the teaching profession. The After School Club operates every school day in the morning and from 3.30 until 6.00 pm. It is organized by a committee of parents and is staffed by trained personnel. This facility is very much appreciated by parents who have to work a long distance from the school.
46. There are very good links with the local pre-school group which is situated in the school grounds. Children from this group regularly meet the reception class teacher and use the school and its playground for physical and social activities. There is also

a Coffee Club held for parents of small children new to the school. Parents spoken to during the inspection feel that this pre-school group helps their children to settle well into full-time education. There are home visits before children commence school, and good links with the local comprehensive school are also maintained. Pupils spoken to during the inspection were confident about beginning the next stage of their education when they go on to the comprehensive school. Parents spoken to said they very much appreciated the induction programme, before their children start school, and those parents who already have children at the comprehensive school thought they settled in well, due in part to the way the school had introduced them sensitively to the next stage of their education. The school is also part of the local academic council, and has access to valuable resources such as the services of an information and communication technology expert for four days every term, plus the use of a number of laptop computers. This input has had a significant impact on the attainment and progress of pupils in information and communication technology lessons, and on work across the curriculum. Sporting links are also maintained with schools within the academic council, with regular football and netball matches being played throughout the year.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

47. Overall the school's procedures for monitoring and assessing pupils' academic progress in English and mathematics are very good. Those in science are not yet as well developed. Similarly the procedures in the foundation subjects are largely underdeveloped, and although some are helpful they do not yet fully inform the school of the standards attained in comparison to national expectations.
48. The school now tracks pupils' progress in English, mathematics and science through the results of statutory national tests, Qualifications and Curriculum Authority optional tests, and phonic and word recognition tests. This gives the school good information for targeting groups of pupils. It is now essential for the school to use this process to gather information that allows the school to target individual pupils to help raise standards.
49. The headteacher and the senior management team carefully analyse information gathered from assessments in English and mathematics. This is collated and used well to provide an overall picture of achievement by individuals and different groups of pupils. Subsequently, individual and group learning targets are set. The progress made by each pupil throughout the school is recorded. Currently the school is considering adopting the Assessment Manager program to computerise all records so that ready access to information can be gained quickly and the progress of individual pupils more easily tracked. Teachers maintain a wide range of information about pupils' attainment in their record books and consequently have a clear picture of individual achievement, which they use to plan future work. In English and mathematics pupils have targets included in their exercise books and they are encouraged to refer to these when completing work. "Writing progress" books are kept in English where periodic samples of work are assessed against national attainment targets and lead to pupils being allocated to different focus groups. Teachers use the achievement of particular targets as indicators of pupils' progress in relation to national targets. Similarly targets for pupils with special educational needs are included in their work folders and reviewed regularly.
50. Among the objectives in the school English action plan is: 'To improve teachers ability to assess pieces of writing against levels.' It is planned that teachers will jointly

moderate assessed work samples and engage in paired assessment of work samples from across both key stages.

51. The school cares very well for its pupils and makes good provision for their personal welfare. Parents at the meeting, and those spoken to during the inspection feel that the school is a caring and harmonious community, based on trusting and respectful relationships, in which everyone is valued and made to feel that they matter. Every single member of the school and the wider community trusts and respects the contributions made by others. This has a very significant impact on the personal and professional development of all those associated with the school, including governors, support staff, administrative staff and pupils, and results in positive attitudes, secure relationships and an effective learning environment.
52. The headteacher is the designated person for child protection, and he has good links with the various agencies who also visit the school. He is currently awaiting his updating training in child protection matters. Members of staff and the headteacher will shortly be receiving updated first aid training. Parents are aware of the procedures for reporting absence and are made aware in the prospectus of the rules for attendance. The school now places the attendance figures on the computer, which enables absenteeism and latecomers to be tracked more efficiently. The school administrator monitors the attendance figures on a weekly basis. There is no unauthorized absence in the school.
53. The school follows the local authority procedures for health and safety. During the inspection a few minor concerns were raised with the school who undertook to address them within their ability to do so. Governors, teachers and the caretaker make regular risk assessments and take the necessary steps to deal with problems. When asked, pupils knew exactly what to do in the event of a fire. Fire drill and accident records are up to date. The interior of the school, including the kitchen, is cleaned to a high standard, and there is no vandalism or litter. Staff and parents rightly believe that the very attractive surroundings, such as the new Millennium garden area, the courtyard area, plus the attractive wall displays within the school contribute to a stimulating learning environment. The school has made provision for disabled pupils by adapting an existing toilet, however, access to the hall is very difficult for disabled pupils, and for disabled members of the community who use the school in the evenings.
54. In order to ensure that pupils with special educational needs are identified as early as possible, the school has very well developed links with the local pre-school playgroup on the site. The headteacher and reception teacher closely monitor the development of these children and take appropriate steps, including meeting with parents, so that they are fully prepared to meet these children's needs as they enter school.
55. The organisation and the quality of the records collected and organised by the coordinator, including the record of need are good. Individual education plans are compiled jointly by the SENCO, teachers and support staff. These are reviewed regularly with learning targets being modified if required. The overall quality of the individual education plans is good. They are detailed, clear and give precise attainable learning targets. All teachers keep information of pupils with special educational needs in a class file. The files are comprehensive and clearly used well by staff to plan work appropriate for individual pupils.

56. Parents of children with special educational needs are involved in setting individual educational plans, and those parents spoken to during the inspection felt that their views were respected by teachers.
57. The school believes in stressing common sense and awareness of the needs and welfare of others when formulating codes of behaviour and school rules. As a result, it is a well-ordered community where good behaviour is seen both in classrooms, at playtimes, and when pupils were moving around the school. Pupils are polite to visitors, and offer to open doors, or explain their role in the life of the school. They know that bad behaviour will not be tolerated. Effective procedures are in place for eliminating intimidating and oppressive behaviour, for instance the log books kept by the lunchtime assistants, which are monitored by the headteacher. The school uses circle time and sometimes assemblies, to promote thinking about other people, and helping and caring for each other. Pupils spoken to during the inspection were confident in approaching all adults in school if they had a problem with bullying. Staff know the pupils well, and parents feel that concerns raised with teaching staff are promptly dealt with. The school supports and promotes the children's personal development well, and encourages good behaviour. Parents believe that this aspect of school life creates an effective learning environment, and is a strength of the school

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

58. The last report praised the partnership the school had with parents, and the present inspection confirms this judgement. From the results of the questionnaire, letters received, and from parents spoken to during the inspection, all parents believe the school is led well and managed effectively, and has improved during the last few years. The school has built upon this previous good relationship and has initiated events such as the coffee mornings which are held on alternate Mondays, and the proposed craft evening for all the family when everyone can help to make items for the Christmas bazaar. The school believes that the positive relationships they have with parents has a good effect on pupils' learning. Parents at the meeting, and those spoken to during the inspection, thought there was a very good standard of behaviour in school. They also thought that all staff provide good role models and are consistent and fair in their promotion of discipline and order. Parents said they found teachers easy to approach if they had any problems, and also appreciated the informal feedback of the progress of their children at the beginning or end of the school day.
59. Parents are encouraged to play an active part in the life of the school, and a number do so, including governors who are each allocated a class, and also parents who are lunchtime assistants. Parents also help out at sporting events such as football matches, and on school trips. Some parents help by hearing children read, with cooking and preparing displays. The school feels that this regular input by parents reinforces the importance of education in pupils' eyes.
60. The parent teachers' association organises traditional events such as the Christmas and summer fairs, and raises considerable sums of money for the school. The school communicates effectively with parents through weekly newsletters. Reading diaries go home every night, and most parents add comments before they are returned to school next day. This is effective in supporting pupils' learning. Discussion with parents at the meeting and during the inspection showed that they clearly appreciate the family atmosphere engendered by the school. Parents at the meeting thought that homework set was about the right level. At the beginning of each term class teachers send an outline of the term's work home. In this way, the

school hopes it will help parents to see ways in which they can link outside activities to school work.

61. Parents regard the annual report to parents as providing valuable information about their children's progress: this is followed by an opportunity for parents to discuss the report and the comments teachers have made. Parents also appreciate the autumn meeting where are given a clear understanding of what is taught. Parents of children with special educational needs are fully involved in annual reviews of individual education plans, and are kept well informed of their children's progress.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

62. The headteacher, senior staff and governors provide very good leadership and management for the school. The headteacher provides informed, focused leadership, he is clear about what needs to be done to raise standards and he successfully shares his vision with staff and governors. All staff with management responsibilities work together well as a team to monitor and manage the school's provision effectively. The school has a clear educational direction focused on raising standards, guided by the strong leadership of the headteacher. Particular strengths include the evaluation of its performance and taking effective action. The use of the school's financial resources to support identified educational priorities is good.
63. Pupils learn in a caring and supportive atmosphere. They are expected to give their best and the school closely monitors their personal and academic progress and reviews pupils' achievements rigorously to ensure it is providing a good education for all. For example, the school is aware of patterns of different achievements in mathematics and of gender differences and has taken action to address these.
64. The headteacher and deputy form the senior management team with the English coordinator who had been the deputy headteacher until seeking part-time employment. They meet frequently to discuss issues arising from their monitoring of the school's work.
65. The school has been working on improving its arrangements for monitoring and reviewing its performance, most elements are in place and overall, they are good. Teaching is monitored and supported through the school's performance management arrangements, with a particular focus on English and mathematics. Pupils' progress is regularly reviewed with class teachers in relation to their targets. The deputy compares the school's standards annually with a range of national benchmarks and ensures staff and governors are informed of patterns in achievement. These processes are brought together into a fully cohesive programme of self review and improvement. The role of subject coordinators in particular is highly developed. The findings of review are clearly brought together to provide a complete picture of the school's strengths and weaknesses together with its aspirations in an away day with the governing body.
66. The school cares well for its pupils needing particular care and attention. The SENCO regularly reviews pupils' individual education plans and parents are kept very well informed and involved of progress or any changes made.
67. Subject coordinators are enthusiastic and strongly committed to improving their subjects. The leadership provided in English, science and information and communication technology is particularly good. The national strategies for literacy and numeracy are being implemented well and there have been major improvements



in the school's provision for information and communication technology in what was a weak area. Some subject coordinators, especially those leading some foundation subjects are not yet using a comprehensive assessment system of what pupils are doing well and where they can be better to guide their planning.

68. The school's development plan provides clarity to effectively manage improvements in the school and sets out its longer-term goals and ambitions. Planned over three years, it includes a long list of actions to be taken by staff and governors in the form of a calendar, with clear priorities across the years and coherent strategies for achieving improvements. As a result, staff and governors have been able to allocate financial resources strategically into those areas in most need and in the light of a full picture of the school's strengths and weaknesses.
69. The governing body fulfils its statutory responsibilities well. However, there a couple of minor points that need addressing, such as a drugs education policy and a race equality policy. The latter is on the development plan to be completed. The governing body is led well by the chair and vice chair and is organised into effective committees that meet regularly and report their deliberations to the full governing body. The governors, bring a wealth of expertise to the school. They are well informed about the school through their regular visits, reports from subject coordinators and through reports from the headteacher and deputy. They also consult informally with the local community on their perceptions about the school. Governors are very supportive but also challenge what the school achieves. Their annual report to parents provides much valuable information about the school's provision and achievements and meets statutory requirements.
70. The school's strategic use of resources is satisfactory. The school's budget is closely monitored by the finance committee, financial controls are effective and very small amounts are typically carried over into the next year. The last auditor's report found financial systems to be sound with only minor improvements required that have now been implemented. Governors look ahead to potential changes in funding and plan contingencies to meet them.
71. The school's commitment to the principles of best value is good. Governors consider several tenders for contracts when they arise and the school's secretary and staff look to a range of suppliers to achieve good value for money when purchasing. The school rigorously reviews its achievements and is consulting on the service it provides to the community and how it might develop through a new building programme.
72. The school is effective in providing a good education for its pupils, especially the good teaching, and as a result pupils achieve well. The school's socio-economic circumstances are not advantaged but its spending per pupil is above average when compared to primary schools nationally, due to the extra allowance that Devon allocates for schools of this size. It provides good value for money.
73. Arrangements for the induction of staff new to the school and for staff development are satisfactory. There are formal arrangements for staff induction. Arrangements for performance management of staff are in place. All staff have objectives for their performance linked to their pupils' achievements and to a school objective that are monitored regularly with the headteacher. The school's performance management arrangements form a key part of the school's improvement strategy and are helping raise standards. Training is linked to priority areas through this process, and teachers are disseminating their learning from external training to the staff. Effective

support and development for trainee teachers is provided through the school's well established links with Plymouth and Exeter Universities. Several trainees are involved with the school annually, although none were in school during the week of the inspection.

74. Teachers and support staff have a range of expertise between them that meet curriculum demands well. Support assistants are committed and work well with teachers in classrooms. The school secretary is very experienced, well qualified and trained. She provides a welcoming first point of contact for parents and visitors and manages the school's financial systems and database of staff and pupil information very effectively. Lunchtimes are orderly and safely managed by supervisors alongside duty staff.
75. Learning resources are satisfactory. The Foundation Stage is well resourced, as is information technology. All other subjects are satisfactorily resourced. Whilst the number of computers is adequate, in school, it is enhanced by laptops from the school and the academic council.
76. The SENCO is experienced, enthusiastic and diligent in her coordinating role, and provides good leadership. She ensures that all pupils have access to any necessary support and that their needs are met in lessons. The coordinator liaises well with fellow teachers and support staff and is in regular contact with concerned external agencies and professional such as the educational psychologist and speech therapist. Early contact is made with all parents as soon as concerns are noted about their children and there is evidence of parental involvement in all stages of the Code of Practice.
77. The last inspection report commented on the limited space available for pupils under five, and the situation remains the same today, except that additional children are expected to be starting school in the New Year, creating possible difficulties for the movement of children and staff. The accommodation also limits the ability of the school to fully carry out the investigative aspect of the mathematics, science and design and technology curriculum. However the courtyard project, which is also used as an outside play area for the Foundation Stage is an attractive aspect of the school, as is the Millennium garden and the nature area. The caretaker and her staff work hard to maintain a very clean environment. The school's accommodation is unsatisfactory. The buildings appear spacious but in fact the rooms are not big enough for the number of Key Stage 2 pupils that they hold. Nor are the rooms big enough to allow the staff to provide activities that will involve investigations either in mathematics or in science. The Foundation Stage rooms are separated by a wall which restricts some of the creative activities possible. The hall is big enough to accommodate whole-school assemblies and the "computer suite", occupies two areas of the corridor. Despite the size of the building, there is inadequate storage. The outdoor accommodation is good, and enhances pupils' learning. For example, there is a quiet area, wildlife pond area, a garden for the gardening club, a wood and a wild area which facilitates environmental studies, such as the examination of mini-beast habitats. The premises are unsuitable for wheelchairs, as there are steps, inside the building for the hall. The school carried out an asset management which confirms this.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

78. In order to raise standards further, the headteacher, staff and governors should:

- a) Continue to raise the standards in English by:
  - Improving the quality of extended writing to address a variety of purposes. (paragraphs 4, 98, 165)
  - Creating greater planned opportunities for developing speaking and listening. (paragraphs 4, 92, 94)
  
- b) Raise the standards of mathematics and science by:
  - Developing the investigative elements of mathematics and science. (paragraphs 104, 108, 109, 114)
  - Using the investigative elements in more cross curricular ways. (paragraphs 114, 119)
  
- c) Raise the higher levels of attainment at Key Stage 1 and 2 by:
  - Improving the use of the assessment procedures that allow the school to improve the tracking of individual pupil's ability and needs to sharpen up their targets. (paragraphs 6, 48, 55, 67)
  
- (d) Improve the standard of accommodation so that investigative work is able to be carried out in mathematics, science and design and technology. (paragraphs 75,77)

Minor issues the governors and staff may wish to take account of:

The statutory duty to produce a drugs education policy and a race equality policy.  
(both of these are in the school development plan.)

Improve the school's provision for pupils' cultural development further.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	26	13	0	0	0
Percentage	0	7	62	31	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 two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	124
Number of full-time pupils known to be eligible for free school meals	0	11

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	30

#### English as an additional language

	No of pupils	
Number of pupils with English as an additional language	0	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	9
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	[ ]	[ ]	[ ]
	Girls	11	11	11
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 2 or above	School	94 (95)	94 (95)	94 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	[ ]	[ ]	[ ]
	Girls	11	11	10
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (100)	94 (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	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	10
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 4 or above	School	68 (71)	79 (71)	89 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	7
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 4 or above	School	74 (71)	74 (71)	74 (76)
	National	73 (72)	74 (74)	82 (82)

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

As the cohort has groups of pupils less than ten, the results for these groups are not published. The trend of results over the past three years is rising.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	123	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	1	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)	5.6
Number of pupils per qualified teacher	22.1:1
Average class size	24.8

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	123

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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.*

### **Financial information**

Financial year	2001-2002
	£
Total income	318,613
Total expenditure	324,509
Expenditure per pupil	2,535
Balance brought forward from previous year	16,711
Balance carried forward to next year	10,815



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	126
Number of questionnaires returned	83

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	1	0	1
My child is making good progress in school.	60	33	2	0	5
Behaviour in the school is good.	58	41	0	0	1
My child gets the right amount of work to do at home.	43	41	8	1	6
The teaching is good.	72	25	0	0	2
I am kept well informed about how my child is getting on.	66	30	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	16	0	0	1
The school expects my child to work hard and achieve his or her best.	69	25	0	0	6
The school works closely with parents.	54	39	2	0	5
The school is well led and managed.	82	11	0	0	7
The school is helping my child become mature and responsible.	70	24	1	0	5
The school provides an interesting range of activities outside lessons.	63	28	5	0	5

## **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**

79. Provision for children in the Foundation Stage is very good. Good improvement has been made since the last inspection. The coordinator is new in post this year and has worked hard with the experienced nursery nurse to ensure that there is a high class curriculum provided. The Foundation Stage coordinator with the NNEB provides strong leadership and they have a clear vision for developing the provision further.
80. Children are admitted into the reception classes in September or January according to their birth date. Children are assessed when they are admitted to find out what they can do. The results of these assessments show a range of attainment, which varies from year to year, but overall it is just below average. Children's development in speaking and listening, physical development and aspects of knowledge and understanding of the world although variable are often as expected. Their development in personal, social and emotional development, reading, writing and mathematics shows more variation and is more often below the level expected. The reception class provides a bright, stimulating, caring, and fun environment in which children learn very well. All children, including those with special educational needs make good progress in all areas of learning. By the end of the reception year many children are likely to achieve the nationally expected levels of the Early Learning Goals, and a small minority exceed them. Children are well prepared for their move into Year 1, which for some children may be the same environment.
81. The Foundation Stage is a mixed age class of foundation aged children and Year 1. The quality of curriculum planning for children comprehensively covers all six areas of learning of the Foundation Stage. In this particular class, the work is closely linked but also well targeted for Year 1 pupils in the same class. Teaching in all areas of learning is good overall, with some very good features. Teachers and teaching assistants have a very good understanding of the Foundation Stage curriculum and how young children learn. The thoroughly planned and carefully organised activities ensure that all children are able to engage fully in purposeful play, which results in good learning. The range of learning opportunities provided, and the support children receive from teachers and teaching assistants, ensure that children who learn in different ways, and those with special educational needs all make very good progress. Teachers are very competent in the teaching of phonics and other basic skills. They make very good use of the initial assessments made when children start school, and regular ongoing assessment, including observations, to clearly identify what children can and cannot do. The results of these assessments are used to plan effectively for all children's needs, in all areas of learning. All areas of learning receive sufficient emphasis because the learning objectives are clearly identified, and activities frequently address more than one area of learning. Children are expected to behave well, act responsibly and work hard. All adults act as very good role models and work very well together as a team. Sessions move at a good pace and are very well organised. All adults are skilled at using open-ended questioning to guide children's thinking and help them develop a positive attitude to learning. Children are actively encouraged to take responsibility; for example, when putting away resources. Overall resources are plentiful, of good quality and used very well.

82. Children enjoy school. They are proactive learners and respond very well to the activities planned by their teachers. Children become fully involved; they are enthusiastic and work very hard.
83. Before starting school most children attend the pre-school groups, with the majority of children having attended the pre-school playgroup located in the school grounds. The coordinator and the NNEB are in the process of further developing their good relationships with this group and the well-organised induction programme ensures that children settle into school life quickly. Parents are provided with good information about the school day, and the activities their children will be engaged in. Parents support their children's learning in a variety of ways including sharing books at home and providing objects to support topics their children are involved in. As was seen when a child brought her "train journey toy" in for others to share. Parents receive informative reports, which indicate clearly what their children have achieved and what they need to work on next.

### **Personal, social and emotional development**

84. Many children start school with variable skills in this area of learning and many children have skills below those expected. The organisation of daily activities provides children with many opportunities to further develop their skills in this area through working in small and large groups. They quickly learn to cooperate and consider the needs of others. When playing games they take turns and share, showing a good understanding of the need for rules and a sense of fair play. Relationships with each other and adults are very good, and disputes are rare. In a range of situations, children initiate conversations and negotiate. For example, in their imaginary role play in the "surgery" children discuss who will take on the role of the doctor and the patient. Children concentrate for extended periods of time because they are well supported by adults and the planned activities are very well matched to their learning needs. Children's self-help and social skills develop well. During "fruit time" children learn the importance of good manners and how to interact in a socially acceptable way. Children work independently, behave responsibly, and handle resources with care. They seek the help of adults when necessary, confident in the knowledge that they will be well supported.

### **Communication, language and literacy**

85. When they start school many children have good speaking and listening skills. Their attainment in other aspects of this area of learning are less well developed. In particular, they have limited knowledge and understanding of reading and letter sounds, writing and handwriting. The effective provision of stimulating learning opportunities and structured schemes ensures that all children achieve well. By the end of their reception year many children are likely to reach the expected levels, and some will exceed them. The development of children's speaking and listening skills are strongly promoted through all activities. For example, during a discussion on the train journey and what children saw out of the window, a child was asked what a female horse is called. He responded very articulately, "Yes, my darling baby". The daily "Fruit time/break" fully supports learning in this area as children learn to communicate effectively with each other and adults. Children learn about letters and the sounds they make. Many opportunities are provided for them to handle and explore fiction books. Children understand that print conveys meaning and that the title of the book is printed on the front cover. The organisation of the classroom, including the effective labelling of resources and displays supports children's learning in this area and they make very good progress in learning to read. Children enjoy

listening to stories and listen attentively. Overall adults provide an effective level of support to increase children's speaking and listening skills. When adults become directly involved in activities, such as role play, children make very good progress. Children become good communicators and use increasingly complex vocabulary appropriately. Many opportunities are organised to help children develop their writing skills. They are well supported by adults, who help them to write individual letters correctly, and spell simple, frequently used words. Children have the opportunity to practise the skills they have learned in the role-play areas.

### **Mathematical development**

86. On entry to the reception class, children's attainment in this area is variable. Some children are unable to recognise numbers and count. The very effective provision ensures that children achieve well, and most are likely to reach the expected goals by the end of their reception year. A rich variety of activities provide opportunities for focused learning of skills, solving problems and independent exploration. Children learn to count through the singing of songs and rhymes they learn about addition and subtraction. For example, when singing the number rhyme "ten teddy bears in the bed", most children can subtract mentally. In a lesson on adding, the children are making very good progress because the teacher demonstrates the concept in a variety of ways. In addition, resources are used well to extend children's mathematical skills through well planned, practical activities. The teacher's praise and encouragement raises the children's self-esteem so they are confident to try new activities and are not afraid to make mistakes. Almost all children can count back to ten to zero, as was shown when they "launched a rocket". They have begun simple addition and subtraction and can calculate "one more than" and "one less than." Well structured play encourages the development of mathematical understanding and children use mathematical vocabulary increasingly accurately. Interactive displays encourage children to count accurately and recognise numbers. They learn the names of simple two-dimensional shapes through practical activities. Adults are very skilled at helping children learn the vocabulary of mathematics and frequently pursue opportunities throughout the day in a range of situations. For example, children learn to count and use positional language correctly when working outside on large play equipment.

### **Knowledge and understanding of the world**

87. Provision in this area of learning is very good and effectively promotes learning through interaction, exploration and problem solving. Most children are likely to reach the expected goals in all aspects of this area of learning, and many will exceed them, by the end of their reception year. Many children have a good general knowledge of the world around them and well-developed skills in the use of information and communication technology. Activities are well matched to children's individual learning needs, which ensure they all make good progress, overall, and frequently achieve very well in lessons. For example, when the children were matching animal pictures into sentences they showed great dexterity in "clicking, dragging and dropping". Children show amazement with the "talking computer" which as one child put it "answers me when I click it"! They learn what plants need to grow and care for them in the outdoor play area. They select from a range of colours when making a frieze of fireworks on display, giving reasons for their choices. Children evaluate their work through discussion. Children confidently use everyday technology. They operate listening centres, and show particularly well developed skills when using computers. The good range of manufactured construction kits available ensures that children have ample opportunity to use their imagination when building, and explore

the different ways objects can be joined as was seen when the “train journey” was recreated. Children have a well-developed sense of community. Good use is made of assemblies to support children’s knowledge and understanding of the natural and man-made world around them, and those who live in it.

### **Physical development**

88. Children’s attainment in this area is good and most are likely to exceed the expected goals by the end of their reception year. The practical emphasis placed on all planned activities fully supports their learning, by providing many opportunities for children to practise and build on skills they have already learned. When working in the outdoor play area, children develop their coordination and balance skills. Good resources ensure that children have many opportunities to develop their control over objects. They build with small equipment, and handle paintbrushes and pencils with increasing skill, for example in the fireworks pictures where they used splatter techniques and some used finger painting, others used brushes. Teacher’s planning ensures that the secure, safe outdoor play area is used well to promote children’s learning in this, and all other areas of learning.

### **Creative development**

89. There are some good opportunities to develop children’s confidence and skills and by the time they are ready to start Year 1 they have achieved well in creative development. Children achieve well in this area of learning because the planned activities allow them to communicate their feelings and use their imagination. Adults are skilled at using open-ended questions to encourage children to talk about what they can see, feel and think. Children work cooperatively in their role play and when using small world resources. For example, they negotiate with each other, and use their imagination well to develop and enact a situation when playing in the “surgery/hospital”. Negotiations take place to decide whether the area is to be a surgery or a hospital and who will be the doctor. Children enjoy singing many songs and rhymes from memory. They are provided with a wide range of media through which they express their ideas and learn to work in two and three-dimensions.

## **ENGLISH**

90. Attainment in English is average for that of seven year olds and below average for that of 11 year olds. The results of national tests show that the percentage of pupils attaining the expected Level 2 at the age of seven is well above average in reading and in line with the national average in writing. This is the same for similar schools. By the age of 11 the percentage of pupils attaining the expected Level 4 is below the national average nationally and also when compared to similar schools. However, when compared with the levels attained when they were seven, the percentage of pupils achieving Level 4 is average but those achieving the higher Level 5 is well above average. This indicates that pupils are making good progress. A significant number of pupils in the present year 6 have special educational needs and although they are achieving well in reaching their learning targets their attainment in English remains below that expected nationally. In the same year group a number of pupils are attaining above expected levels in reading and writing.
91. With local education authority support the school has prioritised the development of literacy skills in recent years and inspection evidence indicates that pupils currently in Years 3, 4 and 5 are well placed to attain expected standards by the age of 11.

92. When pupils enter the school many lack confidence in speaking and these pupils do not listen well. They have a very limited vocabulary and lack assurance when talking to the class and to teachers. Reading skills are not well developed and poor pencil skills restrict their ability to form letters and write. With good teaching, pupils' progress well but despite this many start in Year 1 with abilities below expected levels. The good progress continues throughout Key Stage 1 so that by the age of seven pupils achieve average standards in speaking and listening and writing and above average standards in reading.
93. As a result of the good progress maintained throughout Key Stage 2, pupils achieve well. Good teaching and challenging activities result in pupils' enthusiasm and interest and as a result they make good gains in relation to their ability. Pupils with special educational needs are well supported and make similarly good progress towards meeting their individual targets.
94. Pupils enter the school with below average speaking and listening skills. Teacher assessment at the age of seven indicates that whilst all pupils attain the expected Level 2, the number of pupils achieving the higher Level 3 is well below the national average. Inspection evidence indicates that a number of pupils are articulate and make good progress in relation to their initial skills. Year 2 pupils speak openly about themselves and their interests although they do not always listen to each other well. The effective implementation of the literacy strategy provides good opportunities for pupils to listen carefully and the emphasis that some teachers put on encouraging active listening particularly when concentrating on phonics and sentence level work, has a positive impact on this aspect. Lesson observations give clear evidence that teachers are encouraging pupils to discuss ideas and thoughts with each other using appropriate language. For example, seven year olds are encouraged to discuss their favourite characters from the Katie Morag story in a design technology lesson. In a literacy lesson considering non-fiction texts eight year old pupils are introduced to "labelling, cross-section, diagrams, arrows and labels". Nine and ten year olds discuss "suitability, materials, circuits and reflection" when studying different lights in a design and technology lesson and the oldest pupils in Year 6 are encouraged to offer suitable adjectives to describe the characters of Romeo and Juliet. However, throughout the school a significant proportion of pupils do not take an active speaking role and do not have the range of descriptive words expected from pupils of this age. Although the development of speaking and listening skills is included in the overall plans for English, teachers' daily planning does not always show clearly how pupils might improve these skills. Neither are there specific, programmed occasions in the long-term planning for the development of speaking skills through for example, drama and debate. The lack of such opportunities throughout the school restricts the extension of pupils' vocabulary.
95. The school gives a high priority to the teaching of reading. It aims to raise and maintain standards by encouraging pupils to read regularly at school and at home. Considerable emphasis is placed on the parent partnership in reading, where parents are informed and encouraged to support pupils at home. The Jolly Phonics scheme has been adopted to provide more focus on the teaching of phonics. Plans are in place to strengthen the liaison with parents and the pre-school group, with the intention of encouraging the early acquisition of sounds and word building skills. Throughout Key Stage 1, as part of the literacy strategy, pupils are introduced to a range of texts through which their reading skills are systematically developed and reinforced. The shared and guided reading sessions are used well in this regard. Most seven year olds understand terms such as "title", "author" and "illustrator". More able younger pupils can read simple books with fluency and are able to draw upon

their recognition of words, and knowledge of letter sounds to make sense of unknown words. A few pupils have reading and comprehension skills well above those expected. For example, one Year 2 pupil read with much fluency and accuracy. Pace and tone were varied for different moods and her voice was used most effectively to differentiate characters.

96. Standards in reading are generally above those expected in Years 3, 4 and 5 reflecting the school's focus and those improvements brought about through the National Literacy Strategy. Higher attaining pupils develop fluency and competence in their reading and can identify the main characters in stories and offer opinions about different books and their authors. However, a number of pupils are not enthusiastic readers and consider the activity to be school based and not something to be engaged in at home.
97. There are sufficient fiction and non-fiction texts available in the library area, but its position in the corridor is unsatisfactory as a quiet area or one where simple investigations might take place. This limits pupils' research skills and has a negative effect upon higher order reading development.
98. In writing, seven year olds write simple stories, short accounts and understand the importance of order and clarity in instructional writing. Most pupils write sentences accurately and have a sound grasp of the correct use of capital letters and full stops. Handwriting is developing satisfactorily with well-formed letters and appropriately used ascenders and descenders. Eight, nine, ten and 11 year olds extend their range of writing within the literacy strategy and are systematically taught correct grammar and punctuation. Eight and nine year olds write animal poems in the style of Ted Hughes. The better ones are interesting and use a good range of vocabulary. Older pupils, Year 6 experiment with personification and similes in poetry. "Wind twists dustbins into clattering cartwheels. Rain drums on the roof like a pounding hand. As darkness descends and day ends - the wind sighs...dies." However, too many pupils make numerous spelling mistakes in their work and the limited vocabulary of a large number of pupils affects their overall attainment, particularly in imaginative writing and story telling. There are examples of pupils using their literacy skills in other subjects as when seven year olds link with geography to write a welcome to the Isle of Struay. Nine year olds write about their response to paintings linked to the Tudor period and 11 year olds write reports on micro-organisms in science and note details of life on board the Golden Hind in history. However, there are limited opportunities for pupils to express their thoughts in extended writing or to develop their literacy skills when writing up investigations in mathematics, science and design and technology.
99. Pupils with special educational needs make good progress as a result of informed, structured teaching and skilled, experienced help from the team of teaching assistants. The targeting of pupils using a range of assessments, carefully structured phonic work and detailed individual education plans have a positive impact upon the standards that pupils achieve. Despite this, their literacy skills are still well below average and this makes learning in other subjects difficult for them.
100. Teaching is good overall. No unsatisfactory teaching was seen. Teachers across the school have a good understanding of how to teach reading and writing, and all are confident and competent in delivering the National Literacy Strategy. They make good use of questioning to develop understanding and extend learning and pay good attention to using subject specific vocabulary. Teachers are enthusiastic about teaching literacy skills and this has a positive effect on pupils' confidence and interest. Other characteristics of the good teaching seen are well-planned lessons and good

management of pupils and support staff. Teachers use praise well to reward pupils' efforts, raise self-esteem and encourage pupils to achieve as well as they are able. Teachers generally have high expectations of the pupils and this has a positive impact upon learning and progress. There are good examples of ongoing assessment and the use of "Writing Progress" books containing samples of pupils' work marked against national standards to set individual learning targets is a useful initiative. The plenary sessions are used well to challenge pupils to analyse their own learning and to highlight the purpose of the lessons. There are examples of supportive and analytical marking, particularly towards the end of Key Stage 2. It is regular and helpful and has a positive impact upon progress.

101. The management of English is very good. The coordinator provides very effective leadership through her monitoring of planning and in the revision of relevant policies. Her development plan for English is a well-considered and detailed document. Many of the findings noted in this report have already been identified by the school and included in the current action plan. There are very good assessment procedures in place and the school makes detailed analyses of periodic standard and national tests. These inform the long and medium-term planning to best meet the needs of all pupils and raise standards. Individual targets are set and groups are focused for extension to ensure that pupils achieve as well as they are able.

## **MATHEMATICS**

102. Pupils make generally good progress across the school from a low starting point, standards by the age of 11 have ranged from well below the national average to average over the last three years. Standards are rising this year at Key Stage 2, but not yet at Key Stage 1. The rise at Key Stage 2 is because of the systematic use of the National Numeracy Strategy. The strategy has a strong emphasis on mental methods, learning number facts and a wide range of appropriate methods and gives precise guidance on what to teach and what pupils of different ages should be able to achieve. All these factors are helping to make lessons more effective.
103. Standards achieved in the national tests for seven year olds were average in 2002, and in line with those results for similar schools. Results of the 2002 standard national tests for 11 year old pupils show an improvement in performance. Pupils' results were average when compared nationally and also with those in similar schools. The school's thorough and well documented analysis and very well presented systems of tracking progress show the improvement trend to be not only cohort related but also to the support from the local education authority to bring about improvements. Both the 2002 results and pupils' achievements seen during the inspection suggest this training and guidance has had a positive impact. Lower attaining pupils achieve well, including those with special educational needs, but higher attaining pupils do not always succeed to their full ability.
104. At the time of the last inspection in December 1997, standards were in line with the national expectations for seven and 11 year old pupils. There was little evidence of the pupils' knowledge and skills in mathematics being used systematically to solve real life problems or in other subjects. Current inspection evidence indicates that standards overall have improved, although still average, and that planned activities to introduce life problems have been introduced to the scheme of work for each year group. There is evidence of pupils using their numeracy skills in other subjects. For example, in design and technology where Year 5 and 6 pupils use their knowledge of shape in investigating the efficiency of sail shape when designing a boat in a history linked project. However, this is not a common experience and there is an urgent need



for more investigative mathematics in the subject and linked to other subjects in the National Curriculum.

105. By the age of seven, most pupils can count to 100, recognise sequences of numbers and confidently identify odd and even numbers. Year 1 pupils can count accurately to ten and can identify missing numbers. They can add numbers to make ten and can add one more to a two-digit number. In Year 2, almost all pupils have a good understanding of addition and subtraction and have a good recall of multiplication facts relating to two, five and ten. Year 2 pupils count on and backwards in tens and higher attaining pupils can use mental strategies to solve number problems involving money, such as the cost of two articles. Most can use a ruler to measure the length of objects, identify two and three-dimensional shapes and understand reflective symmetry.
106. By Year 4, most pupils multiply and divide two digit numbers, for example, showing several ways of multiplying numbers to 24. They achieve well as they move from year to year so that, by Year 6, many pupils can use appropriate vocabulary to describe features of numbers such as prime numbers, square and square roots of numbers. They calculate mentally using all four operations, for example, mental recall of  $9 \times 7$ , and most can add and subtract fractions and decimals.
107. There are some examples of the use of information and communication technology to support pupils' learning in mathematics. By the age of 11 all pupils can use calculators to check calculations. In the "computer suite" Year 4 and 5 pupils use computers to develop symmetrical work, produce spreadsheets and graphs including pie graphs based on pupil questionnaires dealing with mode, median and mean.
108. Pupils are able to apply their numeracy skills in a range of subjects across the curriculum, for example, in displaying data from scientific experiments and measuring and shaping materials in design and technology. Pupils clearly enjoy mathematics, showing good levels of interest and concentration. They work well together, display good listening skills and can work independently when required. They are taught how to use resources with care and they are able to work independently during practical activities.
109. The overall quality of teaching and learning is good throughout the school, ranging from satisfactory to very good. Teachers have good subject knowledge and they plan lessons carefully, guided by clear objectives that are shared with pupils. Good teaching is in evidence when lessons have suitable provision for pupils with different abilities and the targets for each lesson are displayed with regular reference made to them during the lessons. This helps to focus the group and help the teachers to measure progress during the lesson. Teachers use effective strategies to teach mental calculations and pupils enjoy the lively start to lessons. In very good lessons, teachers give precise, clear instructions and check that the pupils understand what they have to do before starting independent work. Teaching is less effective when pupils move into their group or independent work unsure of the task or their ability to be successful. Teachers manage their pupils well and demand and achieve high standards of behaviour. Teachers generally use their day-to-day assessments to inform their planning and teaching so that they can support the development of pupils at different stages of learning. Teaching assistants are very effective in their work with lower attaining pupils and those with special educational needs. Resources are used to good effect and the pupils use equipment carefully and share well. Teachers generally give praise and constructive comment in their marking and reward good examples of progress.

110. The best lessons allow sufficient time in the plenary to involve pupils fully in judging how successfully they have, or have not, achieved the learning objectives. The closing parts of lessons are used effectively to reinforce the targets and suggest what the next step might be. Some teachers use this time to set a challenging task. Homework is generally appropriate and extends lessons well.
111. Teachers provide a climate within which all pupils can express their ideas and respect the views of others. Teachers also provide a clear moral code as a basis for behaviour and this is referred to at regular intervals. Pupils are encouraged to work cooperatively and given opportunities to develop their personal qualities, such as independence, self-respect and thoughtfulness.
112. The mathematics coordinator provides very good leadership and support for other teachers. She has a clear vision for the development of the subject and has produced a good scheme of work based on the teaching of numeracy skills. There have been big improvements in the monitoring and assessment of teaching and learning since the last inspection and the coordinator uses advanced tracking skills in her assessments of pupils' progress and when looking for strengths and weaknesses. She uses prompt and appropriate action when the analysis displays areas for improvement. Pupils are assessed regularly and teachers meet in their year groups to discuss progress. The coordinator monitors samples of work and compares these with teachers' planning. She highlights areas that require more coverage. Teachers have been trained well and this has had a positive effect on the mental and oral element of lessons.

## **SCIENCE**

113. The attainment of Year 2 pupils is close to national averages. This is not dissimilar to the last inspection judgement. Although the knowledge and understanding of many pupils in Year 6 are typical for their age, the attainment of this year group is slightly below national average owing to the significant proportion of pupils who have special educational needs. Inspection evidence shows, however, that standards are improving and that the majority of pupils throughout the school are gaining knowledge and understanding appropriate for their age and all pupils including those with special educational needs, are making good progress.
114. In all the lessons observed during the inspection, pupils were engaged in practical investigations and experiments. Inspection evidence supports the school view that this is an aspect of the science curriculum and teaching that requires further development. This is especially true in Years 3 to 6 where pupils were observed carrying out tests and practical tasks devised by their teachers. They show genuine enthusiasm; in one class the pupils could not contain their excitement when they managed to make a bulb light in their electrical circuit, and often work cooperatively and sensibly. There is, however, little evidence to show that pupils are able to follow their own lines of enquiry by, for example, devising their own experiments or deciding themselves how answers can be found to scientific questions.
115. In Years 3 to 6 pupils continue to learn about all aspects of science. The current Year 6 pupils have some understanding of life processes, materials and physical processes. During the inspection they talked knowledgeably about micro-organisms; that these were minute living things that like warm and moist conditions and could do good or harm.

116. They know how some changes to materials can be reversed such as ice back to water or by recovering salt from a solution by evaporation. They know about sorting materials into groups, such as natural or man-made, and know that forces are needed to make things move; one child tried to explain about balanced forces when an object is stationary. A significant number of pupils, however, are less confident about aspects of science. These pupils, for example, know very little about light and how it travels or how shadows are formed. They know about mammals and other classes of animals but cannot describe the unique features of mammals or how animals are adapted for their environments. They know that living things grow and that non-living things do not but have difficulty describing other differences.
117. The quality of teaching in lessons observed during the inspection ranged from satisfactory to very good. Inspection evidence, including the analysis of pupils' work and teachers' planning, shows that the quality of teaching overall is good. Teachers manage the lessons well and pupils respond by concentrating and working productively. Pupils are often expected to work together and in one very good lesson when pupils were investigating the magnetic property of different materials they had to agree their decision about sorting and write down some agreed conclusions. Teachers' knowledge of the subject is good and their planning and preparation are good; they have not yet, however, established a bank of teaching ideas which will encourage pupils to pose questions and investigate independently. Resources for the subject are satisfactory; the subject coordinator has organised the equipment into "topics" and the teachers use these effectively. The school does have the benefit of a natural woodland area within the school grounds and a new school pond; these are marvellous learning resources for science which inspection evidence suggests has not yet been fully utilised. Teachers use clear explanations and when the teaching is good or very good they round off the lessons by drawing together pupils' thoughts and clarifying difficult aspects. Classroom activities do not always allow for the more able pupils to extend their learning and do not always take into account the different abilities of the pupils. An assessment system has been introduced recently but this will require further development before it becomes a useful tool to help plan effective lessons; the school is considering, for example, how it might assess and record pupils' enquiry skills.
118. An analysis of pupils' books shows that pupils often take pride in the presentation of their work and that older pupils are sometimes given opportunities to write their own accounts and explanations. Some good examples were observed of teachers making links with pupils' literacy lessons; one teacher was using the words pupils were using to describe forces (pulling, twisting, blowing) to reinforce an understanding of verbs as action words. Teachers also use opportunities to encourage the development of speaking and listening by, for example, asking pupils to discuss their ideas before making a prediction. Medium-term plans include some references for linking science with aspects of different subjects but these references are not sufficiently detailed so that opportunities for improving pupils' independent investigational skills are missed.
119. The management of the subject is good. The science coordinator ensures that pupils learn about the complete range of topics in the National Curriculum. Pupils in Year 1 and 2, for example, learn about different aspects of living things and the importance of food and medicines. They produce class graphs and illustrations to show how healthy their lunches and snacks are and the different types of exercise they do to keep healthy. They learn about the different parts of their bodies; the younger pupils had great fun drawing around one another and making life-size cut-outs. During the inspection pupils were observed learning about forces. One class walked around the

school trying to move things and stop things by pushing and pulling. In another class, the pupils worked with a wide range of materials finding out what they needed to do to make the materials change shape or move or stop.

## ART AND DESIGN

120. Attainment of both Year 2 pupils and Year 6 pupils is in line with national expectations. Some older pupils Year 6 pupils produce work of above average standards.
121. Two lessons were observed during the inspection; the quality of teaching ranged from satisfactory to good. From the evidence of pupils' work in portfolios and on display, by talking to pupils and teachers and from examining teachers' planning the quality of teaching, overall, is judged to be at least satisfactory.
122. Pupils learn to use a range of starting points for their art and design work. In Years 1 and 2, for example, pupils produce good picture compositions using leaves, twigs and grasses collected in woodland within the school grounds. They mix paints well and produce patterns to illustrate their story Elmer the Elephant, and use ideas from another story "The Elder Tree" to produce decorated masks and large crayon pictures of the tree. The school woods are also well used for a "mirror walk" when pupils look for reflections to give themselves ideas for paintings and they explore texture by making rubbings from tree bark. They make big and little splatter paintings, print mosaic patterns well and use a variety of materials to produce good self-portraits. Year 2 pupils have produced some really good clay tiles, which the subject coordinator has glazed, and these will be form the first installation of a new outdoor arts trail.
123. In Years 3 to 6 pupils look at the work of various artists to give themselves ideas. Paul Klee's painting 'The Golden Fish' stimulates observational drawing, watercolours, polystyrene prints, colourful decorated mobiles, batique and printing all on the theme of 'fish'. After looking at and discussing 'The Curious Fruits' of Rosie Saunders, pupils try producing their own images of fruit using pencil and watercolours. The work of Andy Goldsworthy inspires pupils to work collaboratively to produce artefacts from natural materials in the school woodlands. They produce sketchbooks of animals, such as owls and moths, and paint in bright colours after looking at the work of Australian aboriginal artists. There are examples around the school of large-scale projects including batique friezes and large papier-mâché models.
124. The range of experiences provided by the teachers allows all pupils including those with special educational needs to make good progress.
125. The subject coordinator is an experienced artist. A small budget allows her to maintain an adequate supply of art materials. The good working relationships within the school encourage a positive exchange of ideas and the coordinator is often asked for advice on particular projects. She has planned a scheme of work for the school which although supported by a nationally produced scheme, allows for flexibility so that teachers often link pupils' artwork with aspects of other subjects. During the inspection, for example, some pupils were creating images representing wealth and poverty in both Tudor times and modern times. The school scheme does not yet define expected outcomes for all elements of the art and design curriculum so that teachers have to check these with the nationally produced scheme.
126. The school values the creative aspects of the curriculum and an Arts Weeks held for the first time this year is expected to be repeated. The residential trip enjoyed by Year 6 pupils is arts based and includes a visit to the Cornwall Tate Gallery. The coordinator is trying to encourage an uninhibited approach to art and in one good lesson during the inspection it was a delight to see pupils enthusiastically tearing

tissue paper to produce wonderfully coloured images of fruit. The display techniques used within the school, however, do not celebrate as effectively as they might pupils' achievements in art; an alcove labelled "art gallery" for example contains some rather unattractive shelves of art materials instead of examples of good work done by the pupils.

## **DESIGN AND TECHNOLOGY**

127. On the basis of a small sample of lessons observed during the inspection, discussions with teachers and pupils and an analysis of displays, photographic evidence and teachers' planning, attainment in design and technology is in line with expectations for pupils aged seven and 11. Pupils, including those with special educational needs make satisfactory progress overall.
128. At Key Stage 1 pupils are able to draw simple designs and make a variety of models using mainly card and paper. An attractive display of paper collage "bodies" using measurements taken in a numeracy lesson shows that pupils have sound skills in cutting and pasting. Pupils are able to describe clearly their models and the construction process. Six and seven year olds were observed discussing the design of a finger puppet linked to the Katie Morag story. The class teacher introduces them to the notion of considering of "design criteria". Pupils talk confidently about "colour, shape and materials" and use a range of appropriate language for example "fabric, felt, sewing and glueing". Eight-year-old pupils are introduced to the idea of "disassembling" a product when considering the design of a Christmas stocking. They understand what an "exploded diagram" is and talk confidently and enthusiastically about the "materials" and "methods" that they will use in their own designs. Nine and ten year olds consider "suitability for purpose, construction and appearance" when considering the design of various forms of lighting. Good links with science are made when they discuss "power sources, switches" and "circuits".
129. Good design and making skills are apparent from photographic records of pupils throughout the school being involved in producing bird feeders, bat boxes and a crazy golf course for use by the younger members of the school. The oldest pupils are currently involved in investigating the efficiency of sail shape when designing a boat in a history linked project They show a good understanding of the evaluation process and speak confidently about proposed changes to their designs. Currently pupils have limited experience of using information technology to refine and extend design ideas. Pupils with special educational needs take a full part in design and technology lessons and make good progress in relation to their prior attainment.
130. Teachers plan and prepare thoughtfully and materials and equipment are well managed. The planning and management of group activities are good and resources are used effectively. There are some good examples of pupils' work on display within classrooms and around the school but currently the use of such displays to celebrate pupils' achievements and enhance the profile of design and technology is underdeveloped.
131. The most enthusiastic and well-qualified curriculum coordinator for design and technology has prepared a clear policy statement and developed a scheme of work based upon the Qualifications and Curriculum Authority documents. The scheme represents an improvement upon the last inspection. The subject has not been a priority in the past but it has been identified as a focus in the next phase of the improvement plan. The coordinator rightly recognises that the provision for construction and control are underdeveloped and has prioritised the provision of

suitable resources to ensure that pupils build on their skills more extensively as they progress through the school.

## **GEOGRAPHY**

132. Mainly because of the way geography units of work are “blocked” with history units of work during the year, only two lessons were seen in geography during the inspection, one in reception and the other in Key Stage 1. This provided insufficient evidence on which to make secure judgements on teaching, learning or attitudes and behaviour in the subject throughout the school. In addition, since most classes were undertaking history units of work during the first half term of the school year, judgements on attainment have had to be based largely on samples of work from the previous school year. However, a scrutiny of this work, in topic books and on display around the school, photographic evidence provided by the school and discussions with pupils, suggests pupils’ attainment in geography is at least satisfactory at the ages of seven and 11 and that pupils make satisfactory progress in geography as they move through the school. This is an improvement since the last inspection.
133. The quality of teaching in the geography lessons seen was satisfactory overall. The teachers demonstrated good subject knowledge and interested and motivated the pupils very well. Questioning was used very well, allowing pupils to put forward their own ideas but not allowing this to deflect from the learning intentions for the lesson, The good quality of teaching motivated pupils well and led to good quality of learning and progress. Pupils with special educational needs were well supported in the observed lessons. As a result of the high level of interest and motivation, pupils’ attitudes and behaviour in this lesson were very good - pupils were clearly enjoying the lesson and asking and answering questions confidently and enthusiastically.
134. The school has adopted the government-recommended scheme of work (Qualifications and Curriculum Authority) for geography, with some amendments “to suit the school”. Teachers are asked to work on a country that they have an interest in rather than one that is in the scheme. This ensures clear progress in the skills and knowledge of the subject as pupils move from year to year and provides detailed guidance to teachers on appropriate expectations for pupils of different ability. The subject coordinator has a good over-view of standards in the school although she has had limited opportunities recently to monitor the quality of teaching in the subject and to ensure adherence to the agreed scheme of work. There is a broadly satisfactory, but improving, range of resources, for most of the “units” planned during the year.

## **HISTORY**

135. Attainment of both seven and 11 year olds is in line with national expectations as it was in the last inspection the judgement was only at Key Stage 2.
136. It was only possible to observe one history lesson during the inspection and, therefore, it is not possible to make a judgement about the overall quality of teaching in the subject. Inspection evidence shows that the teaching staff are very interested in and knowledgeable about the subject and are supported by a conscientious coordinator. Although school priorities have in recent times focused upon standards in the core subjects, a considerable amount of work has been done to ensure that teachers have a clear planning framework for history. Teachers have a nationally produced scheme of work to follow (Qualifications and Curriculum Authority), which supports their teaching with lesson ideas. There are no additional school systems in place to ensure a progression in skills. However, a great deal of thought has been put

into the learning experience of individual pupils to make sure that they do not miss important aspects of learning or repeat work already done. The coordinator is aware of the need for continuing vigilance on this aspect of planning because of the mixed age classes. The school planning system also encourages flexibility so that, for example, one teacher has decided to teach the pupils about famous explorers within the unit on the Tudors. The coordinator is aware that this flexibility underlines the importance of school planning documents having clear statements about learning outcomes.

137. Pupils of all ages demonstrate a keen interest in the subject and a willingness to learn. The majority are making good progress. In Years 1 and 2 pupils learn about great events and famous people, such as Guy Fawkes who was “tortured because he tried to blow up parliament”. They learn about Florence Nightingale and why she is remembered: “she cleaned the hospital - she made food for sick soldiers”. These pupils understand some of the differences between the present and the past, such as aspects of school life in their grandparents’ time. They visit a Victorian house and record their observations of things they see such as mangles and carpet beaters, and compare old and modern kitchens. Teachers also provide good learning opportunities when, for example, the pupils walk around the local area identifying the differences between old and modern houses. These experiences help the pupils to develop an increasing awareness of the passing of time and to develop ways of finding out about the past.
138. In Years 3 to 6 pupils study a number of topics ranging from the ancient Greeks and the Aztecs to Britain in Roman times, Tudor times, and Victorian times. By the time they are 11 pupils have developed an understanding about some of the ways in which we find out about history through for example, archaeology, looking at paintings, diaries and letters and they know that these are called historical sources. They have experience of trying to interpret a variety of sources such as looking at contemporary paintings for a period or as during inspection some Year 4 and 5 pupils were looking at copies of 16<sup>th</sup> century household inventories and trying to make inferences about the person and his lifestyle.
139. Classroom lessons for the older pupils, in Key Stage 2, are sometimes enriched through visits such as the one to Bath in connection with a unit on the Romans. This particular visit involved a long journey and the lack of local historical sites suitable for pupils to visit is regarded by the school as a disadvantage. The school has a very basic stock of books and other learning resources which in itself is inadequate but shortfalls are made up through the county loan services.
140. There are examples in pupils’ books of their work being linked to literacy. Pupils write reports of events, they use books and the Internet for research, and they enjoy other writing experiences such as writing “in role”. One pupil, for example, writes about his experiences as a sailor on board a 16<sup>th</sup> century ship and another pupil pretended to be Queen Elizabeth. During the inspection one teacher was using pupils work in history as a basis for some artwork. These opportunities for links between subjects are identified incidentally by the teachers but are not yet incorporated into long or medium-term planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

141. At the time of the last inspection standards in this subject were meeting national expectations at the end of both key stages. Standards seen during the inspection for seven year olds and by the age of 11 are above the average expected for their age.



Most pupils achieve well, especially in applying their skills to research and to communicate information. Pupils with special educational needs progress well and more able and gifted pupils achieve standards well above those expected.

142. Standards have improved because of:
- the installation of a “computer suite” allowing all pupils to have greater access to computers to both practise skills and use these to support learning across the curriculum;
  - very good support from the teacher funded by the Crediton Academic Council;
  - the completion of the nationally funded training by staff;
  - improved leadership of the subject;
  - the pupils’ very positive attitudes to learning.
143. Pupils in Years 1 can use a graphics programme ‘Dazzle’ to paint a picture and label it with their own name. Pupils in reception and Year 1 are able to highlight, click, drag and drop accurately. By Year 2, many pupils can draft poems and short stories and they begin to consider how font and style can be changed to provide emphasis to key words when deciding on presentation styles. By the end of Year 2, most can store, locate and retrieve files from the network independently. Pupils are encouraged to retain their own disks.
144. The subject is developed further in Years 3 and 4 so that many pupils acquire good basic skills in managing their files and organising and presenting information with increasing awareness of their intended audience. In Year 6, pupils taught by the class teacher and the support teacher prepare a multi-media presentation showing an awareness of audience and displaying a wide range of skills, as they compile both text and images to create a leaflet which would convince the captain of the ship why they should be taken on Drake’s voyage. Pupils use ‘Textease’ and gain pictures from the internet to help develop their curriculum vitae. Pupils use a drawing package to draw a ship then use the skills they have of integrating sound to the picture. Pupils also use the ability of recording through the computer to add speech to their production. Some pupils, with the help of the support teacher, use the web camera to record another facet for their task.
145. While most pupils achieve well as they move through the school, there is a clear gap in the skills of those who have computers at home compared to those who do not. The school has a record of this and compensates well. Pupils’ skills are assessed as they progress and teachers’ adapt tasks for pupils of different abilities.
146. The school’s network of computers is linked to the Internet in most classrooms as well as in the suite. As a result, pupils are learning to use the Internet to research information and to send and receive messages via e-mail. In the past year the school has used the e-mail to contact children in Brazil as part of the geography curriculum.
147. While many pupils develop good basic skills in using computers in a range of contexts and ways, their application across subjects is quite variable for several reasons. Teachers’ own confidence in using computers at appropriate opportunities varies considerably. Their work is well supported by the support teacher. Teachers are also increasingly incorporating information and communication technology into other subjects, such as geography and history to research and present information from topic work.
148. Information and communication technology is generally used effectively to help raise standards in some subjects, for example, mathematics, where it finds only limited

use to display data graphically. In history, the Internet is used well to support the subject when the topic was the Aztecs. In science, the school uses sensors and data-logging equipment to enable pupils in Years 3 to 6 to carry out science investigations involving, for example, measures of sound, light and temperature.

149. Where dedicated lessons are provided for information and communication technology in the “new suite”, teaching and learning are good. Teachers plan lessons to make the best use of the available resources as they rotate pupils between tasks. Learning support assistants guide pupils well as they work on presentations and research. Pupils are managed very well and, as a result, time is used effectively and behaviour is always good. Pupils also learned how such design software can be used commercially.
150. The coordinator works loosely with the support teacher from Crediton Academic Council and since then the subject has improved dramatically through this very good leadership. The coordinator and the support teacher are very knowledgeable and skilled. Training programmes for all teachers and support staff have been effective in improving their skills and confidence when teaching. The two of them understand the weaknesses still to be addressed and have a clear vision for the subject’s development with an effective action plan.

## **MUSIC**

151. Attainment of Year 2 pupils is in line with national expectations. This has been maintained since the last inspection when the judgement was the same. Whilst the quality of singing of Year 6 pupils is typical for their age, their attainment in the subject overall is slightly below expectations. In recent times there has been a lack of confidence amongst teachers in this subject. Various strategies have been tried to maintain standards and whilst this has been successful in Years 1 and 2, the older pupils have not had sufficient experiences to fully develop their skills and knowledge in all aspects of the subject.
152. The quality of teaching in lessons observed during the inspection ranged from good to very good and is judged to be good overall. The headteacher, who plays the guitar and sings, has taken on the responsibility of teaching music in Years 3 to 6. The younger pupils also have the benefit of his musical expertise when he leads the singing assemblies. These are valuable musical experiences for all pupils. The headteacher is gradually increasing their singing repertoire and encouraging the reluctance of some older pupils to sing freely and confidently. Teachers use praise very effectively and this combined with high expectations of pupils’ behaviour results in lesson time being used effectively. All pupils, including those with special educational needs, are encouraged to participate and make good progress.
153. Pupils in Years 1 and 2 respond thoughtfully and enthusiastically to music. On hearing some Cuban music they suggested it made them think of being happy, of being on holiday and one child remarkably said it reminded him of Spain. When listening to a guitar concerto pupils were visibly responsive and begged their teacher to hear it again. These younger pupils experiment with the sounds they can make with musical instruments and try to vary the sound by using the instrument in different ways. They recognise when the pitch is high or low and are able to play softly or loudly. Some pupils are beginning to combine sounds in different patterns. When singing together they show good musical discipline by waiting for the signal to start and they demonstrate an awareness of rhythm by matching actions to songs and by clapping the beat.

154. The new arrangements for teaching music have resulted in lessons having links with other subjects. Teachers follow a nationally produced scheme of work but adapt this to make it more relevant to the pupils. So, for example pupils in Years 3 to 6 have learnt the song 'Greensleeves' to form a link with their studies of the Tudors in history and the teacher has used early 16<sup>th</sup> century music to encourage a response through movement and dancing. Standards are improving in older pupils' performance and composing as a result of good teaching and planning. During the inspection, for example, a very good lesson was observed when pupils were encouraged to work in groups to produce a new sound pattern with tuned and untuned instruments. Year 6 pupils are not yet able to follow simple notation and do not have sufficient understanding to select, combine and organise their ideas into musical structures. A range of music from different periods and cultures is played in assemblies and pupils are encouraged to respond by sharing their thoughts and feelings. Older pupils however generally lack a suitable musical vocabulary to enable them to compare and judge a range of music.
155. The management of the subject is good. The headteacher has clear ideas of how he intends to raise standards, including whenever possible stimulating pupils' interest by arranging performers to visit the school. He is disappointed that the number of pupils receiving instrumental tuition has fallen despite the schools efforts to encourage participation. However, the school offers a lunchtime recorder club and the opportunity to join a fee-paying dance club. About 20 pupils of all ages attend lunchtime choir practices. During the inspection the choir gave tuneful renditions of 'Scarborough Fair' and 'When I'm 64'. A few boys attend but enticing other boys with musical talents away from their football games on the playground is a continuing challenge.
156. The number and range of instruments available to pupils are adequate although pupils have to share one between two when the teacher wants everyone to use tuned instruments.

## **PHYSICAL EDUCATION**

157. Only two physical education lessons were observed during the inspection, so no secure judgement on teaching can be made.
158. From the observations of the lessons seen, from watching pupils at play and from considering the school's performance in inter-school competitions and discussions with the coordinator, standards in physical education are judged to be in line with those expected by the ages of seven and 11. A number of pupils achieve good standards in games and, although no swimming was seen, it is understood that most pupils reach the standard expected of pupils by the time they reach 11 years of age. Currently all eight year old pupils attend the pool in Crediton for a series of 20 swimming lessons taken jointly by the pool staff and teachers.
159. Six and seven year olds demonstrate sound coordination when using large body movements. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements in a controlled and safe manner. In games situations, pupils show expected skills when throwing and catching small balls. Eleven year old pupils move with increasing control. They demonstrate an expected level of passing and catching skills in simple competitive situations and show appropriate understanding of attacking and defending techniques in tag rugby games. In dance

activities, Year 6 pupils show a good sense of timing and move appropriately to a range of musical stimuli. Pupils use equipment sensibly and responsibly and in competitive situations show due regard for laws and fair play.

160. Pupils with special educational needs are supported well and achieve good results that enhance their self-esteem.
161. The subject is coordinated satisfactorily, and the current scheme of work is shortly to be revised to incorporate Qualifications and Curriculum Authority material. The school offers an appropriate range of activities which overall meets the requirements of the National Curriculum. These are enhanced by a good number of extra-curricular clubs run in some instances by parents and members of a local rugby club. A residential visit to Dartmoor during Key Stage 2 will allow pupils to take part in a number of outdoor and adventurous activities. Resources for physical education are satisfactory overall as is the indoor accommodation and the outdoor play areas.

## **RELIGIOUS EDUCATION**

162. At the end of both key stages standards of attainment in religious education are in line with the expectations of the Devon Agreed Syllabus. Pupils make satisfactory gains in learning at both key stages. Whilst it was only possible to observe three lessons, the analysis of pupils' past work, teachers' planning and discussions with pupils indicate that a suitable curriculum is covered. This represents an improvement on the previous inspection when the lack of full coverage of the agreed syllabus was a key issue and the attainment of many pupils at the end of Key Stage 2 was unsatisfactory.
163. By the age of seven pupils know about celebrations such as Christmas and Easter. They are familiar with marriage and baptism ceremonies and celebrations. They have visited a church and can label the important fixtures and artefacts. In a lesson observed, pupils consider the symbolism of light to different religions as an introduction to Diwali and Hanukkah. There is delight and awe when the teacher turns on the fairy lights. When asked to describe how they feel, pupils respond "nice inside"; "lovely"; "surprised and excited". Eight year olds know about the reasons for special journeys or pilgrimages. They become aware of the beliefs of other religions through the study of Judaism and understand the importance of the freeing of the Jews from Egypt and how this is celebrated by various ceremonies.
164. Nine year old pupils develop their understanding of the similarities within different religions. Pupils show good understanding and knowledge of the traditions of Judaism and can explain the links between the Bible and the Torah. They know that the Torah is written on parchment and that a Rabbi is a teacher. Pupils also have some understanding of the significance of the Passover meal and the strict kosher diet. They are familiar with the names church, mosque and synagogue. Through their study of Christianity and Judaism pupils understand that religions contain rules for living and that different people worship in different ways. Year 4 pupils consider the teachings of Jesus through parables. A few pupils talk about the Prodigal Son and can explain the moral in the story of the Good Samaritan. A number of pupils grasped the significance of the story but their limited language restricted their explanations and discussions. Eleven year old pupils understand the importance of Muhammad to the Islamic faith. They know about the diet restrictions on Muslims and appreciate the fasting during Ramadan as one of the Five Pillars of Islam.

165. The amount of written work expected from pupils is limited. Often pupils are required to complete work sheets or simply annotate diagrams. Consequently, religious education does not yet make a significant contribution to the literacy skills of many pupils.
166. Pupils with special educational needs are supported well. As a result, they make satisfactory gains in learning in relation to their prior attainment. They have equal access to all activities.
167. Teaching is satisfactory overall. It is characterised by teachers' sound subject knowledge and the use of a range of resources to interest and inform pupils. Questioning is used well to develop pupils' knowledge and understanding and the lessons are thoughtfully planned. A weakness in teaching occurs when pupils are required to complete unchallenging work sheets or colour in drawings rather than write about or discuss the significance of different beliefs and practices.
168. Planning for religious education meets the requirements of the Devon Agreed Syllabus. The coordinator is enthusiastic and keen to ensure that religious education is appropriately prioritised. Visits to different places of worship and visits from people of different faiths enhance the religious education curriculum and extend pupils' understanding.