

INSPECTION REPORT

COUNTESS WEIR COMBINED SCHOOL

Exeter

LEA area: Devon

Unique reference number: 113079

Acting Headteacher: Alison Greenhalgh

Reporting inspector: Mrs Jane Morris
18270

Date of inspection: 7th – 10th October 2002

Inspection number: 247295

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 12
Gender of pupils:	Mixed
School address:	Glasshouse Lane Countess Weir Exeter
Postcode:	EX2 7BS
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Stephen Salter
Date of previous inspection:	2 nd March 1998

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18270	Mrs Jane Morris	Registered inspector	Foundation Stage English as an additional language Mathematics Art	The schools results and pupils' achievements How well are pupils taught? What should the school do to improve further?
11564	Ms Jean McKay	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24805	Mrs Alison Cougher	Team inspector	English Music	What sort of school is it? How well is the school led and managed?
18079	Mrs Pat Burcher	Team inspector	Science Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
22157	Mr Mike Roussel	Team inspector	Equal opportunities Information and communication technology Geography Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Countess Weir Combined School is on the outskirts of Exeter. It has 232 pupils on roll between the ages of four and 12. Although more children join the school in January, numbers, overall, are falling. The majority of pupils come from the immediate locality. The school is fully inclusive. There are 82 pupils (35 per cent) who have special educational needs, well above the national average. A significant number of pupils have hearing impairment and the school has a support unit. A significant number of pupils, 23 (ten per cent), have Statements of Special Educational Need, well above the national average. Pupils receive support for speech and language difficulties, physical disability, visual impairment and specific learning difficulties. No pupils have English as an additional language. Fifty two pupils (22.4 per cent) are eligible for free school meals, broadly in line with the national average. Almost all children are white UK heritage. Pupils' social and economic backgrounds are variable. On entry to school, children's standards are generally below those expected for their age. The number of pupils who are admitted or leave the school during a school year is often above the national average. This has a significant impact on the characteristics of specific year groups. The current acting headteacher has been in post for one term, and the acting deputy headteacher for five weeks. They are the fourth change of leadership for the school in two years.

HOW GOOD THE SCHOOL IS

Countess Weir Combined School is effective. It has many strengths. Although standards are below average they are improving because teaching is good. All pupils make good progress. The inclusive, caring nature of the school is particularly noteworthy. It provides satisfactory value for money.

What the school does well

- The quality of teaching is good in Years 1 to 7, with some very good and excellent features.
- The leadership and management provided by the acting headteacher and senior staff are good.
- Governors have a very good understanding of the strengths and weaknesses of the school.
- Provision for pupils with special educational needs and relationships are good.
- Provision for pupils' personal, social and health education is very good.
- Equality of access and opportunity for pupils are very good. The school is fully inclusive.
- The school fosters productive links with parents.

What could be improved

- Standards throughout the school in English, especially in speaking and listening skills, mathematics and science.
- The quality and use made of assessment of pupils' academic progress, particularly in science, and the foundation subjects.
- Strategies to ensure a consistent approach to the management of the very small minority of pupils who exhibit particularly challenging and disruptive behaviour.
- The progress of children in the Foundation Stage.

The areas for improvement will form the basis of the governors' action plan. These issues already feature in the school's long-term development plans.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in March 1998 the school has amalgamated onto a single site. Despite a two year period of instability within the leadership of the school and many staff

changes, satisfactory progress has been made overall in addressing the majority of the previous issues. The literacy and numeracy strategies are having a positive impact. The quality of teaching in Years 1 to 7 has improved considerably. Schemes of work are in place for all subjects. Lessons have clearly stated objectives that are shared with pupils. Assessment procedures in English and mathematics now provide teachers with good information. However, this assessment information is not available in all subjects. The needs of pupils, especially higher attainers and those with hearing impairment, are clearly identified. The monitoring of teaching and standards has been extensive. These procedures have led to improvements in English and mathematics. However, they are not yet used in all subjects. Teachers concentrate successfully on developing pupils' speaking and listening skills but there is still more to be done.

STANDARDS

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

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

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

Over the past three years, standards in English have been below or well below the national average. In mathematics they have been consistently well below the national average and in science they have fluctuated. The 2001 results were average in science when compared with similar schools, but well below average in English and mathematics. In 2002, pupils' results were lower than the challenging targets the school set itself. When all factors are considered, the results reflect this group's characteristics. Higher attainers did well in 2002, as did pupils who had been at the school for all of their primary education. Standards are improving in the core subjects. Pupils make good progress.

At the end of Key Stage 1, results in 2001 in reading were well below the national average. In writing they were in the lowest five per cent nationally and in mathematics below average. The school's performance in science was well below the national average. Higher attaining pupils did better in mathematics and reached standards in line with those of similar schools. Indications are that results for 2002 are very similar. Key Stage 1 teachers make sure pupils work hard and they make good progress.

Children joining the school in the reception class have variable levels of attainment. Too many of these young children reach Year 1 with an underdeveloped awareness of letter sounds and a lack of writing skills. The school is already aware of and is addressing this issue.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are mainly keen to come to school. The vast majority talk about how much they enjoy school.
Behaviour, in and out of classrooms	Satisfactory. A small minority exhibit very challenging behaviour and this can, on occasions, impact on the quality of education of other pupils.
Personal development and relationships	Satisfactory. Teachers do their utmost to ensure that pupils gain an understanding of the impact of their actions on their classmates. There are times when an identified minority ignore all this advice.
Attendance	Satisfactory.

The vast majority of pupils are interested in their work and concentrate well. They are prepared to use their initiative and take responsibility.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6	Year 7
Quality of teaching	Satisfactory	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.

During the inspection 60 lessons were observed. They were all at least satisfactory. Three lessons were excellent, ten very good, 20 good and 27 satisfactory.

The quality of teaching is good. In over half the lessons the teaching is good or better and in a fifth it is very good or excellent. English and mathematics are taught well throughout Years 1 to 7. Science is taught well at Key Stage 2 and in Year 7, as is art and physical education (PE). The overall quality of teaching has improved since the previous inspection. Improvements are especially noticeable in English, mathematics and science. Literacy and numeracy skills are taught well. Information and communication technology (ICT) is taught successfully in the ICT suite.

Teaching in the reception class is satisfactory, with some very good features. However, insufficient attention has been paid to the structured development of the basic skills of literacy and numeracy. This has impacted on children's progress towards achieving the Early Learning Goals.

Pupils with special educational needs and those with hearing impairment are given individually, focused and challenging work. Teaching assistants play a significant role in lessons, especially when they support hearing impaired pupils. The very small minority of pupils who exhibit very challenging behaviour are usually well managed, but there is an inconsistent approach in lessons because adults do not all use the same strategies to deal with these pupils.

Clearly identified objectives are shared with pupils. They are expected to work hard. The very best lessons are characterised by the teacher's ability to use different methods to enthuse

pupils and keep them totally committed to their learning. In less successful lessons pupils have to sit and listen for too long before getting started on their tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A strong emphasis is placed on literacy and numeracy skills. Good support from the community enhances the curriculum. The personal, social and health education programme is good.
Provision for pupils with special educational needs	Good. Hearing impaired pupils benefit from good signing support and knowledgeable staff. Overall, pupils with behaviour difficulties receive satisfactory support. However, staff lack sufficient and effective training to support consistently the most challenging of these pupils.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. The provision for pupils' spiritual development is satisfactory. Moral development is good as reflected in the school's aims. Pupils' social and cultural development is good and enables pupils to appreciate a range of cultural traditions and ways of life.
How well the school cares for its pupils	Good overall. Procedures for child protection are effective. Assessment is unsatisfactory except in English and mathematics.

Parents are generally positive about the school. Some are able to give of their time to support lessons and hear pupils read. Valuable links with parents are forged through the 'Mother and Toddler Group' and the 'Learning Together' initiative.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher provides strong leadership and is well supported by members of the management team. The school has established a clear educational direction focused on raising standards and the provision of a high quality learning environment.
How well the governors fulfil their responsibilities	Good. Governors are supportive, yet challenging. They ensure the aims of the school are pursued well. They fully understand the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The school has established successful procedures for analysing its own performance. It has successfully identified priorities for development and taken action to bring about improvement.
The strategic use of resources	Good. Efficient use is made of financial resources. Administrative staff are efficient and make a significant contribution.

Accommodation is good and is well cared for by a committed caretaker and cleaning staff. Displays of pupils' work significantly enhance the learning environment. All members of staff are determined to support all pupils' learning. Learning support assistants make a significant contribution. Resources are good and are used well.

The acting headteacher has given the school strong and effective support during the short time she has been at the school. She and the newly appointed acting deputy head share a common sense of purpose. Subject co-ordinators, particularly those with English and mathematics responsibilities, have remained focused on raising standards and introducing the national strategies in spite of the numerous changes in leadership of the school. They are to be applauded as standards are beginning to rise.

The principles of 'best value' are being applied well, with an increasing awareness of the governors, particularly the Chair.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Progress is good. • Teaching is good. • Most parents feel comfortable about approaching the school. • Children are expected to work hard. 	<ul style="list-style-type: none"> • Some parents have concerns about behaviour. • Some parents feel there is too much homework, others there is too little. • Some parents feel the school does not work closely enough with parents. • Some parents have concerns about the leadership and management of the school. • A significant number of parents feel the school could provide a greater range of activities outside lessons.

The inspection team endorses the parents' positive views of the school. The team also understands some parents' concerns about the behaviour of a very small minority of pupils and is pleased to report that the school is being proactive in dealing with this. Inspection evidence suggests that the school does its utmost to involve parents in the life and work of the school. Homework is satisfactory and the issues regarding the leadership and management of the school have come some way to being resolved during the inspection. There are a limited number of clubs and after-school activities but the school strives to involve pupils in a significant number of additional visits out of the school into the community and on trips. The school also provides a wealth of visitors to the school to share their expertise and enthusiasm with the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children are assessed on entry to school. These assessments and additional inspection evidence show that their attainment, although variable, is generally below average when they join the reception class. This is a similar picture to that described in the previous inspection. Prior to starting school most children attend the pre-school which is situated within the school grounds. By the end of the Foundation Stage, only a minority of pupils achieve the expected goals. A significant number are still striving to reach the anticipated levels as their progress has been insufficient. This is particularly evident in the development of children's communication, language and literacy skills and, for some, their personal, social and emotional development. The school is aware of these issues and is addressing them.
2. The 2001 national test results at the end of Key Stage 2 show that standards in English and mathematics were well below the national average. In science, standards were below the national averages. Over the past three years standards in English have been below or well below the national average. In mathematics they have been consistently well below the national average and in science they have fluctuated between being below average in 1999 and 2001, to being average in 2000. The 2001 results were average in science when compared with similar schools, but well below average in English and mathematics. Higher attaining pupils' results were below the national average in mathematics and English but average in science. The progress made by pupils based on their prior attainment was variable. It was satisfactory in science but less than expected in English and mathematics.
3. Inspection evidence and the results of the 2002 tests demonstrate that standards in English are still below those expected at the end of Key Stage 2 but are rising. Standards in mathematics and science are also improving and indications are that they are now more in line with national expectations. This improvement is particularly noticeable when considering the results of higher attainers. The standards of the 12 year old pupils in the school are in line with the national expectations.
4. The 2001 Key Stage 1 results also showed standards were well below national averages in reading, and were in the lowest five per cent nationally for writing. Standards in mathematics were well below national averages as they were in science. These results were similar to those of the previous year. In relation to similar schools, the school's Key Stage 1 results were well below average in reading and writing but average for mathematics. Higher attainers did better in mathematics than in reading and writing. In 2002, results are very similar. Inspection evidence shows that pupils work hard and make good progress in Key Stage 1 and although their standards are still below average in English and mathematics, they are average in science. Teachers ensure that pupils work hard and by the end of Year 2 they are well prepared and ready to build on their progress in the next key stage.
5. The school sets itself challenging targets and strives to meet them. In 2001 the school did not reach its targets nor did it in 2002. However, these results relate to the particular needs and circumstances of specific groups of pupils. A significant number of these pupils joined the school during the latter stages of Key Stage 2 and results can be explained by the school's thorough and well documented analysis of data. The school's commitment to being fully inclusive and supporting all pupils whether they

have hearing impairment, special educational needs or particularly challenging behaviour inevitably has an impact on the overall standards it achieves. Teachers and classroom assistants take great care to ensure that all children are included in all activities, irrespective of their gender or prior attainment. As a consequence, children with special educational needs and hearing impairment make good progress in their learning.

6. Literacy and numeracy have been the main identified areas for the school's development and improvements in these areas are having a favourable impact on pupils' achievements overall. The links between literacy and other subjects is, however, underdeveloped. The school has been through a period of instability. Very significant staff changes, including four changes of headteacher and deputy headteacher, have had a major impact on the work and leadership and management of the school. Responsibilities have changed and priorities altered according to the most pressing needs of the school. However, throughout all this unsettled period staff have kept focused on standards in the core subjects and their endeavours are evident. The school is now poised to move forward and build on the hard work that has gone on previously. Year 6 and 7 pupils show the potential for improved standards. The school recognises the need to concentrate on speaking and listening skills and it is determined to help all pupils speak clearly and write in well constructed sentences.
7. In the foundation subjects at Key Stage 1, standards are average in history, religious education (RE), ICT, geography, music and art. There was insufficient evidence to make a judgement about design and technology (DT) and PE. Standards are similar to those observed in the previous inspection. At Key Stage 2 standards are in line with the national expectations in all foundation subjects, apart from geography where they are below, and in art where the school has raised standards and this subject shows improvement since the previous inspection. History has strengths but is satisfactory overall. Standards in ICT are satisfactory because teachers teach these skills well in the suite. Teachers are not routinely incorporating the use of computers into their lessons because there is a shortage of computers in some classrooms. In Year 7 standards are very similar to those at the end of Key Stage 2 but they are better in reading.

Pupils' attitudes, values and personal development

8. The last inspection found that attitudes to learning were satisfactory overall but that much teacher effort was devoted to securing and retaining pupils' attention. This inspection finds that the vast majority of pupils are well behaved and display positive attitudes. Relationships between pupils and between pupils and all adults in school are good. Particularly challenging behaviour from a very small minority of pupils can have a negative effect upon the pace of lessons.
9. Most pupils enjoy coming to school, and good relationships were seen in lessons. In most situations, pupils work co-operatively in groups and share resources sensibly and fairly. During lunchtimes, pupils wait sensibly for their meals and sit and talk in a friendly, social atmosphere aided by lunchtime helpers. This is a significant improvement since the previous inspection. The school is an orderly community in which all pupils feel safe and valued. The vast majority of pupils help each other in classes and play happily in the playground. There are good resources to enrich playtimes, such as dressing up clothes and a range of games equipment. Pupils are mainly polite and helpful, and they like to respond to questions and join in discussions. Pupils are caring towards each other. They welcome visitors cordially, and are

- pleased to talk to them. Pupils are encouraged to assist in school, for instance, by becoming 'special helpers' and 'buddies' to younger children.
10. Pupils in the majority of classes are eager to learn and maintain their concentration well in those lessons where their interest is aroused. When dealing with disruptive pupils, teachers do their utmost to ensure that pupils gain an understanding of the impact of their actions on their classmates. There are, however, occasions when pupils who display challenging and aggressive behaviour have a negative effect on the learning and progress of their fellow pupils.
 11. In the last school year there were a number of temporary exclusions for violent behaviour, despite the best efforts of everyone in school and help from various outside agencies. The school is very aware of the needs of these pupils. It has some strategies to support them but these are not yet consistently applied throughout the school.
 12. Teachers have high expectations of behaviour which are clearly transmitted to the pupils. This is having a positive effect on learning and attainment in the vast majority of lessons. Pupils know the 'Golden Rules', which underpin the behaviour policy. These are also known by parents. Pupils clearly understand the sanctions and rewards systems. Inspectors were eagerly shown 'well done' certificates, and other personal incentives that promote good work and behaviour. Pupils display independence in lessons. For example, Year 7 pupils entered data onto a spreadsheet with confidence and manipulated the information for themselves. Some parents at the meeting, and spoken to during the inspection, were unhappy about the way the school dealt with bullying problems. Inspection evidence is reassuring and shows that pupils discuss bullying and are taught how to resolve conflict, by becoming tolerant of each other, and by learning to respect differences.
 13. Children at the Foundation Stage are usually very well behaved. They are learning to concentrate well and are knowledgeable about the daily routines of the classroom. They are becoming more confident and caring of each other. They enter into discussion, with support from their teachers, and are eager and try to listen attentively. They particularly enjoy their lunchtime activities when they are helped by pupils from Year 7 who act as 'buddies'.
 14. Attendance is now satisfactory. The Educational Welfare Officer is consulted about pupils who persistently arrive late and the small number of families who regularly keep their children away from school. The school reminds parents of the importance of regular and punctual attendance.

HOW WELL ARE PUPILS TAUGHT?

15. Throughout Key Stage 1, Key Stage 2 and Year 7 the quality of teaching is good, with some very good and excellent features. In the Foundation Stage teaching is satisfactory with some very good features. Over half of all lessons are good, a third is very good and a small percentage (five per cent) is excellent. No unsatisfactory lessons were observed throughout the inspection. This is an improvement since the last inspection when some unsatisfactory teaching was reported. The last inspection also reported that teachers did not use assessment sufficiently well and that they were not always clear about what the pupils needed to learn in each lesson. Some aspects of these weaknesses have been addressed but there is still work to be done on assessment because, although it is productive in English and mathematics, it has yet to be introduced effectively in science and the foundation subjects. There is also

room to improve the planning and assessment procedures for the children in the Foundation Stage.

16. The good standard of teaching throughout both Key Stages 1 and 2 and Year 7 has many notable features that have a positive impact on pupils' learning. Teachers plan and prepare lessons very carefully and set clear objectives for developing pupils' knowledge, understanding and skills. Objectives and the structure of lessons are shared with pupils at the start of lessons and important new vocabulary is highlighted. Teachers generally enjoy productive relationships with their pupils and they encourage positive attitudes. Their management of the pupils is usually good although there are occasions when older pupils with particularly challenging behaviour require additional attention and support. There is some lack of consistency in the school's approaches to this very small minority of disruptive pupils.
17. Teachers place a high priority on developing pupils' speaking and listening skills. This was highlighted in the previous report and the school has come some way in tackling this area. However, there is still much to be done, particularly with the younger pupils. During discussion times, teachers are careful to choose a wide cross section of boys and girls of different abilities and include pupils with special educational needs. Skilful questioning ensures that lessons are inclusive and a wholly shared experience. Hearing impaired pupils are totally integrated into lessons and teaching assistants are well prepared to support them. Motivating and managing pupils were judged to be sound during the last inspection. This is now a strength of many lessons. It is a key indicator that the aims of the school are met and the ethos is conducive to teaching and learning. Teachers know their pupils well, are firm but fair and relationships are usually positive and constructive. They expect pupils to work hard and have high expectations so pupils throughout Key Stages 1 and 2 and Year 7 make good progress.
18. Teaching in the Foundation Stage is more variable. The work that children have produced previously indicates some lack of challenge and unsatisfactory development. Teachers' assessment records are unclear about the progress the children are making towards the Early Learning Goals. The appropriate development of literacy and numeracy, using the structures and support of the national strategies, has been unsatisfactory, leading to insufficient progress in these areas. The school is aware of these shortcomings and is already addressing them.
19. Teachers and support staff work well together. Support staff are well informed about lessons and they know how they can contribute to pupils' learning and how they can support teachers in the accurate assessment of pupils' achievements. The skill, expertise and time of support staff are used efficiently and successfully.
20. Good and very good lessons have features that the school would do well to ensure are identified and promoted in all lessons. These include the way in which some teachers recognise how pupils learn in different ways and successfully use a variety of techniques to motivate them. For example, teachers prepare high quality resources to compliment their lessons. These visual aids ensure that all pupils are stimulated and learn well. This was seen in a Year 3 mathematics lesson when clocks, colourful banners, and large displays kept all pupils totally focused, and also in a Year 5 English lesson when pupils annotated play scripts having evaluated examples of their own work that had been reproduced on to a large screen. Teachers usually draw lessons to a close well by reviewing with pupils what they have learnt.

21. In less productive lessons, introductions take too long and pupils find it difficult to listen for sustained periods without actually becoming actively involved in their learning. In science lessons, younger pupils can get overwhelmed by too much teacher talk and information. During an ICT lesson, Year 4 pupils get distracted whilst they listen to the teacher but settle to work once they get focused on the tasks. Less productive lessons also fail to take sufficient account of opportunities to develop pupils' independence. Throughout the school, science lessons lack opportunities for pupils to develop their investigative skills.
22. The National Literacy and Numeracy Strategies are implemented consistently and teachers are using the recommended strategies skilfully and competently in Key Stages 1 and 2 and Year 7. Literacy and numeracy skills are usually taught well although speaking and listening elements require further development. The use of literacy across the curriculum is also underdeveloped. In all year groups there is a high degree of competency in teaching the basic skills of numeracy. The foundation subjects are all taught satisfactorily.
23. Schemes of work for most subjects are detailed and provide a secure basis for lessons indicating an improvement since the previous inspection, although geography and DT are yet to be effectively supported. This ensures consistency within each class and equality of opportunity for all pupils. The support and high degree of co-operation which exist between teachers are key features in bringing about improvements in the quality of teaching and learning. Teachers are used to being observed and make use of constructive comments. Homework is planned for and taken account of in lessons. Teachers use a variety of methods to incorporate it into the curriculum.

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

24. The school provides a satisfactory balance and breadth of curriculum opportunities for pupils in Key Stage 1, Key Stage 2 and Year 7. All areas of the statutory curriculum are in place and the school meets the requirements for collective worship. There is very good access to the curriculum for these pupils. The Foundation Stage children have insufficient opportunities to develop their literacy and numeracy skills.
25. Since the last inspection the school has made considerable improvements to its curriculum planning. Previously there was an absence of guidance for the majority of subjects. There was a lack of information about the content and level of work to be taught to each year group. The school has made good use of the government produced schemes of work in all foundation subjects and science. There is an appropriate religious education curriculum in place that meets the requirements of the locally agreed syllabus.
- 2 26. The National Literacy and Numeracy Strategies have been implemented successfully. However, not all of the additional support programmes have been introduced yet. English and mathematics are given appropriate priority and a strong emphasis is placed on literacy and numeracy skills. The school is committed to the inclusion of all pupils. Those with learning needs or physical disabilities have a good level of support to ensure that their needs are met and they join in all activities.
- 3 27. The curriculum makes very good provision for pupils' personal, social and health education, including awareness raising about drug misuse. This is a real strength of the school. Circle time gives pupils the opportunity to express their thoughts and

feelings in a nurturing and supportive atmosphere. For example, pupils in Year 1 discussed an incident that occurred at playtime and how this impacted on feelings, and the class teacher skilfully linked it to the class's 'Golden Rules'. The school has a rolling programme of planned provision for this aspect. The school nurse also provides regular contact on matters that include sex education.

28. Regular visitors to the school include drama companies, Exeter Football Club, the Rail Safety Officer and visits from the Police and Fire Brigade. Parents of reception children very much appreciated the 'Learning Together Project'. Out of school visits are planned to enrich the curriculum, including visits to the Eden Project in Cornwall, and within their own city of Exeter. Older pupils attend a residential course for a week, and are offered a wide range of educational and adventure activities. The school is used by local organizations on three evenings during the week. All these links have a beneficial effect on pupils' learning, and have an impact on their understanding of their place in the community and the wider world. The curriculum is also enriched through work with a French school. Each summer term pupils' families act as hosts for visiting French pupils in Year 6 and 7. French is actively promoted through lessons and other opportunities such as registration. Clubs offer opportunities for football, tag-rugby and chess and are a part of the satisfactory provision for extra-curricular activities.
29. There is a very successful partnership with the community, and this is a strong feature of the school. The school greatly values the regular and substantial commitment made by parents, governors, staff and members of the community. Their contribution includes listening to reading, helping on visits, and taking part in activities linked to the curriculum. For example, during a day devoted to the 'Tudor Times' pupils were very well supported when they took part in art, drama and musical activities.
30. The school has very good links with the local pre-school group, and this assists the reception class children to make a smooth and easy entry into the school. Parents expressed how much they valued the information and home visits they received before their children started school. The Educational Welfare Officer and Health Visitor give talks to parents of Foundation Stage children and discuss the need for good communication between themselves and parents to iron out any small problems before they became large ones.
31. There are good links with the local comprehensive school. Pupils are encouraged to visit before they transfer, and teachers from the school visit to talk to pupils and parents. The co-ordinators from both schools discuss pupils with special educational needs before they transfer, in order to make the transition to upper school easier. Students carrying out work experience from Exeter University regularly work in school.
32. The provision for the pupils' spiritual, moral, social and cultural awareness is good and underpins the ethos of the school. This is an improvement since the last inspection where it was judged to be satisfactory. The combined attention of teachers and assistants has a positive impact on the progress that the pupils make.
33. Spiritual development is satisfactory. Acts of collective worship provide opportunities for spiritual awareness through quiet moments of reflection. In some lessons opportunities are provided for pupils to reflect on the wonders of the world. In the Foundation Stage children reflect on shadows and shapes as light causes patterns to

form on the carpet. Year 7 pupils are entranced by the movement of a worm and the movement of goldfish swimming.

34. Provision for moral and social development is good. A moral code is being positively and sensitively encouraged throughout the school. Rewards and sanctions are clearly set out and followed. This helps to promote fairness and consistency. Pupils know the difference between right and wrong. Members of the School Council have good opportunities to contribute to the running of the school. Pupils have collected for many charities such as Children in Need. During a meeting of the School Council, pupils voted to donate the proceedings of their next fund-raising to a 'Shelter for Homeless People' in Exeter. Older pupils have additional responsibilities in the school, such as being a 'lunchtime buddy' for younger pupils. This is supportive provision for those pupils who find it difficult to mix with others or to behave appropriately and is particularly aimed at raising self-esteem.
35. The school provides good opportunities for cultural development. A range of visits and experiences are offered to all pupils and enhances aspects of the curriculum. Opportunities to appreciate their own culture are provided through local environmental studies they make, for example, to the beach and cathedral. The school provides access to a wider culture by providing trips and visits in connection with topics. A good example is the annual visits by a French school. Visitors are welcomed and provide a wealth of information for pupils about the diversity of our society. Japanese teachers visit the school and work with the pupils, and a visiting artist provided pupils with an opportunity to explore African art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a good level of care for its pupils within a secure and caring learning environment. The previous report praised the relationship between teachers and pupils, and this continues to be the case. The procedures for child protection are good. Staff are well aware of their responsibilities in this area, and appropriate support agencies regularly visit the school. Parents are informed in the case of accidents. There is very good pastoral care provided by all staff who know individual pupils very well. The school places a high priority on welfare and support as a vital element of pupils' learning. The good personal support and guidance provided by the acting headteacher, class teachers, support staff, and all adults in the school is well matched to the particular needs of pupils, and is acknowledged and valued by parents. The very small minority of pupils displaying disruptive behaviour are looked after well, although there is a lack of a consistent approach to rewards and sanctions. Systems are in place for eliminating intimidating and oppressive behaviour. These are effective for the majority of pupils but for the very small minority of disruptive pupils they are not successful at present.
37. There are good opportunities in classes during 'Circle Times' for pupils to talk about and reflect upon important issues in their lives; these effectively enhance pupils' self-confidence and promote their personal development. Pupils spoke confidently about how they would deal with an incidence of bullying. Most parents feel that staff are accessible and responsive to the needs of pupils with learning, behavioural and medical problems. Pupils with special educational needs and those with hearing impairment are well supported in their work in the school, and are helped to achieve the targets set in their individual plans. School staff are well supported by an external team of specialists and advisors, such as the school nurse, health visitor, the Educational Welfare Officer and the Behaviour Advisory Service.

38. All staff provide good role models. The acting headteacher and staff take every opportunity to praise effort in work and behaviour, and as a result most pupils know they must treat everyone in school with kindness, courtesy and consideration. Pupils were seen to show acts of kindness, for instance, by reporting to a teacher a pupil who had been unkind to one of his classmates. Staff are aware of specific needs such as asthma. Lunchtimes are well supervised, meals are freshly prepared and well cooked, and are an important social occasion. Some parents spoken to during the inspection were unhappy with the length of time it had taken to recognise their children's special needs, but other parents expressed the highest praise for the way in which the school had responded to their children's individual educational or medical problems. The accident book and fire drill book are up to date. Pupils were able to say exactly how they would act in the case of a fire. The school follows the county council's procedures for health and safety and regular risk assessments are undertaken. The school's extensive grounds have been the target of damage by local vandals, however, the school and grounds are kept clean and litter free. There is good toilet provision for pupils with special needs, and also the ramps and guide rails ensure ease of access for pupils with physical disabilities.
39. Attendance figures are kept on the computer and are monitored regularly. The Educational Welfare Officer is used to investigate cases of long-term absence or persistent lateness. A short statement on reporting absence is contained in the 'additional information' section of the school prospectus, but the school regularly reminds parents in newsletters about the importance of regular attendance on the attainment and progress of their children.
40. Procedures for checking the progress pupils make and for using ongoing assessments are unsatisfactory. Although there have been improvements since the last inspection, they are still not sufficient and overall improvement is unsatisfactory.
41. In English and mathematics there is good practice and teachers have useful systems to check how well pupils are doing. This information is used to plan work and teachers have an acceptable understanding of what pupils are achieving. However, in the majority of subjects there are no systems for assessment and, as a result, teachers are unable to routinely assess pupils' progress.
42. The school has recently started collating information about pupils' results in standard assessment tasks in order to assess how much progress they make over time. This is in the very early stages of development and systems for evaluating progress are not yet firmly established. The purchase of a computerised assessment manager is appropriate. However, the school is still considering how it will efficiently record the progress of those pupils with special educational needs.
43. The school has worked hard to improve pupils' individual education plans and overall these are satisfactory. The long-term targets are appropriate and pupils and parents are involved in setting targets. However, the short-term targets are not always specific enough and at times do not provide teachers and the pupil with a realistic goal to reach. Teachers are aware of pupils' targets and ensure that they are included in their planning.
44. The overall co-ordination of assessment is unsatisfactory. Disruptions in the management of the school have had an impact on developing and improving this area. Good procedures were established to enable teachers to compare their assessments of pupils' work. This has not been done recently and although teachers are confident in assessing pupils in terms of the levels they have reached, for

example Level 2 or Level 3, they are not as confident in breaking down the levels into smaller steps such as 2a, 2b or 2c. The co-ordinator has a good understanding of the strengths and weaknesses within assessment and the school has appropriate plans to address this aspect.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The last inspection described this aspect as satisfactory. The school has made great efforts to improve this aspect of school life and now it is good. Encouraging parents and grandparents to help in school has had a significant beneficial impact. Some parents expressed concerns about the way the school works with them. However, inspection evidence shows that there are many opportunities for parents to talk with members of staff and to take part in the school led initiatives. Parents bring younger pupils into the Key Stage 1 classrooms for ten minutes before school commences so they can choose books and look at work. Parents appreciate this more open approach and feel it helps their children to settle into school routines with additional confidence.
46. The partnership with parents develops from the time that children begin the reception class. Staff are welcoming as children are brought into the classroom before lessons start. Parents are encouraged to be partners in learning, and the 'Learning Together' programme for parents in literacy will shortly be followed by another course for numeracy. Parents enjoy having the opportunity to understand how the strategies work. Parents also appreciated the induction system and home visits which take place before their children commence school.
47. The quality of information provided for parents is good. Relationships with the school are close. The governing body's annual report to parents is informative. The annual report to parents on their child's progress is detailed, with a space for parents' comments. There are regular newsletters from both the school and class teachers. Parents' information about their children are also broadened by informal discussions with staff at the end of the school day and during the twice yearly formal meetings.
48. There is good involvement of parents in the school, and many parents, grandparents and governors do so by helping out in class, and listening to reading, and also on visits out of school. The school feels that this significant input by parents reinforces the importance of education in pupils' eyes. The school uses a variety of home/school books and diaries to ensure productive links are forged with parents.
49. The newly formed parent teacher association has already planned events such as pupil discos, bingo and a Christmas Fayre. The organizers of the parent teacher association plan to raise funds in order to make a valuable contribution to the learning of pupils in school.
50. Parents of pupils with special educational needs and hearing impairment are kept well informed about their progress. During parents' evenings and through review meetings and other links the co-ordinator develops a close working relationship between school and home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school is led and managed well by the acting headteacher. She is very clear about what needs to be done to improve the educational provision for all pupils at the

school. Working closely with governors and the Local Education Authority she has succeeded in identifying priorities for improvement and has taken action to bring about the necessary changes. New initiatives, strategies and procedures have been efficiently implemented. A strong sense of teamwork and determination to raise pupils' achievements pervades. All the staff and governors, despite the significant staffing instability they have experienced, work to achieve the aims of the school.

52. Throughout the changes that have taken place, the school has continued to provide a caring community which provides very good equality of access and opportunity for all pupils. The key issues relating to leadership and management identified in the last report have been addressed through a programme of monitoring and evaluating the quality of teaching and the standards achieved. These procedures do not always ensure that good, and sometimes very good, practice is shared effectively.
53. Management of the school has been strengthened through the creation of a new leadership team. The roles and responsibilities of members of the team are well defined. They focus on raising standards. Although in the early stages of implementation and development, they are beginning to have a favourable impact on the efficient working of the school.
54. Monitoring of the school's performance in English and mathematics is productive and has correctly identified strengths in these subjects and areas requiring further development. Action taken has secured improvement. Target setting and analysis of pupils' work is used efficiently in these subjects to support the raising of standards. The emphasis placed on these subjects has been appropriate, but the good practice developed by co-ordinators has not been extended fully to other subjects. The role of subject co-ordinators has been developed since the last inspection. Some are new to their roles but most provide good leadership for their subjects. The management of design and technology is unsatisfactory because monitoring and evaluation of the subject are insufficient and priorities for development have not been identified.
55. All staff and governors share a strong commitment to improving the quality of education provided by the school. A high priority is placed on retaining its fully inclusive ethos where pupils of all abilities can achieve well in a secure and caring environment.
56. The governors are led ably by a well informed and committed chairperson. Governors support but challenge the school, and have a very good understanding of what the school does well and what it needs to do to improve. They have successfully guided and supported the school through a difficult period of uncertainty, brought about by unforeseen changes in staffing, and declining pupil numbers. Governors monitor the work of the school effectively through visits, presentations given by staff, and regular meetings with the acting headteacher and members of the leadership team. They have sought, and acted upon, advice and guidance from the Local Education Authority. As a result they have been successful in shaping the direction the school takes whilst remaining true to its aims and values. They are forward thinking and have a clear vision for the future developments of the school.
57. Since the last inspection the monitoring, review and evaluation of the curriculum and teaching have been a priority. English and mathematics have been the focus for the majority of this work. As a result, curriculum provision and the quality of teaching in these subjects have improved. Characteristics of good teaching observed during the inspection in these subjects has not yet been sufficiently shared and assimilated into teaching in other subjects. Improvements of particular note are the use of a range of

teaching styles and the use of assessment of pupil progress in the planning of lessons. The implementation of the school's policy for managing the performance of teaching staff has contributed well to improvements in the quality of teaching and learning, and the achievement of whole school improvement. Professional development arrangements have focused primarily on the needs of the school. Teachers who are new to the school are given sufficient support to help them settle in quickly.

58. Systems for planning to improve the school's performance have varied with the regular changes in leadership the school has experienced, particularly over the last two years. The current arrangements, devised with the advice and support of local authority advisers, have succeeded in identifying focused specific objectives. Success criteria and monitoring and evaluating procedures are embedded and have been conscientiously acted upon. Inspection evidence indicates that good improvements have already been made and the school is poised to improve further. The school has started to analyse pupil progress data to check the progress made by individual pupils in English and mathematics. This information is being used to set individual and year group targets, which reflect the changing characteristics of year groups brought about by pupils leaving or being admitted to the school.
59. The school makes good use of the resources it has. Money, staff, equipment and materials are deployed well to ensure all pupils receive appropriate support and achieve well. There are sufficient numbers of well qualified teachers. The school has a large number of learning support staff, almost all of whom are employed to support pupils with special educational needs or hearing impairment. All support staff make a significant contribution to pupils' learning because they are well qualified and work productively with teachers. Administrative staff, the site manager and lunchtime support staff contribute significantly to the smooth running of the school. The school makes good use of ICT to support the day to day running of the school.
60. The school's accommodation is good. Recent improvements have resulted in an improved learning environment for pupils. In addition, the provision of a room that is big enough for staff to gather together is having a positive impact on staff working as a united team. The school has a large hall, library, music room, computer suite, library and spacious grounds. The good sized classrooms, many of which have space for working outside the classroom, allow the curriculum to be taught successfully. There are attractive examples of pupils' work decorating the walls, which provide an attractive environment in which pupils can work. There are good sports facilities which support pupils' good progress in PE. Despite the large size of the grounds, the caretaker and his staff make a significant contribution by maintaining the cleanliness of the school to a high standard.
61. Learning resources are good overall. They have recently been reorganised to ensure better access for all staff and to enable co-ordinators to monitor their quantity and quality more usefully. There are very good indoor resources for the Foundation Stage. Outdoor play requires additional attention.
62. Good financial management ensures the school's educational priorities are supported well. The changing nature of the school has been financially well managed by governors, with the help and support of an experienced and efficient administrator and local authority bursar. Funds that are given to the school for specific purposes, such as those for special educational needs, are used well. The school is beginning to embrace the principles of best value, although it has work to do in this area to ensure that all the spending decisions made have a positive impact on standards achieved by

pupils. Taking account of the relatively high levels of funding provided for the school, the high number of pupils with special educational needs and the cumulative effect of the movement of pupils to and from other schools, the school provides satisfactory value for money.

PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

63. Overall, pupils with special educational needs make good progress in their learning. This is a direct result of the good quality support they receive from teachers and teaching assistants in lessons. Every effort is made to ensure they are fully involved in all aspects of the life of the school. Teachers are committed to making certain that the needs of these pupils are fully addressed. This is an improvement since the last inspection when teachers were judged then not to take the requirements of pupils with special educational needs into account when planning their lessons.
64. Just over half of the pupils who have Statements of Special Educational Need are hearing impaired and many use British sign language. These pupils make consistently good progress because of the effective management of the Hearing Support Centre (HSC) and good teaching. The co-ordinator has ensured that there are good systems in place to support pupils' learning and teachers and support staff who work directly with these pupils are very experienced and communicate well through sign and speech. Pupils are very clear about what they should do, for example, arriving each morning to meet staff and having their hearing aids checked. They are encouraged to develop independence and put on their own hearing aids and check their hearing aids and radio aids.
65. A strength of the work of the specialist teachers is in preparing pupils before they go into a lesson so that they have an understanding of what they are going to do and the vocabulary that will be used. This is very helpful and reflects the good teamwork that has been established between the HSC and teachers. It results in pupils being able to contribute fully in lessons. For example, a hearing impaired pupil responded to questions in a Year 5 mathematics lesson about problem solving and showed a clear understanding about fractions. Hearing impaired pupils in Year 4 showed interest and were keen to answer questions about what they already know about the Tudors. Signing from teachers and learning support assistants supports pupils' learning and enables them to follow when there is a lot of discussion. For example, in a Year 4 history lesson preparing pupils for the day's activities, the support assistant ensured that pupils were clear about what was happening and signed other pupils' answers to questions.
66. The HSC co-ordinator ensures that there are good opportunities for training. This enables staff to keep up-to-date with signing and new initiatives. Courses are also provided for parents which enables them to improve their knowledge and understanding of their children's needs.
67. There are appropriate links with the co-ordinator of special needs (SENCO) who has responsibility for all pupils with Statements of Special Educational Need. The SENCO has a good understanding of the needs of the pupils and she works very hard to make sure their needs are met well.
68. Overall, procedures for monitoring and supporting pupils with special needs are good. However, the school recognises that its present systems are not effective in meeting the needs of the small but significant group of pupils who display behaviour difficulties. The management of these pupils varies and is not always successful in encouraging

them to take responsibility for their actions. Parents are concerned, as are staff, about the behaviour of this group and its impact on the behaviour of others. Overall, the majority of pupils ignore those who behave inappropriately, however the time taken by staff to control and work with these pupils can affect the learning of others in the class. This is particularly evident in Year 7, where, despite the best efforts of the teacher, lessons are often disrupted by aggressive and inappropriate behaviour. The school recognises that it needs support to introduce more efficient systems and has taken appropriate action in gaining help and advice.

69. For all other pupils with special educational needs, provision is good and learning support assistants work well with teachers and pupils to enable them to make the same progress as their classmates. Particular strengths of the school are the good relationships between pupils and the help given to those who have learning difficulties. All pupils work well together in pairs or in groups and there is full acceptance of pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to continue to raise standards overall, but especially in the core subjects of English, mathematics and science, the school should:

- Build on the good practice established for English and mathematics to improve arrangements for assessing pupils' standards and progress in other subjects. (See paras: 15, 18, 40, 41, 44, 74, 119, 127, 144, 157 & 168)
- Improve existing school strategies to deal consistently with the small minority of pupils who display very challenging behaviour. (See paras: 8, 16, 36, 68, 109 & 160)
- Complete work on establishing and implementing a school policy and scheme of work for the development of pupils' speaking and listening skills. (See paras: 90, 103 & 113)
- Improve the progress of children in the Foundation Stage by ensuring due regard is paid to the teaching of basic skills of literacy and numeracy. (See paras: 1, 18, 73, 78, 81 & 83)

Note: All the above items have already been identified by the school within their development plans.

71. The school may also wish to take account of the following minor issues:

- Ensure pupils are given more opportunities to link aspects of their learning especially with regard to literacy and ICT skills. (See paras: 98 & 151)
- Identify, promote and share the very good practice within the school so that lessons take into account pupils' different styles of learning. (See para: 20)
- Review the purpose and usefulness of worksheets that can inhibit pupils' presentational and writing skills. (See paras: 96 & 111)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	20	27	0	0	0
Percentage	5	17	33	45	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	232
Number of full-time pupils known to be eligible for free school meals	N/A	52

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with Statements of Special Educational Need	N/A	23
Number of pupils on the school's special educational needs register	N/A	82

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	4	12
	Girls	15	15	17
	Total	22	19	29
Percentage of pupils at NC level 2 or above	School	69 (68)	59 (76)	91 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	11	9
	Girls	15	15	15
	Total	22	26	24
Percentage of pupils at NC level 2 or above	School	69 (66)	81 (87)	75 (92)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	28	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	19
	Girls	21	15	26
	Total	32	26	45
Percentage of pupils at NC level 4 or above	School	62 (67)	50 (60)	87 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	19	19	21
	Total	30	32	35
Percentage of pupils at NC level 4 or above	School	59 (45)	63 (50)	69 (71)
	National	72 (70)	74 (72)	82 (79)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	237	3	0
White – Irish	0	0	0
White – any other White background	2	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	1	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	18	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 – Y7**

Total number of qualified teachers (FTE)	13.4
Number of pupils per qualified teacher	16.5
Average class size	25.7

Education support staff: YR – Y7

Total number of education support staff	17
Total aggregate hours worked per week	380

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	905,966
Total expenditure	902,038
Expenditure per pupil	3,190
Balance brought forward from previous year	19,598
Balance carried forward to next year	23,526

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	3	1	0
My child is making good progress in school.	40	52	8	0	0
Behaviour in the school is good.	31	43	19	5	2
My child gets the right amount of work to do at home.	28	50	19	2	1
The teaching is good.	41	53	5	0	1
I am kept well informed about how my child is getting on.	33	48	19	0	1
I would feel comfortable about approaching the school with questions or a problem.	51	40	7	2	0
The school expects my child to work hard and achieve his or her best.	47	47	6	0	1
The school works closely with parents.	29	48	21	1	1
The school is well led and managed.	15	50	19	13	3
The school is helping my child become mature and responsible.	33	55	9	0	3
The school provides an interesting range of activities outside lessons.	21	33	28	14	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. The children in the Foundation Stage are presently taught in a class of ten. Another group of children will join them after Christmas. Children are admitted full-time during the year of their fifth birthday. Many of them attend the pre-school that is situated within the school grounds. There are good links with this pre-school. These links include joint story times when children getting ready to transfer to school visit the classroom to enjoy a story. There are successful arrangements for 'home visits' to help children and parents prepare for children starting school.
73. Assessments of children made when they start school show a wide range of ability with a few children at or even above the expected levels, nationally. However, most children start school with skills below the standard expected, particularly in communication, language and literacy, and personal, social and emotional development. The majority of children do not achieve all the Early Learning Goals at the end of the Foundation Stage and examples of children's work from previous years indicates that this is because there is a lack of sufficient challenge within the structure of the curriculum offered to this age group.
74. At the previous inspection, the overall provision for the youngest children was judged to be good. It is now judged to be satisfactory with the progress of these children being unsatisfactory. This is in spite of the quality of teaching at the time of the inspection being sound, with some examples of very good teaching. The acting headteacher has recently focused on this aspect of the school's work and is aware of the need to develop the provision for the Foundation Stage. Assessment procedures lack rigour and the identified steps for learning are not yet providing sufficient structure to planning. The national strategies do not feature sufficiently in the overall planning for this age group.
75. The Foundation Stage class teaching is shared between two teachers. Currently, one teacher has responsibility for three and a half days a week and the other teaches one and a half days. Both these teachers share planning and collaborate well together to ensure that children are given meaningful and purposeful opportunities to learn at the present time.

Personal, social and emotional development

76. The teaching of personal skills is satisfactory. These ten youngest children have settled happily into school. They relate well with one another. Teachers pay particular attention to giving children every opportunity to listen and speak as they try to ensure that children follow instructions. They encourage children to persevere to complete their set tasks. Children are beginning to develop an awareness of knowing right from wrong and they are gaining some understanding of how to co-operate in their group sessions. At lunchtimes Year 7 'buddies' sit with younger children over lunch and share part of the mid-day playtime. This establishes a sociable atmosphere and encourages both social development and citizenship. Teachers and lunchtime assistants also join in this activity.
77. When cutting, gluing and sticking patterns children concentrate and show obvious enjoyment. Most of the present group are able to wait sensibly and take turns to choose a piece of fruit during their snack time. They are prompted to say 'please' and

'thank you' and respond positively. This area of development is one that teachers put a lot of effort into in order to ensure children gain a true awareness of their own self discipline. For some groups of children this is more of a challenge than for others.

Communication, language and literacy

78. The teaching of communication, language and literacy is satisfactory overall. However, children's progress in this area of development is variable and, overall, it has been insufficient.
79. Teachers successfully devote a great deal of time into developing children's speaking and listening skills. They realise that this area is one key to the success of children's learning. Every opportunity is taken to encourage children to talk confidently, as when they described their own toys having listened to the teacher describing her feelings when she lost her favourite teddy. When using a set of farm yard animals one girl describes a figure as 'a calf....and that's a baby cow'.
80. Children enjoy looking at books. For example, they listen, follow the text and contribute to the repetitive parts of the story of 'The Three Little Pigs'. They have access to a variety of books which they share with their teachers and they also take them home. These books are from both structured schemes and the class library. Children have many opportunities to handle fiction and non-fiction books. They begin to recognise familiar words. Some children can already read words such as 'here', 'cat', 'up' and 'can't' at this early stage of the school year.
81. Previous planning suggests that sessions to develop the links between sounds and letters often lack sufficient challenge and structure. The relevant aspects of the Literacy Strategy to support children in reception classes are not implemented effectively. Children do begin to learn to associate the sound a letter makes with the symbol and write the letter correctly. Some have acquired a basic sight vocabulary by the time they join Year 1 but, for the majority, not enough is achieved. Samples of work illustrating the development of writing illustrate that shortly after starting school a minority of children are able to write their name and can have a go at spelling and writing words for themselves. These promising beginnings are not built upon sufficiently.

Mathematical development

82. During the inspection teaching was satisfactory in the area of mathematical development. Lessons seen gave all children the opportunity to develop their mathematical skills successfully and they made the expected progress. At this early stage of this autumn term the majority of this small group of children recognise and count the numbers nought to ten and can put them in a sequence correctly. They know that if there are ten children altogether and one is away there are nine present. They are introduced to balance scales and are able to predict what will happen to the scales when objects of different weights are placed on the pans. When laying the table for the 'Three Little Pigs' they can count out and place the knives, forks and spoons, correctly counting as they go.
83. This positive picture is not reflected in previous planning, samples of work, baseline assessments and achievement records. These indicate that children start school with differing standards but that the majority of them have not achieved the Early Learning Goals by the end of the Foundation Stage and join Year 1 at a disadvantage.

Insufficient use is made of the relevant parts of the National Numeracy Strategy to support planning and this is having a negative impact on children's progress.

Knowledge and understanding of the world

84. Teaching is satisfactory in this area and has some very good features. Children are presented with a range of exciting learning experiences and they achieve the expected standards at the end of the Foundation Stage. During the inspection, children looked at and played with 'play-dough'. They discovered that mixing blue and yellow dough together made it green. They talked about seaside creatures when using the sand and water trays. Plastic starfish, crabs and lobsters etc. provided an exciting stimulus for conversation. Children mix flour and water and compare different consistencies. They have cooked eggs in a variety of ways and talked about how the eggs change when heated. The class has access to a computer although it was not working during the visit. Teachers plan for opportunities to use a wide range of very good quality construction sets. Children go for walks around the school grounds becoming familiar with their own locality. They sit spellbound as the sunlight catches the polished surface of a cup and sends a circular pattern onto the carpet and the teacher explains what is happening, making the most of the moment.

Physical development

85. Satisfactory teaching ensures children's progress in their physical development is appropriate and it has some good aspects. Children are on target to achieve the expected levels. They have an awareness of space. They practise balancing skills by stepping and jumping in and out of hoops and they can walk carefully around the edges of their hoops. Teachers demonstrate movements such as large 'giant strides' and introduce skipping movements which children are encouraged to copy, which they manage with some success. Although the school is in the process of updating its supply of bikes and trikes, children do have access to 'sit on toys' during play-times. During classroom activities, children develop their cutting skills and learn to control pencil movements productively. When moulding 'play-dough' they use and manipulate equipment and tools with emerging control. Children are also given the chance to consider that eating fruit is good for them.

Creative development

86. Teaching is satisfactory with some very good features in this aspect of the Foundation Stage curriculum. Children are on course to achieve the expected 'goals' and some will exceed them. They think creatively when they model with 'play-dough' and plasticine. They can apply paint carefully when producing a counting frieze of creatures. The shapes of the animals are good representations and the use of colour effective. The pink piglets, black and yellow bees and greenish turtle provide a good counting support. Teachers ensure that there are opportunities to work with glue, coloured papers of a variety of textures and different drawing pencils and crayons. They produce wall displays of their favourite breakfast cereals and images of their own faces. Teachers encourage children to sing and they have a repertoire of 'counting rhymes' and songs. A listening centre provides opportunities for them to listen to songs and the teacher plays music in the background as children work in lessons. The role play area, prepared by teachers to represent the home of 'The Three Little Pigs' provides an interesting and stimulating focus for imaginative play as the children re-enact the story.

ENGLISH

87. The results of the 2001 tests for pupils aged seven were well below the national average for reading and very low for writing. When compared to similar schools they were well below for both reading and writing. Results over the past four years are well below average. Overall, pupils attain higher standards in reading than in writing. The difference in attainment between boys and girls varies from year to year. These differences mirror the variations shown in data gathered by the school and reflect children's attainment on entry to the reception class. Results for 2002 have not improved, but once again they do reflect the abilities of this particular group.
88. Standards attained by pupils aged 11 in the 2001 national tests were well below both the national average and the average for similar schools. Trends show a decline in 2000 and 2001. Overall, girls outperform boys but the performance of both groups of pupils varies significantly year on year. School data, and inspection evidence, indicates that in 2002 overall standards have fallen further but it is pleasing to note that higher attaining pupils did well. As for the pupils aged seven, the results fully reflect the pupils' overall abilities.
89. Although results in English have been consistently well below or below average, those seen during the inspection indicate an improving trend when pupils' prior attainment is considered. This is clearly explained through the evidence gathered by the school. Individual pupil progress over time is tracked well. The progress made by pupils who attend the school from entry into the reception class through to Year 7 is good, as is that made by pupils with special educational needs and those with hearing impairment. Higher attaining pupils are sufficiently challenged and reach levels of attainment above the national average. The proportion of pupils who join the school other than in their reception year, and those with below average ability or special educational needs, is large enough to have a significant impact on the overall standard as expressed in the national data statistics. For example, in 2002 over half of the pupils aged 11 who took part in the national tests had been admitted into the school after their reception year, and many as late as Year 5 or 6.
90. Standards in speaking and listening are below that expected for pupils aged seven, 11, and for those in Year 7. When children enter the school there is a wide range in their speaking and listening abilities. Many pupils find it difficult to speak in complete sentences, and the vocabulary they use is often simple. Pupils take time to collect their thoughts before speaking and many lack the fluency and expression to fully engage the listener. The school is aware of the need to improve pupils' speaking and listening skills. Improvements have been made but these opportunities are not fully pursued in all classes, and across all subjects. Subject specific vocabulary is taught well. Pupils' achievements in their understanding of the vocabulary they use, and their overall spoken language development, is not sufficiently assessed.
91. Standards in reading are below the expected levels. Within and between each year group there is a wide range of attainment. Pupils of all ages and ability have a positive attitude to reading, and are well supported as they develop their reading skills. Higher attaining pupils are sufficiently challenged through the choice of reading material available to them. For example, one Year 6 pupil was able to confidently read 'The Lord of the Rings', and talk with understanding about the characters and plot. Good use of structured reading scheme books enables younger pupils, and those of lower ability, to learn well.

92. Pupils talk enthusiastically about the books they have read and many have favourite authors. They are taught a range of reading strategies, and use them well when reading unfamiliar text. The skills of reading out loud to engage the listener are taught. However, many pupils find this difficult because their speaking skills are underdeveloped and they are unable to read with sufficient fluency and expression. Pupils in Year 1 have not made sufficient progress within their reception year to start Key Stage 1 as productively as they should.
93. The library is attractive and used regularly and effectively. Pupils are taught the skills necessary to use a reference library. They learn about contents and index pages in books at an early stage, and by the end of Year 6 their skill in using the book classification system is secure. Many pupils are able to use the Internet to research information. Books are taken home on a very regular basis, and the wide range of books available ensures that the interests of all pupils are addressed. For example, pupils choose to read books as diverse as those about famous football players, and Shakespeare. Many pupils have well developed reading habits. Parents make a positive contribution to pupils' reading skills by listening to them read at school and home. Many pupils belong to local libraries and visit them regularly.
94. Developing pupils' writing skills has been a focus for the school through the implementation of the National Literacy Strategy in Key Stages 1, 2 and 3. Recent changes to the organisation of teaching groups and identification of clear learning objectives for lessons is having a positive effect on pupils' achievements. Work planned for pupils in Years 1 to 3 is well matched to their learning needs, because teachers make good use of assessment information.
95. Work planned for pupils in Years 4 to 7 does not always take sufficient account of pupils' prior achievements, and the different ways in which they learn. In the very best lessons pupils achieve very well because the planned activities are sufficiently challenging for all pupils, and provide opportunities for learning in different ways. An example of this extremely helpful practice was observed in a Year 5 lesson, where pupils confidently annotated a play-script with stage directions, and prepared for a performance. The session was particularly successful because pupils were actively involved in a practical task, which also fully supported the development of their writing, reading and speaking and listening skills. In addition, pupils' spiritual, and personal and social development was promoted well as the groups contained boys and girls, and pupils of all abilities. Pupils successfully negotiated roles and responsibilities, and agreed on the text for their stage directions.
96. Pupils' handwriting and the presentation of their written work are variable across the school. When they start in Year 1 many pupils do not form letters correctly. Although teachers correct pupils' mistakes, many find it difficult to "unlearn" the way of forming letters they have become used to. The school has implemented a structured scheme to support the learning of good handwriting habits. Pupils' skills show recent improvement in focused handwriting activities, but they have yet to consistently use these newly acquired skills in their general written work.
97. Spelling is taught systematically, as are punctuation and grammar. However, the overuse of worksheets leads to pupils learning skills in isolation and, as a result, they do not always transfer the skills they have learned to their general written work. By the end of Year 6, pupils confidently use dictionaries and many also make use of a thesaurus to improve their work. These skills are further developed in Year 7.

98. The skills developed in literacy lessons enable pupils to understand different styles and functions of writing, for example, as part of their history studies, pupils in Year 2 write short descriptive paragraphs to compare the differences between seaside holidays taken today with those in the past. In Year 5, pupils write diaries from the point of view of a Victorian child. These valuable links to other subjects are insufficiently pursued to enable pupils to practise their literacy skills in a range of contexts. As a result, the purposes for writing are not fully explored. The use made of ICT to support pupils' learning is limited mainly to word processing, and a small amount of research using the Internet and CD-ROMS. Listening centres are used and help to develop pupils' listening and comprehension skills, particularly in Years 1 and 2.
99. Overall, pupils' attitudes to all aspects of English are good and they behave well in lessons. They persevere with tasks and respond well to suggestions, as to how they might improve their work, made by teachers and learning support assistants. In the very best lessons pupils show high levels of co-operation, are productive and learn a lot from each other and their teachers. Almost all pupils demonstrate these positive responses in their English lessons. However, there are a very small but not insignificant number of pupils who display very challenging and disruptive behaviour in some lessons. As a result, the flow and pace of these lessons is disturbed and the quality of learning for the remaining pupils in the class is adversely affected.
100. Teachers are clear about what they want the pupils to learn and share these objectives with their classes. Targets are set and reviewed regularly for all pupils and whole year groups. The school has also embraced strategies aimed at raising boys' achievement. Boys are generally positive about their work in English lessons, become fully involved in all activities and achieve at a comparable rate to that of girls. Support for some pupils through the Early, and Additional Literacy Support strategies has also helped to raise standards overall.
101. The overall quality of teaching is good throughout the school, with some very good and excellent features. This generally high quality of teaching has a direct impact on pupils' learning with the result that in lessons pupils consistently achieve well. In the very best lessons teachers' expectations are high but realistic, objectives are clear and successfully conveyed to pupils. These lessons also move at a good pace, work is closely matched to pupils' learning needs, resources are used very well and learning support assistants are deployed productively.
102. Through the good use of questioning in lessons, the marking of pupils' work, and oral feedback sessions, teachers assess pupils' level of knowledge and understanding of past and current learning. Regular written assessment tasks provide teachers with additional information about pupils' achievements. In Years 1 to 3 this information is used well to plan activities that closely match the learning needs of all pupils. In Years 4 to 7 this close match of activities is less well defined and pupils of differing abilities often complete very similar tasks. Teachers employ generally successful strategies to manage pupils in lessons. However, these strategies are often not entirely effective in the management of the very small number of very challenging and disruptive pupils. As a result, in some lessons time is lost, and the overall quality of teaching and learning for the majority of pupils is reduced.
103. The English co-ordinators provide strong leadership for the subject. They are clear about what needs to be done to raise standards. Monitoring of teaching, planning and pupils' work are regular features of the co-ordinators' work. This work, together with the analysis of test results, provides them with the information they need to provide

helpful support for teachers. Improvement since the last inspection has been satisfactory. Procedures to secure improvements in pupils' speaking and listening skills have been developed. However, these remain insufficiently structured to enable teachers to assess pupils' achievement accurately, and so allow them to plan efficiently to ensure pupils make good progress over time. The quality and quantity of resources are good and used well to support pupils' learning. Homework is also used well to support learning in this subject.

MATHEMATICS

104. The end of Key Stage 2 results in 2001 showed that pupils achieved well below the national averages and their standards were also well below those of similar schools. Standards in mathematics, although below the national averages, had been rising until 2001. The school's comprehensive data plus its analysis can explain clearly why results dipped in 2001. In 2002 the school's results are more pleasing and indicate that the number of pupils gaining the expected Level 4 has increased and more have achieved the higher level. There were no significant differences between the performance of boys and girls. The standards of 11 year pupils seen during the inspection are in line with national expectations, as are those of 12 year olds. Standards in mathematics show improvement since the previous inspection.
105. Year 6 pupils work securely within the expected levels and higher attainers are challenged sufficiently and achieve beyond the anticipated levels. These pupils can calculate fractional or percentage parts of quantities. They have an understanding of prime numbers. Year 7 pupils can use a protractor to measure acute and obtuse angles to the nearest degree. Year 3 and 4 pupils can solve problems such as 'A bottle of cough mixture holds 40ml. A dose is 5ml. How many doses can you get from a whole bottle?' They can use symbols for <, less than, and >, more than, correctly.
106. At the end of Key Stage 1 in 2001, standards were below average but showed some improvement on 2000 results. They were also in line with those of similar schools. The school's results for 2002 show that once again standards are low. These results have been the subject of a detailed review by the school and inspection evidence agrees that the results reflect the overall attainment of this particular group of pupils, who have been tracked carefully from when they started school. Standards seen during the inspection at Key Stage 1 are below average overall, but there are indications that by the end of Year 2 pupils are beginning to catch up and they are getting closer to national expectations because they make good progress. They then continue to learn well throughout Key Stage 2. Pupils with hearing impairment do well. Pupils with special educational needs are also supported well and, they too, make good progress.
107. The quality of teaching is good with some examples of very good and excellent lessons in both Key Stages 1 and 2 and Year 7. The Numeracy Strategy has been adopted and implemented with a great deal of success in the majority of lessons. Pupils are expected to work hard. Teachers have high expectations and there is a sense of pace and challenge to lessons. Clear learning objectives are shared with pupils at the start of lessons and they are asked to consider what they have achieved at the end. The very best lessons are characterised by teachers using a very wide range of teaching techniques and very well prepared resources. These very high quality lessons provide all pupils with opportunities to develop their own learning in the most productive way for them. For example, in Year 2, pupils learn really well when they take part in practical activities to estimate and measure distances in metres.

They are enthusiastic as they throw bean bags, having been involved in mental 'warm up' activities counting backwards and forwards previously.

108. In Year 3, pupils become enthralled as the teacher starts a lesson with games, quizzes and 'discussing answers with your partner about the five times table facts'. She then gets pupils to use this knowledge to tell the time to intervals of five minutes. Her preparation and enthusiasm is infectious. This very skilful delivery of the lesson ensures that all pupils gain new knowledge and are able to undertake their recorded work confidently. Year 5 and 6 pupils have similar experiences when the teacher follows a very entertaining mental maths introduction with a tightly focused session which introduces pupils to an understanding of ratio.
109. Teachers take account of the needs of all their pupils. The small minority of pupils who present challenging behaviour are considered, as are those who are hearing impaired or have special educational needs. Teaching assistants are well briefed about their roles during lessons and provide effective support. This was particularly noticeable when additional colourful and eye-catching resources were used to support a pupil who was finding great difficulty in adding five and five more. Higher attaining pupils are also given opportunities to develop their learning further. ICT is used successfully by some teachers to extend mathematical experiences, such as in Year 7 when pupils are completing spreadsheets and finding the average height of the class. There are, however, limited opportunities for all pupils to use ICT in mathematics lessons as not all classrooms have a computer.
110. Pupils are generally positive about mathematics. This is because teachers make the subject interesting. In Year 2, pupils are prepared to have a go at explaining how they estimate the height of objects. One pupil in Year 3 remarked, 'This is good, and I am very busy', when learning to tell the time. Three Year 5 boys simultaneously grinned and said to each other "Now I get it," as the teacher kept reinforcing the idea of 2:1, using coins in a practical demonstration. Year 6 and 7 pupils congratulate one another as they remember how to work in percentages.
111. Mathematics is very well led. The two co-ordinators lead by example and ensure that the school moves forward. The analysis of data is established and teachers are using this information to help plan for specific groups of pupils. Lesson observations take place and have resulted in the identification of specific areas for attention. For example, the whole school focus on the development of mathematical vocabulary is proving productive. Each classroom has a display to concentrate pupils' minds on key vocabulary to be used in their lessons. Numeracy challenges are in evidence and give mathematics a high profile. The recently introduced published scheme is providing a support for teachers. There is, however, a vast quantity of worksheets to deal with and these sometimes do not match the needs of the lesson precisely enough. Links between the Foundation Stage curriculum, the Numeracy Strategy and the Key Stage 1 curriculum are not yet sufficiently robust or structured to ensure that children make the appropriate progress in their mathematical development at the earliest stages. This is an area already identified by the school as a focus for further action.

SCIENCE

112. The end of Key Stage 2 test results have fluctuated over recent years. In 2001 they were below average in comparison with all schools, but average in relation to similar schools. In 2002 indications are that results are considerably better. Inspection evidence also indicates that standards, overall, are improving and are at least in line

with national expectations. In Year 7 they are also satisfactory. There are no significant differences between the performance of boys and girls. Pupils with special educational needs and hearing impairment are supported well and achieve well. The school endeavours to meet the needs of the very small minority of pupils who present challenging behaviour with some degree of success, but there is a lack of a consistent approach. Although pupils learn well, their investigative skills are underdeveloped.

113. At Key Stage 1, the 2002 results mirror the previous year's outcomes when teacher assessments indicated well below average standards. Pupils in Key Stage 1 are hindered in their scientific work by their speaking and listening skills. They do work hard and are encouraged to take part in experiments but their investigative skills, which require pupils to make suggestions, predict and make simple recordings, are generally below expectations.
114. By the age of seven, pupils have a satisfactory knowledge and understanding of light. They are able to sort materials by properties using everyday terms such as 'hard', 'strong', 'natural', etc. They know about the habitats of some mini-beasts and can describe what they eat. Pupils can identify parts of flowering plants such as leaf, stem and root, labelling their drawing correctly. Pupils in a Year 2 lesson are beginning to use scientific vocabulary in exploring sound. They consider what would happen if the object was held in the hand when struck and suggest, "It won't vibrate". Scrutiny of pupils' work in this key stage indicates that learning at times is restricted by the closed nature of worksheet tasks. This limits pupils' capacity to communicate their findings in different ways.
115. By the age of 11, pupils have acquired more knowledge about sound. They know what alters the pitch of an instrument. They learn about electrical circuits and are able to construct them. They then make recordings of their work accurately using diagrams. Scrutiny of past and present work in Years 5 and 6 shows pupils record work in a variety of ways, however, there is a predominance of photocopied material, regardless of ability. The work of higher attaining pupils is presented well, and that of average and below average attaining pupils is generally neat and usually legible. A minority of lower attaining pupils work at a level below that expected for their age because of weaknesses in recording and in their ability to explain their knowledge and understanding orally.
116. The use of data logging equipment has recently been introduced but, overall, the use of ICT in science is underdeveloped. Teachers make only limited use of science lessons to develop skills in numeracy. Pupils are aware of making records and drawing conclusions from their investigations, however, the development of investigation skills is restricted by the limited opportunities to plan their own experiments.
117. Teaching is satisfactory in Key Stage 1. At Key Stage 2 and Year 7 teaching is good overall and has improved since the last inspection. Where teaching is good, it is founded on good subject knowledge, brisk pace, high expectations, and good use of resources including support staff and ICT. In a Year 3 lesson, pupils are exploring how a switch can complete or break a circuit, pupils are engaged and effectively challenged and work co-operatively discussing their findings with a friend. Pupils collecting evidence to answer questions on sound in Year 5 are motivated by the challenges of the task which they are encouraged to select for themselves. The teacher uses praise to encourage and support different groups of people. In a Year 7 lesson, pupils are examining a worm under the microscope linked to the computer.

Teaching focuses on close observation skills and attention is drawn to the precise vocabulary that will be used as well as care and respect for living things.

118. Where teaching is less successful, there are limited opportunities for pupils to develop their investigation skills and there is insufficient attention given to the needs of higher attaining pupils through an extension of tasks and ideas. In general, pupil management is satisfactory and, in response, pupils' attitudes to science are satisfactory overall. Particular features of good lessons are appropriate teacher intervention and classroom management. Relationships are satisfactory overall. Where they are good, pupils work co-operatively in pairs or small groups with exchange of ideas and observations. On occasions, a small minority of pupils with challenging and demanding behaviour disrupt the learning of others.
119. At present, there is a temporary co-ordinator for science, in post since the beginning of this term. Evidence suggests that previous co-ordination of this subject was good. Scrutiny of the co-ordinator's file shows that there has been systematic monitoring of planning and classroom observation in the last academic year. The school is currently implementing the government produced scheme of work, but there are weaknesses in the school's provision for the successive development of pupils' skills as they move through the school. At present there is no overall use of assessment to guide individual pupils' improvement. This was also an issue in the previous inspection. Resources for the delivery of the curriculum are good. This is an improvement on the previous inspection. There is an updated science policy.

ART AND DESIGN

120. Standards at the end of Key Stage 2 and in Year 7 are above national expectations. At the end of Key Stage 1 they are in line with them. There have been improvements since the last inspection and the school has done well to lift the overall standard of art to its current level. The school has many examples of work on display. These displays enhance the learning environment considerably. There are vividly painted, geometric shapes created when older pupils worked with an artist. These brighten an otherwise dark corridor. Banners inspired by Kandinsky, and created on fabric, add vibrant features to the high ceilings in the newest part of the school. Carefully exhibited examples of work of famous artists and books written about them are available for all to enjoy.
121. Pupils progress well throughout the school and Year 6 pupils produce good quality, colourful and carefully presented examples of work representing aspects of their residential trip to Dartmoor. They use felt to create an owl collage and other assorted media to illustrate tracking and pond-dipping. Year 7 pupils can use charcoal to good effect, emphasising line, tone and shape when sketching a mug and plate.
122. Pupils in Years 3 and 4 have been involved in a particularly impressive art activity linking the school's work with the Eden Project. Photographs, notebooks and samples of work on display around the school illustrate how pupils created detailed preliminary sketches of plants. They used many art techniques to design and produce a large mural of a 'Chocolate Tree', linking the ideas of recycling with sustainability and the role of plants in all our lives. In Years 1 and 2 pupils are able to interpret shape and colour through art when they study, draw and paint 'liquorice allsorts'. They can print, sketch and make rubbings using a variety of media, such as wax crayons, paint and charcoal.

123. Teaching of art is good overall, although it is better at Key Stage 2 and in Year 7 than in Key Stage 1. Better lessons ensure that pupils are clear about what they are going to learn. For example, at the end of Key Stage 2 pupils represent figures in action. They make very good use of photographs taken using the digital camera to study facial expressions and movement. A classroom display that asks pupils to study the work of famous artists and how they convey movement is helpful and encourages pupils to appraise the work of artists alongside their own efforts. Opportunities to translate a physical movement into a sketch are also successful.
124. In Years 3 and 4, pupils are effectively challenged to create double portrait sketches using sepia chalk. They talk about creating impressive poses referring to the work of Holbein. The teacher provides swathes of velvet to help create the feel of grandeur for the subjects. Pupils learn how to position the initial shapes of the portrait onto large, good quality paper. They also learn how to use water with the chalk to create a wash. This work is very successfully integrated into a day's work on Tudor England with a specific focus on contrasting the lives of the rich and poor.
125. Pupils in Year 2 are given art experiences linking successfully their ICT skills to the use of colour and shape. There are occasions, however, when there are missed opportunities to teach a new skill or develop techniques. This happened when pupils had only one grade of pencil to use when investigating mark-making and when chalk based crayons were introduced without sufficient information about how to use them most productively.
126. Pupils enjoy their art activities. Overall they behave well, work hard in lessons and use what they have learned in lessons to good effect. Hearing impaired pupils are integrated and supported very well. Pupils with special educational needs make good progress because teaching assistants are well prepared and help them to be successful.
127. Art is well led by two co-ordinators who are new to this area of responsibility. They have enthusiasm and background knowledge which has helped them to recognise both the strengths and the weaknesses of the subject. They have rightly identified the need to monitor both lessons and planning, looking for and tracking continuity and progression. They realise that assessment is underdeveloped.
128. The art curriculum is significantly enhanced by visits out of school and visitors to the school. The expertise of professional artists played a major role in the Eden Project work. A cultural dimension is brought to the subject through work such as that focusing on African pattern and also work on paper sculpture with Japanese visitors. There are examples of how art supports the development of pupils' knowledge of their own culture. There are links with history studies and also national events such as the Queen's Golden Jubilee. Artwork successfully contributed to the school's celebration of this occasion.

DESIGN AND TECHNOLOGY

129. There was insufficient evidence from the scrutiny of pupils' work, photographs and teachers' planning to make a secure judgement about standards in DT. Timetable allocations and curriculum coverage for this half term also meant that no lessons could be observed during the course of the inspection. The available information indicates that pupils are given DT experiences using food, resistant materials and textiles. There are design pro forma available to pupils and photographs show how

pupils make wheeled vehicles and design jackets made out of paper. Classrooms in Key Stage 1 have a wide range of construction sets available to them. The overall picture is one that replicates the findings of the previous inspection.

130. The co-ordinator is enthusiastic but there is no clear strategic plan for the continued development of this subject. As a result, monitoring of pupils' attainment and the quality of teaching is still an issue to be addressed. Despite the lower emphasis placed nationally on DT the school's resources continue to be good. Pupils have access to a well equipped food technology area and moveable trolleys for tools and equipment.

GEOGRAPHY

131. One lesson was observed during the inspection. Judgements are based on evidence collected from a scrutiny of pupils' past work, displays, resources, an analysis of teachers' planning, discussion with the co-ordinator and interviews with pupils. From all of these sources it is apparent that geography now has a secure place in the school's curriculum. However, although standards are rising in Key Stage 1 and are now in line with national expectations, they are still below that expected of pupils of a similar age at the end of Key Stage 2. Pupils with special educational needs and hearing impaired pupils are supported successfully and they achieve well.
132. A great deal of work has been undertaken by the previous subject co-ordinator in developing a detailed scheme of work for geography, based on a two-year cycle. The first year has just been completed. There are encouraging signs that standards are beginning to rise as the teaching and learning strategies are being developed across the school.
133. By the age of seven, pupils have started to develop their geographical skills by plotting very simple routes, such as recording details of their journey to school. Younger pupils begin to explore the world by following the journeys of the school teddy bear, 'Barnaby', and discuss ways of travelling to well known places.
134. By the time they leave the school, pupils have a sound understanding of their own locality and its relation to the wider world. When studying their locality, pupils start to develop their map work skills. They look at street plans and Ordnance Survey maps. In a Year 4 class the teacher had good quality maps on display. They started from the locality, moving on to the county map, then the map of the south-west, United Kingdom and finally a map of the world. This work is only just beginning as a geography focus for the term.
135. Examples of pupils mapping skills seen in the work samples concentrated on the United Kingdom. World maps demonstrated a significant weakness in pupils' knowledge and understanding of the continents, mountain ranges, rivers, seas and oceans of the world. This was further exemplified in the interviews with pupils where they were unclear of the seas and oceans around the world, main mountain ranges and rivers, with the exception of local rivers. They could, however, explain confidently about the water cycle and the development of the river from its source and could use terms such as, 'meander', 'estuary', 'erosion' and 'deposition' to describe what they had learned.
136. No overall judgement on the quality of teaching can be made. From the scrutiny of pupils' work it was clear that there is inconsistency in the standards of marking in this

subject. The best marking ensured pupils were able to see how well they were learning and identified areas needing improvement. Elsewhere, pupils had incorrectly marked countries, islands, oceans and seas on world maps and the work was ticked by the teacher and not corrected.

137. The new subject co-ordinator, who has specific expertise in the subject, has built on the good work already undertaken and has produced a detailed action plan, supported by advice from the Local Education Authority advisor. Once the scheme of work has been fully implemented and relevant resources to support each year has been put in place, there should be a significant impact on the raising of standards across the school.
138. Pupils have good opportunities for outdoor learning through their residential trips and field studies to Wembworthy, Slapton and Dartmoor. Resources are sufficient overall but the subject co-ordinator has undertaken a resource audit and has identified priority purchase areas. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

HISTORY

139. Pupils make satisfactory progress and by the time they reach the end of Key Stage 2 and in Year 7 attainment is in line with national expectations. This is an improvement since the last inspection when progress was unsatisfactory by the end of Year 6. Improvements are a result of satisfactory and occasionally good teaching. Overall, pupils with special educational needs make the same progress as their peers because of the effective support they receive in lessons. Boys and girls progress at a similar rate.
140. By the end of Year 2, pupils' achievements are satisfactory but pupils do not cover a sufficiently wide range of aspects. Pupils have an understanding of the life of Florence Nightingale and are able to identify what is from the past and the present. They experience old and new through comparing the toys they play with now to those that children had in the past. Pupils are beginning to use their knowledge; deciding that a photograph is from the past because they identify that the dresses the women wear are long. They are still developing their skills and not all are confident to analyse what they are given and make decisions. At times, pupils would benefit from the opportunity of making clearer comparisons between present day and the past rather than categorising each item as old or new. Pupils listen to each other and work well in groups, moving from table to table with little fuss.
141. By the end of Year 6, pupils are continuing to make progress and benefit from a wide range of experiences. They have an understanding of life during World War 2 and write diaries detailing their feelings, for example, about when the United States joined the war. They show satisfactory knowledge of aspects of rationing and events such as Pearl Harbour. Pupils describe the transport system and how trains and cars were affected, explaining clearly why road signs were removed during the war. Pupils in Year 5/6 write good accounts of life in industrial England. Higher attainers write in detail about working in a factory, whilst lower attainers explain that they have to work ten hours and only earn a shilling. By the end of Year 7, pupils have worked on Roman history and studied medieval history. They complete a project about William the Conqueror and life during the plague. Pupils clearly work hard on this and develop a good understanding of the time.

142. Teachers' subject knowledge is good and is used well to respond to pupils' questions. For example, in an introduction to the Tudors the teacher encouraged pupils to think of questions they would ask about that time and, whilst writing the questions on the board, he provided good, detailed information in response. Resources are used well and give pupils opportunities to touch and feel toys and items from the past. For example, in a Year 2 lesson looking at the seaside the teacher ensured that pupils were able to examine a range of old and new items including Punch and Judy puppets and bells, pictures and photographs. These are all used well to encourage pupils to decide whether they are from the past or modern day. Teachers promote pupils' literacy skills effectively. For example, pupils are encouraged to respond to questions and use descriptions when explaining their ideas. Marking of this work is not always detailed and, at times, pupils lose interest because of the amount of time taken to complete the project. They do, however, develop a good understanding of what a glossary is and complete this section of their project well.
143. The community is used productively to support the curriculum. Visitors are brought in to talk about their experiences, for example, in Years 1 and 2, pupils heard about life in the past and what it was like to go to the beach in days gone by. During the inspection Year 3 and 4 pupils' knowledge of Tudor times was enhanced by a visit from a performer who provided pupils with a very good understanding of life at that time. Teachers, parent helpers and artists supported this work through drama and music workshops and pupils clearly enjoyed and gained from the day.
144. Co-ordination of the subject is satisfactory. The newly appointed co-ordinator has appropriately recognised that developing assessment criteria is a priority. There are plans to do an audit of the curriculum and resources and this will ensure that the co-ordinator has a good overall picture of what is happening in the subject at present. The monitoring of planning and teaching within the subject is yet to be established.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. Standards of attainment are in line with those expected of pupils nationally, mirroring the judgement of the last inspection. The school has very good provision for ICT. It has a spacious computer suite with 13 computers that are shared by two pupils at a time, thus allowing up to 26 pupils to be involved at any one time. However, many classrooms do not have a computer. This makes it difficult for pupils to follow up work, develop skills and use ICT to support other subjects. A significant number of pupils have access to computers at home and have engaged in individual project work or researching information from the internet. Pupils with special educational needs and hearing impairment make good progress.
146. The computer suite is timetabled for each class for two sessions per week. In the summer term the computer suite was used regularly by Year 7 for a computer club. During the week of the inspection the computer suite was underused and was empty for a significant amount of time. There were occasions when teaching assistants were seen working with an individual pupil or with a small group.
147. Displays of work show a range of ICT activities, including combining text and graphics in the form of posters and computer art. Year 7 pupils have created work combining text and graphics. They produced cards for playground games and rhymes. These were laminated and made ready for younger pupils to use.

148. The quality of teaching in the observed lessons was at least good with examples of very good teaching. Better teaching was evident in lessons that were well planned, delivered at a pace that challenged and stimulated the pupils and were combined with high expectations for learning and behaviour.
149. Pupils generally have good attitudes to their learning and were keen to complete set tasks and extend their own learning by accessing the Internet. They show genuine excitement at some of its uses and effects. They behave very well and show respect for the equipment. However, when observing pupils working in the computer suite, some were unable to work independently and had to wait for the teacher or teaching assistant to help them before moving on.
150. Some pupils are very computer literate and have computers at home. This was evident when observing some pupils who were very confidently editing text and cutting and pasting statements and phrases to re-arrange the text. All lessons observed demonstrated that a significant number of pupils were making good progress in their development of ICT skills. Evidence was seen of the effective use of the Internet by pupils who were confidently accessing information from safe Internet sites. The school has clear guidelines on responsible Internet use and parents are required to sign to give permission for their child to use the Internet. Pupils have to sign to agree to abide by the rules for the responsible use of the Internet.
151. When talking to pupils it is clear that they have learnt to produce a multimedia presentation. They design and produce databases, such as their work on Healthy Lifestyles where they produced graphic representations of their results. Some have used a desk top publishing tool to produce documents. The use of ICT to draft writing, edit and produce final copy is underdeveloped. There are missed opportunities for drafting and editing when it is done manually by pencil and paper with only the final copy word processed. Skills are not put into practice across the curriculum. For example, in lessons observed, pupils were using a graphical modelling package to design a classroom. They were developing skills in cut and paste, using dictionary and a 'spellcheck', practicing keyboard skills and changing font size and colour of text. There was little evidence that these skills were being used in their day to day learning across the curriculum. At the present time there is a weakness in use of control technology.
152. As part of the subject co-ordinator's action plan, equipment such as programmable toys have been purchased for pupils to set instructions to move the toy around the classroom going forwards and backwards and moving on to right and left turns. In addition, sensing equipment and data loggers have been obtained, but as yet not been constructively used to develop pupils' studies. Every class has a tape recorder with headphones. The school has a digital camera that is frequently used by the staff to record displays of work completed by pupils. It is also used to compliment their class work, for example, in art lessons.
153. The subject co-ordinator has been leading the subject for an extended time and already has a five-year plan in place that is well on course. The scheme of work is based on national guidance for teaching the subject and the co-ordinator is presently engaged in matching computer software to units within the scheme. New assessment sheets are being trialled. However, the only monitoring is of planning. There has been no opportunity to observe ICT lessons or to work alongside staff in developing the teaching and learning in ICT across the school.

154. The subject co-ordinator has identified the need for ongoing technical support on a day to day basis, because of the time wasted when equipment fails and there is no one available to remedy the problems when needed. The subject co-ordinator has recognised the need to increase the use of the computer suite and also has recognised the importance of putting more up-to-date computers into classrooms to increase the opportunities for classes to develop and refine their skills within cross-curricular work. Staff have successfully completed the first stage of the nationally agreed ICT training and are now moving on to a higher level which is having a good impact on the teaching and learning in ICT.

MUSIC

155. On the basis of lessons observed, an analysis of school documents and resources, and discussions with teachers, standards in music for pupils aged seven, 11 and in Year 7 are in line with those expected nationally. Standards have been maintained since the last inspection. All pupils, including those with special educational needs and those with hearing impairment, make satisfactory progress overall. Music lessons are fully inclusive with all pupils having equality of access and opportunity, because they are very well supported by teachers and learning support assistants. In some lessons, pupils make good progress, particularly in singing.
156. Year 2 pupils can keep a steady rhythm and use their bodies to make sounds. They clap their hands, stamp their feet and use their voices to generate 'body music'. In Years 3 to 6 pupils can create and sustain a steady beat. Pupils in Year 4 develop their cultural and historical awareness of music when working with a visiting specialist. With help, they produce an accompaniment to a piece of Tudor music, and perform it confidently to an audience. Whole school productions provide pupils throughout the school with the opportunity to sing, play instruments and perform for an audience. The variety of productions chosen supports pupils' cultural and social development.
157. Lessons observed and a scrutiny of video evidence indicates that teaching is satisfactory overall. Lessons are planned with clear learning objectives and link well to the scheme of work. However, assessment opportunities are not clearly identified. The monitoring of pupils' progress is insufficient to provide quality information to successfully inform the planning of future lessons. Teachers manage pupils well. Resources are organised well in lessons, and pupils with special educational needs are given good support. In the lessons observed a good balance was achieved between explanation, demonstration and practical application. This ensured that pupils were motivated to learn, were engaged in their tasks and made at least satisfactory, and sometimes good progress.
158. Links to other areas of the curriculum, and use of ICT are not fully pursued. On the occasions that these links are made pupils make good progress. For example, pupils in Year 2 sing songs which help them practise their letter sounds. In addition the 'Tudor' workshops for pupils in Year 4 enabled pupils to combine their drama and musical skills whilst learning about the history of life in Tudor times.
159. The school's scheme of work ensures that pupils experience a broad and balanced range of activities. They experience music from around the world, increasing their cultural awareness. They listen to and learn a diverse selection of songs. When given the opportunity to use instruments and perform to others, pupils are willing and eager. These opportunities are not extensive and, as a result, pupils lack the skills necessary

to play some instruments confidently. Pupils are, however, offered the opportunity to learn to play a musical instrument during additional lessons supported by the local authority's music service.

160. Throughout the school, pupils enjoy music and respond with interest. They sing enthusiastically and are generally attentive and well behaved. However, the challenging behaviour of a very small minority of pupils does, on occasions, disrupt the smooth running of some lessons and enjoyment of the majority of pupils.
161. Music has not been a focus for improvement since the last inspection. However, the co-ordinator has improved the scheme of work and continued to provide good support for teachers. As a result, teachers' knowledge and understanding has improved, and pupils' experiences in music have been widened. The school has a large music room which enables lessons to be taught in an appropriate accommodation. Resources are good overall and are used successfully to support pupils' learning in lessons. Overall, improvement since the last inspection has been satisfactory.

PHYSICAL EDUCATION

162. During the inspection, no lessons were observed at Key Stage 1 and therefore there is insufficient evidence to make a judgement about standards or progress of the younger pupils. In Key Stage 2 and Year 7, pupils achieve the expected standards, a similar picture to that of the previous inspection. A number of pupils in Year 5 achieve good standards in netball. Pupils, including those with special educational needs and hearing impairment, make good progress overall. All pupils participate fully, including those pupils with physical difficulties. They are supported well by teaching assistants. These pupils work hard and show obvious pleasure during their PE lessons.
163. Pupils make expected progress in developing control and co-ordination in gymnastic skills and when running, jumping and balancing. They are broadening their experience of dance activities and are acquiring competence in a range of games activities. Pupils in Year 4 have access to a one term block of swimming activities. There is insufficient evidence to make a judgement on whether older pupils will meet the expectations in swimming.
164. Pupils are able to work independently and in small groups. They reflect on their own and others' performances and offer views about how the different skills might be improved. Behaviour is generally good and the majority of pupils change into school identified shirts and shorts.
165. Overall, teaching of PE in Key Stage 2 and Year 7 is good. Pupils are encouraged to improve and refine skills with suitable expectations of their performance. A good feature of a gymnastic lesson is the use of demonstration to share pupils' work and to illustrate where the work is successful or, indeed, needs improving. In this way pupils are encouraged to evaluate their own work and other pupils' work. Pupils in Year 5 follow instructions well in a games lesson on developing tactical awareness and netball skills. The teacher's good subject knowledge, enthusiasm and high expectations ensure that pupils achieve well. Where teaching is not quite so successful, activities are sometimes repetitive and the pace of the lesson is rushed, giving limited opportunities for some pupils to consolidate their performances. All teachers ensure appropriate warm-up and cool-down activities. No unsatisfactory teaching was observed during the inspection, this is an improvement on the last report.

166. Extra-curricular activities provided by the school include football, tag-rugby and baseball. Older pupils have the opportunity to participate in outdoor education activities at residential school camps and school activity weeks. Other opportunities are 'Fit to Succeed', an ongoing project with Exeter Schools in conjunction with Exeter City Council. Pupils participate in local tournaments and competitions.
167. Physical education makes an important contribution to pupils' personal and social development in the school. Pupils show due regard for rules and fair play as observed in one games lesson.
168. The co-ordinator is enthusiastic and has a clear understanding of her current role. However, the role is insufficiently developed. Opportunities are not provided to monitor and evaluate teaching and learning through lesson observation or to support teachers who feel they lack confidence in some aspects of the subject. Whilst teachers utilise planned assessment opportunities in lessons, there are no whole-school assessment procedures to ensure continuity and progression. This was a weakness identified in the previous inspection. The co-ordinator is aware of this and is planning to remedy it. Inspection evidence confirms that resource provision is good for both indoor and outdoor lessons.

RELIGIOUS EDUCATION

169. By the end of Key Stage 1 and Key Stage 2 and in Year 7, pupils achieve standards that are in line with expectations of the locally agreed syllabus. This is a similar position to that of the last inspection. It is not possible to give a judgement on the quality of teaching as no lessons were seen. Evidence was gained through talking with pupils, looking at work from last year, current examples and examining displays around the school. Discussions with the subject co-ordinator and the link governor for RE also took place.
170. The present scheme of work, based upon the Devon agreed syllabus, is a rolling programme over two years. It has been successfully adopted across the school. When talking to pupils it is clear that they have a sound knowledge of Christian beliefs and those of other major faiths. They talk confidently about the importance of the Bible and are able to refer to stories from the Old Testament and also explaining, with clarity, the meanings of some of the parables told by Jesus.
171. Pupils also refer to what they had learned about other faiths, such as Hinduism, Islam, Buddhism and Judaism. They compare the various celebrations and festivals of world faiths. A good display about Hindu family life was seen in a classroom. Pupils find out about the significance of a home shrine and how Hindus celebrate the festival of Diwali. This display was also enhanced by good quality Hindu religious artefacts.
172. Interviews confirmed that pupils could identify a passage in the Bible. For example, they know that 'The Lord is my Shepherd' is found in the book of 'Psalms' and its text type is 'Poetry and Prayer.' Younger pupils have a display about the Creation and are at present looking at the beauty of the world and all that God provides for us.
173. Pupils have a satisfactory knowledge of different places of worship, such as the church and synagogue, and make visits to the local church. Visitors to school include the clergy, Christian fund-raising organisations and members from a Hindu Community. In addition, a Japanese teacher spends a day at the school working with

pupils and giving them a taste of her own culture. Pupils regularly take part in class assemblies and there is always a special Christmas celebration. A high profile event was when Year 3/4 took part in a dance and drama performance in Exeter Cathedral based on the story of 'The Good Samaritan'. School assemblies and class-based assemblies are conducted effectively and impact strongly on pupils' spiritual development, as does music and art.

174. Resources for the teaching of RE are good, especially the religious artefacts to support the studies of other world faiths. The subject co-ordinator is at present on leave from the school, but has made a significant contribution to RE in the school. This can be seen especially in the level of resources, the attention to in-service training for teachers and in the development of the 'Active Worship' throughout the school. The subject is also well supported by the teacher governor who has specialist knowledge of RE. The subject makes a good contribution to the development of pupils' spiritual, moral, social and cultural development.