

# INSPECTION REPORT

## **WHIMPLE PRIMARY SCHOOL**

Whimple, Exeter

LEA area: Devon

Unique reference number: 113113

Headteacher: Mrs D E Brice

Reporting inspector: Mr W Goodall  
15127

Dates of inspection: 9 – 12 June 2003

Inspection number: 247302

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Whimple

Exeter

Postcode: EX5 2TS

Telephone number: 01404 822584

Fax number: 01404 822584

Appropriate authority: Governing body

Name of chair of governors: Mr N Macklin

Date of previous inspection: 12 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15127	Mr W Goodall	Registered inspector	Information and communication technology Art and design Design and technology Physical education	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
15522	Mr B Morgan	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?
23301	Miss A Hodgson	Team inspector	English Music Religious education Educational inclusion Special educational needs	How good are the curricular and other opportunities offered to pupils?
32125	Mr K Stanley	Team inspector	Mathematics Science Geography History Foundation Stage	How well are pupils taught?

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Whimple Primary School is a small school set in a village between Exeter and Honiton. The school site is very small, it has very limited playground space, and three of the five classrooms are in wooden huts. It has 130 pupils from the ages of four to 11, the majority of whom come from the village and surrounding hamlets. All the socio-economic indicators of the locality are very positive. The percentage known to be eligible for free school meals is below the national average at 7.6% compared to 18.3% nationally. The proportion of pupils identified as having special educational needs is low, 13% compared to 22.2% nationally, all these have moderate difficulties, and one pupil needs additional support. All the pupils are from a white UK heritage. There are no pupils whose mother tongue is not English. Two travellers' children attend the school. Attendance is very good, with authorised absence at 3.5% and unauthorised at 0.3%. The school received a national School Achievement Award last year for its improvement in standards.

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

This is a good school. The children come to the school with a wide range of abilities, but broadly average overall. They are introduced to education well in the reception class. The school has a relatively low level of resources, and very poor accommodation which limits what they can do. The teaching provided is good, leadership and management are also good, and the children achieve satisfactory to good standards overall. The pupils develop excellent relationships, attend regularly, and have very good support for their personal development. All pupils are given appropriate opportunities and are cared for very well. The school provides good value for money.

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

- The outstanding relationships, positive attitudes and very good behaviour of the pupils, creating a very good atmosphere for learning.
- Provision for pupils' social and moral development is very good.
- The school works very well with parents, the wider community and partner organisations.
- Teachers and other staff work hard to overcome the limitations of the accommodation.

#### **What could be improved**

- The role of the co-ordinators is limited by their multiple responsibilities, and their role in monitoring, evaluating and planning for improvement of standards for individuals, groups and the whole school could be improved, particularly in the foundation subjects.
- The procedures for assessing, recording and reporting on pupils' standards and progress are inconsistent, and the policy is not being fully implemented to support co-ordinators in their role.
- The poor accommodation is severely restricting what pupils can do, particularly in the very large Year 5 and 6 class, and across the school in some subjects such as physical education and information and communication technology (ICT).

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. The school has addressed all of the issues identified in the last report effectively, and taken steps to strengthen them. The school has also worked on all the other areas identified in the report. Standards have now improved, as has the teaching and learning, and the curriculum planning. The leadership and management of the school are now good. There is clear direction and a focus on raising standards involving staff and governors. Schemes of work, assessment procedures and co-ordination have all been developed well. The school clearly has the capacity to build on and continue this improvement.

## STANDARDS

The table shows the standards achieved by the 17 pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	A	C
mathematics	C	A	A	A
science	A	C	A	B

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

Overall standards should be judged by long-term trends, rather than one year's results, as there is a small number of pupils in each year. The pupils arrive with broadly average attainment, standards in the Foundation Stage are satisfactory, and pupils maintain satisfactory progress through Key Stage 1. In the 2002 national tests for seven-year-olds the school's results, calculated by the number of points scored by pupils, were around the national average for reading, writing and mathematics. When compared with schools that had a similar proportion of free school meals, results were well below the national average in reading and writing, but just below it in mathematics. However, the percentage of those pupils attaining the higher level, Level 3, is above national expectations in mathematics, and in line with them for reading, indicating that higher ability pupils are attaining well in the tests. Science scores measured by teacher assessments were below the national average. The overall trends have been broadly in line with the national picture for the past three years, although erratic. Work seen in class indicates that the present Year 2 pupils are achieving appropriately, and their attainment is again overall in line with the national averages in English, mathematics and science. The targets for the group of 11-year-olds who took the national tests at the end of Year 6 in 2002 were for 82% to gain a Level 4, the national expectation, in English, and in fact 76% achieved this. In mathematics, 76% were targeted to attain a Level 4, but 88% actually did so. Ninety-four per cent of the pupils attained a Level 4 in science, which is high. These figures, calculated as points scored, put the school's results well above the national average in English, mathematics and science, and their overall performance is well above their predicted scores based on their previous attainment.

at the end of the infants, in 1998. These figures indicate that the school is maintaining the trend of improvement similar to, but above, the national average. It is better than this in mathematics. Measured against schools with a similar proportion of free school meals, the results are in line for English, above for science, and well above for mathematics. As it was for the seven-year-olds, the number gaining the higher levels is significantly better than the proportion reaching the national expectation, a Level 4. This confirms the wide range of abilities in each year, and that the higher achievers are able to gain appropriate levels. The small groups of girls and boys in each year make comparisons difficult, but no significant difference was seen in their achievement. Standards seen in classes indicate that in English and science they are presently around the national expectation at the end of Year 6, and in mathematics they are above it. In other subjects attainment is at least satisfactory. It is good in ICT and music in both the infants and juniors, and in art and design and design and technology in the juniors. All pupils, including those with special educational needs and the traveller children, were achieving satisfactorily.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very positive. Pupils are very enthusiastic, interested and involved in activities.
Behaviour, in and out of classrooms	Very good. Good habits are developed early on and pupils are very well behaved and courteous.
Personal development and relationships	Very good. Relationships between pupils and between pupils and teachers are excellent.
Attendance	Very good. There is very little unauthorised absence.

The pupils' attitudes to learning are very positive, and this helps them to improve their standards and focus on their learning. They behave very well both inside and outside classes, they know what is expected of them and respond very enthusiastically to challenge. Attendance is very good and there have been no exclusions this year.

### **TEACHING AND LEARNING**

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

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

The overall quality of teaching and learning is good, with many strengths. There were no unsatisfactory lessons, and in seven out of every ten lessons teaching was good or better, with nearly one in five being very good. Evidence collected from the teachers' planning records and from the pupils' books indicates that this is typical of that usually found in the school. The teaching of English

and mathematics, including literacy and numeracy, is good in both the infants and juniors. Strengths include the way the subject specialists are able to take English, mathematics and ICT in each year group and are able to focus on the pupils' improvement across several years. The planning is complex, with mixed age groups that change each year, but is generally managed well. The teachers' management of the pupils and the way they encourage learning and interest in the subjects is very good. They use questions well to help the pupils develop their ideas and use ICT to support both teaching and learning. The separate class of less able Year 5 pupils, who, with one Year 4 pupil, are taught English and mathematics in a small group, are monitored informally, and the planning and monitoring of standards are not as good. The travellers' children are well supported. Overall the school meets the needs of its pupils very well.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad and balanced and provides opportunities for all pupils.
Provision for pupils with special educational needs	Good overall. The small group of less able pupils separated out in Year 5 have fewer opportunities to work with their peers in English and mathematics, but all are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall. It is very good for moral and social development, and good for spiritual and cultural.
How well the school cares for its pupils	Very well. There are very good procedures for supporting and guiding pupils. The assessment procedures are satisfactory overall, but in foundation subjects they need further development.

The school works very well with parents, and has good links. They appreciate what the school is doing for their children and support it regularly. The curriculum is satisfactory overall, it provides for all the subjects of the National Curriculum and religious education, although some areas are limited by the accommodation available. Extra-curricular activities are well provided for, considering the number of staff available. The school provides a well-planned daily act of collective worship for all pupils. The school provides a very good level of care, teachers and staff are accessible, caring and considerate of their pupils' welfare, and relationships are excellent. Procedures for assessment are satisfactory and have improved since the last inspection, although more work still needs to be done in ensuring consistency and use of the data in planning, especially in the foundation subjects. The procedures for child protection are very good, and the school tries to promote race equality where possible.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Both leadership and management are good, which is a big improvement since the previous inspection. The co-ordinators have little time to monitor, evaluate and plan for the wide range of subjects they are responsible for.
How well the governors fulfil their responsibilities	The governors fulfil their duties well. They understand the school's strengths and weaknesses and take effective action.
The school's evaluation of its performance	This is good. Self-evaluation is well developed and realistic.
The strategic use of resources	The school works very hard to overcome the limitations of the poor accommodation, and has been largely successful. Other resources are used well.

The senior managers and governors have taken on the criticisms in the previous inspection report and addressed all the issues effectively. There is now clear direction and a shared vision. The school's aims and the improvement plan have been revised to reflect this and now provide a good programme for improvement. The school undertakes regular self-evaluation, and has obtained funding to overcome some of the issues of the poor accommodation. Staffing and resources are adequate and are used well. The school uses the principles of best value satisfactorily.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school, are expected to work hard and are making good progress.</li> <li>• Behaviour is good and the school is helping the children to become mature and responsible.</li> <li>• The school is well led and managed and the teaching is good.</li> <li>• They would feel comfortable about approaching the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The right amount of work to be done at home.</li> <li>• An interesting range of activities outside lessons.</li> </ul>

The overwhelming majority of responses were very supportive of the school. Of the few issues that were raised the amount of homework set caused most comment. The inspectors found that that it is

set inconsistently between teachers and different years, and the system needs review. The extra-curricular activities provided are good for a small school.

## **PART B: COMMENTARY**

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

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

1. The inspection took place in the summer term of 2003, just after the Year 2 and Year 6 pupils had taken the national tests and assessments. Overall standards should be judged by long-term trends, rather than one year's results, as there are small numbers in each year. Pupils' mobility is not a significant factor in affecting the standards the pupils achieve. The school received a national School Achievement Award last year for its improvement in standards
2. Thirty-four lessons or parts of lessons were observed, pupils were interviewed, and work was reviewed from folders, in books and in progress.
3. Evidence from reviews of work and assessments made when children entered the reception class indicates that overall their performance has been regularly close to the national standard, but with a wide range of abilities. The majority of pupils enter the Year 1 class with overall attainment around that which is typical for their age, and some exceed it, particularly in communication, language and literacy. They maintain satisfactory progress over this period. This is similar to that found at the time of the previous inspection.
4. In the 2002 national tests for seven-year-olds the school's results, calculated by the number of points scored by pupils, were around the national average for reading, writing and mathematics. When compared with schools that had a similar proportion of free school meals, results were well below the national average in reading and writing, but just below it in mathematics. However, the percentage of those pupils attaining the higher level, Level 3, is above national expectations in mathematics, and in line with them for reading, indicating that higher ability pupils are attaining well in the tests. Science scores measured by teacher assessments were below the national average.
5. The proportion of free school meals at the time of the tests, 7.8%, put the school right on the borderline of 8% for the benchmark group for comparing similar schools. It is presently 8.4%, and the comparative scores would have been much higher in that group. The trends in performance of the pupils in the school have been positive, keeping steadily around the national rate of improvement in both the infants and the juniors.
6. Trends in the school over time in the infants have been erratic, mainly due to the small numbers in each year, but results have been consistently around the national average for the past three years. Evidence gathered during the inspection through observing lessons, examining pupils' books and talking to pupils shows that current standards in English, mathematics and science are around those typically found at the end of Year 2.
7. In the infants, pupils' speaking and listening skills are above the national standards expected. They are encouraged to listen carefully and consider the ideas of others and use strategies

such as role-play to develop confidence in expressing ideas. Standards in reading are satisfactory overall, but many are very fluent readers. Their learning is promoted effectively by a home-school reading programme. Teachers hear groups read regularly in guided reading sessions. Here pupils read challenging text with understanding. Standards in writing in Year 2 are generally satisfactory, though fewer pupils achieve the higher levels as they do in reading. Boys are not doing as well as girls, as is the situation nationally. The more able pupils are able to write perceptive book reviews. Standards of handwriting have improved since the last inspection as a systematic programme has been introduced.

8. Current standards seen in mathematics in the infants are in line with the national average, as they were in the 2002 tests. When compared to schools with a similar proportion of free school meals, these results were below the average. Since 1999, results have shown annual variations, but the overall trend is positive and in line with the national figures.
9. Progress was seen to be satisfactory in mathematics in the infants. By the age of seven pupils are using a range of strategies to work out the answers to questions about time. Higher attaining pupils are working out their own strategies and can explain in words how they are solving problems.
10. Inspection evidence indicates that the attainment of the pupils is at least in line with the national average in science at the end of the infants, and satisfactory progress is maintained in developing their understanding and knowledge of science. The inclusion of practical science activities is an improvement since the last inspection and has helped to consolidate progress.
11. In all the infant classes, the different groups of pupils achieved appropriately, those with special educational needs were supported well to achieve their best, and the travellers' children took a full part in all activities.
12. In the junior classes, overall standards of the current work of pupils in English, and science are around the national expectation by the age of 11, in mathematics it is above the expectation.
13. The group of pupils who took the national tests at the end of Year 6 in 2002 achieved much better than their targets set for mathematics, although below them in English. The targets were for 82% of the pupils to gain a Level 4, the national expectation, in English, and in fact 76% achieved this. In mathematics, 76% were targeted to attain a Level 4, but 88% actually did so. Ninety four per cent of the pupils attained Level 4 in science.
14. The figures, calculated as points scored, put the school's results well above the national average in English, mathematics and science, and their overall performance is well above their predicted scores based on their previous attainment at the end of the infants, in 1998. Measured against schools with a similar proportion of free school meals, the results are in line for English, above for science, and well above for mathematics. As for the seven-year-olds, the number gaining the higher levels is significantly better than the proportion reaching

the national expectation, a Level 4. This confirms the wide range of abilities in each year, and that the higher achievers are able to gain appropriate levels.

15. The school governors have set what they believe are challenging targets for this year's tests, based on an analysis of individual pupils' potential. They are lower in English than last year, and the same for mathematics, and inspection evidence suggests that they will be met.
16. In the juniors, pupils' speaking and listening skills are above the national standards expected by the age of 11. Discussion and debate are promoted well. For example, in a Year 5 and 6 class the pupils are able to discuss the difficulties of interpreting history when only limited evidence is available. Pupils' reading skills are satisfactory overall, although the more able read accurately, fluently and with expression. A group of enthusiastic Year 6 pupils act as librarians and organise reading to the younger pupils. Standards and progress in writing are generally satisfactory, as are standards in handwriting. For a few pupils handwriting and spelling are inconsistent and detract from the quality of their work. However, the policies have recently been reviewed and progress is being made.
17. The standard of mathematics work in the juniors is above average at the end of Year 6. A significant number are working at the higher Level 5. Both boys and girls are succeeding equally well. They had developed their understanding of place value, and showed a secure understanding of percentage and ratio and could order and use negative numbers. Pupils have specialist teachers in both the infants and juniors for the daily teaching of mathematics, which has a positive effect upon the quality of teaching and helps to develop the high standards seen during the period of inspection. A small group of less able Year 5 pupils, together with one Year 4 pupil are taught separately from the rest of their class, their standards are understandably lower, but they are achieving appropriately.
18. In the 2002 national tests for 11-year-olds, at the end of the juniors, the school's mathematics results were very good, with a high proportion attaining the higher Level 5. Over the past four years there is clear evidence of improvement above the national trend.
19. In the 2002 national tests for science for 11-year-olds, the school's results in science were well above the national average and the predictions from the pupils' achievements at seven. When compared with similar schools they were still high, particularly in the number of pupils gaining the higher Level 5. This is a significant improvement since the last inspection. Work in the present Year 6 books indicates that standards for this year are satisfactory. By the time pupils are in the upper juniors they collaborate, ask questions and make decisions based on their findings.
20. Pupils with special educational needs have individual education plans that outline a detailed programme of support in each subject. They are supported by learning assistants and through class work. This enables these pupils to make good progress. Generally boys' attainment is similar to that of girls. The national strategies for developing pupils' skills in literacy and numeracy have been well established throughout the school. Evidence gathered during the inspection shows that this has strengthened the teaching, improved consistency



and has had a very positive impact on raising the quality of teaching and standards. Both strategies are used well across the curriculum in other subjects and help to raise standards.

21. All the pupils are taught by specialists in each of their classes for English and mathematics. Pupils of all abilities have good access to learning, including those with special educational needs and the traveller children. Provision of an extra teacher enables the large Year 5/6 class to be split. The standards of the pupils in the small extra group need to be formally reviewed more regularly.
22. The school uses performance data in English and mathematics well to compare itself to other schools, to identify the achievement of particular groups, and to see what aspects of the subjects need attention. It has compared the higher achievements in mathematics to those in English and science. It is less expert at doing this in other subjects. The school has identified correctly the priorities to develop in teaching and learning.
23. Most pupils attain standards in ICT, both in the subject and across the curriculum, that are broadly typical of those found nationally at the ages of seven and 11. Many pupils attain higher standards for their respective ages. As pupils move through the school they make good progress in developing their knowledge and skills. All pupils have opportunities to become familiar with computers and their uses through working in the school's computer suite, as well as the computers located in classrooms. The use of this space for other subjects, its location and crowded condition, make regular class teaching of other subjects using ICT very difficult and are limiting the standards that can be achieved. The use of ICT in other areas of the curriculum is good. It is used to enhance the pupils' learning in literacy and numeracy. Evidence from the scrutiny of pupils' work shows ICT being used in the teaching of art and design, design and technology, and music as well as in the core subjects. The school has started to implement a pilot programme using ICT to assess, record and analyse pupils' attainment.
24. Standards in religious education are satisfactory at the ages of seven and 11. Pupils in both phases achieve appropriately according to the locally agreed syllabus and the nationally recommended levels for religious education. The infants have a developing understanding of Christianity and are beginning to learn about beliefs and practices in world religions. By the age of 11 they have extended this, know more detail, and can talk sensitively about valuing and respecting the beliefs of others.
25. In other subjects of the curriculum, standards are at least satisfactory overall in both the infants and the juniors, although there was not enough evidence to reach a conclusion about standards in the infants for physical education and for the juniors in religious education. In art and design and in design and technology they are good by the end of Year 6. Much art and design work is exciting and creative, especially when the staff are confident and have developed their own ideas. There has been an emphasis on developing art and design since the last inspection, when it was identified as weak. No lessons were seen in design and technology, but the evidence from displays and folders showed that standards are good in the junior classes. Standards in geography and history are satisfactory in both the infants and in the juniors. Standards in music are good throughout the school, and extra-curricular

opportunities for performance and practice enable many pupils to raise their personal standards even higher. Standards in ICT are good throughout the school, it is developed well as a subject, and also in its use to enhance other subjects and help teachers.

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

26. The attitudes displayed by pupils to the school are very good. In the lessons observed during the inspection the pupils' attitudes to learning were seen to be very good throughout the school. Behaviour in lessons and around the school was also very good. The pupils know what is expected of them and respond positively to the encouragement given to them. Relationships are excellent. Attendance levels are above those normally seen.
27. Pupils' attitudes to the school are very good. They are keen to attend and take part in activities with enthusiasm. In lessons their attitudes are very good. Examples of this positive response were seen throughout the school, none more so than during a visit by performers in an activity called "Drum Crazy". Here pupils were engaged in using drums, percussion, dance and singing to produce a stimulating multi-cultural musical event which was watched by parents and families at lunch time. Pupils worked closely with the performers, each other and staff. Their enthusiasm was infectious and they took obvious pride in the outcome achieved. Staff took great care to involve all in the activities, encouraging and supporting those who were unsure.
28. Another example was seen in a Year 2 science lesson where pupils were looking closely at seeds. They were engaged in the task and were very keen to describe and share their observations with the teacher and each other.
29. Behaviour in lessons was very good overall throughout the school. In no lesson was there unsatisfactory behaviour, and many examples of excellent behaviour were seen. Such an example was seen in a Year 5/6 mathematics lesson on patterns in number. The pupils responded excellently to the very good teaching, they worked very hard at the task set, they were able to give very confident explanations about their answers using mathematical language, and were able as result to make very good progress in their learning. Pupils in Year 3/4 were seen during an English lesson to respond in a very positive manner to a task involving rewriting a story in sequence. Their behaviour was very good. They shared ideas with each other very well, using appropriate vocabulary. They had the confidence to give extended answers to questions and suggest alternatives. The result was that they were able to make good progress. A particular feature in this school is the excellent relationships seen both between pupils and between staff and pupils. This has a considerable impact on the way lessons proceed and on the pupils' response. Pupils respond well to the high expectations of staff but have the confidence to respond to opportunities and know their contribution will be valued. On a very few occasions these very high standards were not maintained. Where this was seen either the lesson was not sufficiently well targeted to the needs of all, or the management of some pupils was not sufficiently effective. The result was that learning was interrupted and reduced. The school places much emphasis on promoting good behaviour and is, overall, very successful in its aim. There have been no pupil exclusions in the last year.

30. Behaviour in and around the school is very good. Pupils are polite and friendly. In conversation they are open and respond positively to adults. They play very well together at break and lunchtimes. This behaviour is particularly notable given the school's cramped and poor outside play areas. The school buildings are also poor, offering very restricted circulation or social areas. The school library area is very small and cramped and access to the ICT suite is restricted particularly for younger pupils. The school hires a local hall for some of its activities. The school has, as a result of these limitations, to place a greater emphasis on levels of supervision than normally seen in similar schools. This means that those resources which should be more productively deployed to promoting learning and pupils' personal development are stretched. The school's overall good management of pupils and their positive responses reflect much credit on them. There were no traces of oppressive behaviour, sexism or racism seen. The school procedures to deal with such matters should they arise are well developed. The personal development of all pupils is very good. The school programme of personal, social and health education enables pupils to learn about important health matters including sex and drug education. The use of circle time (the opportunity for pupils to discuss personal, moral and social topics) also contributes well to this area. Pupils act as monitors in class taking responsibility, and older pupils act as librarians to both maintain the small library area and by helping younger pupils to select books and helping them with their reading. They take these responsibilities seriously. Pupils' personal development is also promoted through visits, such as to museums, theatre and for the older pupils attendance on a residential visit. These are valued and contribute much to development. Opportunities for pupils to take responsibility for their own learning are less well developed. On occasion during inspection teachers did not plan sufficiently well for such opportunities but in the main the constraints of the school site and buildings mean that facilities are not available for this to happen. For example, the library area is not suitable for pupils to carry out their own research, the ICT suite is difficult for access to pupils and there is no space at all unused by the school for pupils to work on their own. This is particularly restrictive for older pupils who say that they have little opportunity to work in such a way.
31. Levels of attendance are very good, being above those typically seen. Levels of unauthorised absence are below those found in similar schools and are improving over time. Pupils are punctual and sessions begin on time. Parents and pupils are aware of the school's requirements in this area.
32. The last inspection found much to praise in the school's work, the school has worked hard to further improve on these high standards, for example in the excellent quality of its relationships, its very good attendance levels and in successfully promoting the very positive attitudes and behaviour seen. This area is now judged as a strength of the school.

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

33. The quality of teaching observed in the school is good overall, with nearly three out of four lessons being good or very good. As a consequence, the impact on pupils' learning is also good. No unsatisfactory teaching was observed during the inspection. This represents a clear improvement on the findings of the previous report. Judgements are based on 34 lesson observations, a scrutiny of pupils' work, school documentation and conversations with teachers and pupils.
34. The teaching of children under five is good and children are on line to achieve the nationally agreed Early Learning Goals by the end of the year. Teachers demonstrate good knowledge of the subjects and areas of learning they are expected to teach. The teaching of literacy and numeracy is organised to take account of teachers' specialist knowledge, and this is proving to be an effective strategy. Children have been well prepared for Year 1 in these subjects through the introduction of a literacy hour and daily mathematics lesson. They are introduced to regular phonics teaching, which supports children's development in reading and writing. Planning is detailed and takes account of the needs of all children, although some independent group activities occasionally lacked sufficient challenge. Teachers make good use of an effective team of learning support assistants and volunteer helpers during lessons, and give clear guidance as to their role and the key teaching points to be covered. The management of pupils is very good, and teachers have high expectations of all children's behaviour and effort. Teachers plan activities which encourage children's independence, and which develop their speaking and listening skills. Relationships between adults and children are very good.
35. In both the infants and juniors teaching is good overall, with some very good teaching also observed. The teaching of English, mathematics and ICT is done by specialists across several classes, and music and physical education are also organised this way in the infants. The school has taken on board the National Literacy and Numeracy Strategies to support their planning for these areas, and plan for a daily literacy hour and mathematics lesson. This provides a good framework for the lessons and has improved the quality of teaching in these areas. The best lessons were characterised by:
- the use of clear objectives for what children will learn in lessons,
  - good use of daily whole class teaching,
  - a brisk and purposeful pace
  - an appropriate level of challenge for all pupils.
36. The effect of the good teaching has seen an improvement in results by the end of Key Stage 2, particularly in mathematics, although the teaching of writing is an area for development. The teaching of English and mathematics for all groups of pupils, including those with special educational needs, is good overall. These pupils are mostly taught within their mainstream class setting, but a small group of Year 5 pupils, with one Year 4 pupil, are taught as a discrete group. Teaching for these pupils is satisfactory overall, although the monitoring of their progress is not altogether satisfactory. The teaching of the pupils identified as having extra needs, and of the children of travellers is effective and helping them to progress. Other pupils who have social or emotional needs are also identified and the teachers are expert at helping them to learn effectively.

37. Teaching in other subject areas contains many strengths in all phases of the school. For example, teachers make good use of the local environment and surrounding area to provide pupils with first hand experiences in history and geography. The teaching of religious education provides pupils with opportunities to reflect and share experiences, and plays an important part in the development of pupils' spiritual, moral, social and cultural development. ICT is taught regularly and is well used to support the teaching in other subject areas. The school makes full use of teachers' specialist knowledge in this area. Some aspects of the teaching are limited by the nature of school grounds and accommodation, subjects such as art and design, design and technology, and physical education are particularly disadvantaged.
38. Teachers demonstrate good subject knowledge and this enables them to be clear about what the pupils should learn and to teach confidently. The school has organised areas of the curriculum to make full use of teachers' strengths, and the improved role of subject co-ordinators has enabled them to keep colleagues informed about developments in particular areas. Teachers make good use of specialist subject vocabulary and terminology and encourage the pupils to use this appropriately. They also ensure that the teaching in mathematics and English supports the pupils' learning in other subject areas.
39. Teachers' planning is good overall and has improved since the last inspection through the development of clear schemes of work. Long-term plans have taken full account of the learning objectives for literacy and numeracy in the national strategy documents, and of the suggested models contained in the Qualifications and Curriculum Authority's (QCA's) advice documents. Teachers have made sensible adaptations to these to suit the rolling programme of units necessary for the organisation of classes in a village school. Teachers also make good use of long and short-term planning materials from other sources for literacy and numeracy, adapting them to suit their own classes. There is currently no agreed short-term planning formats to support teachers' planning in other subject areas, and this is an area for further development.
40. Teachers have high expectations of what their pupils should achieve and the standards of behaviour they should exhibit. This has a positive impact on the quality of teaching, as they waste very little lesson time disciplining pupils or repeating instructions. They encourage pupils to record work clearly and neatly and to use, and take responsibility for tidying away, apparatus and equipment needed during lesson time. Pupils are expected to share and co-operate with each other and with other adults supporting in the classroom. The management of pupils is very good and teachers use very effective low-key control in and out of lesson time. Teachers also use humour to good effect and show genuine pleasure when pupils achieve well. As a result, relationships between teachers and pupils are also very good, and this contributes to the positive and caring ethos throughout the school.
41. The deployment of learning support assistants is good and contributes to the effectiveness of the teaching. During whole class teaching, in the best lessons learning support assistants are used to support and prompt pupils for whom the learning is challenging, mediating the teaching appropriately. During group activities, teachers often prepare notes for assistants to follow and highlight key learning points or essential vocabulary to use. Learning support

assistants were observed supporting in all subject areas, including the leading of effective guided reading and writing sessions in literacy time, and work set for different abilities in mathematics lessons. Teaching resources, apparatus and equipment are well prepared before lessons commence, ensuring that little time is lost in sorting out or distributing materials. Classroom resources are stored effectively and well labelled to enable pupils to access them and put them away.

42. Teachers use a variety of teaching methods and situations to deliver effective lessons. Many sessions use the framework of the literacy and numeracy lessons to make explicit to pupils the learning objectives for the lesson, how the learning builds on what they already know and what they will do next. Most lessons contain a mixture of whole class, group or partner and some one-to-one teaching, and summing up, or plenary, sessions are used to reflect on what the pupils have learnt or found out. Teachers question pupils effectively using a range of open ended and direct questions, and use their responses to extend their thinking. Teachers make a conscious effort to ensure that pupils develop an understanding of a subject and not just learn facts. In mathematics, for example, teachers ask pupils to explain how they were able to work something out or, in science and literacy, to look for evidence to back up their ideas. This approach is not always reflected in the pupils' books, and there is sometimes an over-reliance on the use of published worksheets which limits pupils' opportunities to extend their thinking and their responses.
43. Teachers' knowledge of their pupils is good and the use of ongoing assessments to gauge progress during lesson time is also good. Teachers collect portfolios of pupils' work over time, and often set assessment tasks at the end of a unit of work, but it is not yet clear how this is then used to inform future planning. The assessment and marking of work in pupils' books is variable. In the best examples, teachers use a combination of comments to praise and to suggest what the pupil should do to progress further. Teachers include a subject target for pupils in the spring term report to parents, and this is discussed with pupils and parents at an annual meeting. However, as yet there are no systems in place for teachers to use the information from ongoing assessments, statutory and non-statutory tests to set numerical targets for each year group, or to set appropriate, regularly reviewed group and class targets in English and mathematics. Some teachers are already piloting a system of group targets in science, and teachers in Key Stage 1 are using a new computer program to provide regular monitoring of pupils' acquisition of skills. This is an area for further development and would bring practice nearer to the guidance set out in the school assessment policy.
44. The use of homework is satisfactory overall. Teachers use homework to reinforce learning and to involve parents in the pupils' studies. This includes the use of home-school reading diaries, mathematics games and activities and research work. However, the use of homework is not yet systematic and school policies do not give clear guidance to teachers about the frequency and nature of appropriate homework tasks in each subject.
45. The effective nature of the teaching in the school ensures that pupils' learning is also good overall. They make appropriate progress during lessons and respond positively to the demands of each session. They apply a great deal of effort to their work and remain

focused on the task in hand. Pupils' work rate is good and they are able to sustain their concentration very well during lessons. They show good development of speaking and listening skills. Pupils are attentive during whole class sessions and listen carefully to instructions. They join in enthusiastically and are keen to share their ideas and thoughts. Discussions with pupils reveal that they are well motivated, enthusiastic about their studies and are able to articulate clearly what they have learnt and how they have developed as learners. Children in the reception class could talk about the strategies they use to work out what a word meant in their reading books. Year 6 pupils reflected on their history and geography work, talking about how previous areas of study linked to their current theme. Pupils often initiate independent research activities at home and bring them to school to share with the class.

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

46. Overall, the quality and range of the curriculum is good throughout the school. The curriculum provides a breadth of learning opportunities, with an appropriate focus on English and mathematics but the timetables suggest that below average time is allocated to science and music teaching across the school. Music teaching is well supported by extra-curricular provision and by specialist tuition, for which there is a charge to parents. Statutory requirements for the National Curriculum and religious education are met but curriculum teaching time for pupils in the juniors is below the recommended minimum. Due to the accommodation restrictions, some aspects of physical education remain underdeveloped. Health and sex and relationships education policies are now in place and a draft policy for drug education has been submitted to governors for approval. Since the time of the last inspection, provision for design and technology, ICT and religious education has improved.
47. Provision for pupils with special educational needs has improved since the last inspection and is now good. Very good guidance has been developed for all staff, and a new draft policy prepared. The special educational needs co-ordinator provides individual or small group support for all special needs pupils in the infants and in Year 3, and learning support assistants make a good contribution to ensuring that individual pupils' particular needs are met. This enables these pupils to make good progress towards the targets in their learning plans. Special educational needs pupils in Years 4 and 5 are taught as a separate small group for all English and mathematics lessons. Whilst most have made satisfactory or good progress towards their individual learning targets, the monitoring of their progress is weak.
48. Since the time of the last inspection, a whole-school curriculum plan has been introduced and effective schemes of work for all subjects are now in place. Curriculum planning for progression is now good throughout the school. Teachers' plans clearly indicate what pupils will learn and what they will do.
49. The curriculum for children in the Foundation Stage is good and has improved since the last inspection. Teachers' planning ensures a broad range of stimulating learning opportunities in all six areas of learning so that children make good progress towards achieving the Early

Learning Goals. Whilst outdoor play facilities have improved, there are no large fixed apparatus to develop aspects of pupils' physical skills.

50. The national strategies for teaching literacy and numeracy have been fully implemented and have helped staff raise standards throughout the school. Teachers are aware of the need to improve pupils' writing skills by developing the strategies used in shared writing during whole-class teaching.
51. The school provides a wide range of extra-curricular activities. These include netball, football, drama, reading club, music and orchestra clubs, instrumental tuition, recorders, French clubs, computer club and first aid. There are also now matches played with other schools, and although some activities are charged for, this is commendable for a small school, and is an improvement since the last inspection.
52. The school is committed to its policy of providing equal opportunities to ensure that all pupils benefit from the opportunities provided. Both boys and girls have equal access to curricular and extra-curricular activities, though staff are aware of the need to improve boys' attainment in writing. Gifted and talented pupils are identified in some lessons, with appropriate provision made for them, for example, in music. This is not the case in all subjects. Lower ability pupils benefit from the good support provided by learning support assistants who work with small groups of pupils to improve their literacy and numeracy skills. Additional support is provided for pupils with special educational needs, including support from the Traveller Education Service.
53. The school makes good use of the local environment and local community to enhance pupils' learning, for example for fieldwork tasks in geography and for visits to the local church for religious education. The pupils use facilities at local swimming baths. A planned teaching base at the nearby Heritage Centre is intended to enable pupils to have access to the museum's artefacts to support investigation and research skills in history. Senior citizens and members of the History Society talk to pupils about school life and village life in the past. Educational visits to differing localities and visitors to the school provide further enrichment for learning. For example, work in history, geography and the arts is supported by visits to Exeter museum, to the local coastal area and to London. There are good links with the local playgroup, with parents of pre-school children and with the local secondary schools to ensure that pupils are well supported when they start school and when they transfer to the secondary phase.
54. Provision for pupils' personal development is very good and is a strength of the school.
55. The provision for the pupils' spiritual development is good. Pupils develop a sense of empathy, showing respect, tolerance and compassion for others through the stories they hear and the personal experiences they recall and reflect upon. They develop a sense of awe as they reflect on the wonders of nature through their work in geography and science. Appreciation of poetry and music contribute well to the range of spiritual experiences provided. Spiritual development is effectively promoted during acts of collective worship and in religious education lessons.



56. There is very good provision for moral development. Adults provide very good role models, encouraging pupils to behave well, to consider the impact on others of what they do and to consider others' viewpoints. From an early age, pupils are taught right from wrong through the clear moral code which is applied consistently throughout the school.
57. Provision for pupils' social development is also very good. The very caring relationships promoted by the adults in school are central to the success of this provision. From entry to school, pupils are encouraged to develop a sense of community. They are treated as members of the school "family". They are taught to work and play together with partners and in small groups, to care for each other and for their environment. They develop a growing awareness of community and citizenship.
58. There is good provision for pupils to appreciate their own cultural traditions and the diversity of other cultures through exploring literature, art, drama and music from around the world. Museum and theatre visits and studies in history and geography raise pupils' awareness of their own cultural heritage and of the differing cultures in their own and other countries.

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

59. Overall the school provides a very good level of care for its pupils. Teachers and staff are accessible, caring and thoughtful. Procedures for assessment are satisfactory. The school makes satisfactory use of the data to plan for its own improvement and for the next stage of pupils' learning. This shows improvement from the last inspection.
60. The arrangements for ensuring pupils' welfare are very good. The excellent relationships throughout the school mean that staff know pupils very well. This helps to promote the high standards of care seen in the school. The headteacher and governors are aware of the need to provide access for all pupils, however, the school site and buildings place some restraints on this. The school has very good procedures for child protection with the headteacher acting as the named person. She has received appropriate training. Staff are aware of the school's arrangements. The school places considerable emphasis on its responsibilities for ensuring the health and safety of pupils and staff. Governors play an active role in this. The school's policy is in place and teachers use it to good effect. The nature of the school site and buildings means that this area of the school's work is of considerable importance. Governors' records show evidence of regular reviews of aspects of the school's work and effective action being taken or in the course of planning as, for example, the school's current review of its security arrangements.
61. The school has good arrangements in place to deal with any requirement for first aid with trained staff available and facilities placed in appropriate places in the school. The school maintains proper records and has good arrangements to contact parents and carers as necessary. Given the school's limited space, pupils who are unwell during the school day receive very good care from staff who have their interests very much at heart. Similarly the school takes good care of pupils who require medication during the school day. Other

routines such as care in relation to Internet access have received attention as have routine administrative arrangements such as fire drills and the testing of equipment.

62. The school's provision for pupils with special education needs is good. Their needs are identified at an early stage and appropriate arrangements to support their learning and development made. Learning support assistants assist teachers well in making provision for these pupils and as a result they are able to make good progress. The few travellers' children are well established in the school and their needs are met very well with support from the local education authority.
63. The school rightly places much emphasis in promoting and rewarding good behaviour. It is succeeding very well in its aim. The school, following the headteacher's good example, has high expectations of pupils. There is a good balance of recognising and rewarding success and on occasion challenging and responding to unacceptable responses. An example of this was seen in an assembly during the inspection where a group of pupils had successfully raised money towards a "Blue Peter" appeal. Their efforts were rightly recognised and applauded by their headteacher and schoolmates. The result is that behaviour both in lessons and in and around the school is very good. Given the nature of the site and buildings this represents the outcome of continuing hard work by all staff. No evidence of bullying was seen during the inspection and pupils say clearly that they have confidence in staff to respond to any such incidents should they occur. There are systematic procedures to respond to any oppressive behaviour.
64. The school has a range of policies and procedures to promote and monitor pupils' personal development. The programme of personal, social and health education makes a significant contribution in this area. The school has timetabled this and makes good use of circle time. This helps to promote the pupils' increasing self-awareness whilst recognising the views and feelings of others. The school provides opportunities to take part in educational visits such as to the theatre, and for older pupils the opportunity to experience a residential visit. Visiting specialists such as the school nurse are used to support staff in delivering the programme as appropriate. Pupils take opportunity to take responsibility by acting as monitors and, for example, by acting as librarians. The evidence shows they take such opportunities seriously. The school also encourages pupils to support a range of charities by fund raising, both in support of local projects and more widely as, for example, through the response to the "Blue Peter" appeal.
65. The school's arrangements for recording and promoting attendance are very effective and are showing improvements over time. The school's record is better than that normally seen. Unauthorised absence is lower than that seen in similar schools and is continuing to decline. The school's systems are effectively operated and parents and pupils know what is expected of them. Registers are efficiently maintained and pupils who are absent or late are recorded, and the school follows up such cases promptly.
66. The school has given attention to its system for the collection and analysis of assessment data since the last inspection. Its system and the use made of it is now judged, overall, to be satisfactory. This represents an improvement since the last inspection. The school now has

a good policy for assessment and collects much data about its overall performance, including the results of the statutory tests taken by pupils at seven and 11. Optional tests are also taken by other pupils and this together with other school information is also analysed. This has contributed to the school being able to set clear targets for its future performance. The school also makes satisfactory use of data to plan for the medium term in relation to the work to be undertaken by pupils. This has also resulted in the school identifying both individual pupils and groups for whom additional support is required. One such arrangement is the employment of a part time teacher to take a small group of Year 4 and 5 pupils for English and mathematics each morning. The school's systems for monitoring the impact of the allocation of such additional resources are at an early stage of development. The school should therefore continue to develop this so as to enable it to more quickly identify how effective and successful they have been in promoting higher standards. Inspection evidence also shows some inconsistencies in the operation of the school's systems, with differing recording systems seen between staff. The use made of information about pupils' progress, what they have learnt and can now do, to plan for the next stages of learning in the short-term, is also inconsistent. Teachers do not always mark work regularly, and the quality of written advice to pupils as to what they need to do to make further improvement is also variable.

67. However, overall the school is now judged to be very successful in much of its work in this area. It has sustained the standards reported on previously and has made further improvements, as in its promotion of high levels of attendance, its promotion of very good behaviour and the arrangements for the very good personal development of pupils. Satisfactory arrangements are now in place for the assessment of pupils' academic performance in the core subjects of English, mathematics and science, which enables the school to set appropriate, challenging, targets.

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

68. The parents who returned the questionnaire or attended the meeting were very supportive of the school. They expressed satisfaction with the standards achieved by their children. Parents are clear that children enjoy life in school, staff care for them well and help them develop good attitudes to learning and each other. They feel that they can approach the school on any matter. They consider the behaviour of pupils to be very good.
69. Arrangements for the induction of pupils are very good with staff meeting parents and pupils prior to their starting. Very good documentation supports this process dealing with administrative and educational arrangements. The prospectus, which meets requirements, provides parents with useful information about the school and its aims. The annual report made by governors meets requirements and is of good quality. Parents receive regular newsletters from the school about its activities and routine administrative matters. These are written in an accessible manner for all parents. The result is that the youngest pupils are able to settle quickly into school life and routines and parents and pupils are clear about matters relating to the life of the school.

70. Annual written reports are made to parents about their children's progress, and these meet requirements. Parents have an opportunity to meet teachers on a termly basis to discuss progress. The children also attend these meetings. This helps all involved be clear about the progress achieved and provides an opportunity to discuss the next stage of learning. Parents also receive an indication from teachers as to the work to be covered during the subsequent term. As well as these formal opportunities many parents discuss any matters of concern on an informal basis with the headteacher and staff. During the inspection such meetings were noted at the beginning and end of the school day. Parents also receive information about the outcomes of their children's work in the various national tests in addition to the statements made by governors about the school's overall performance. Parents of pupils with special educational needs are involved in reviews of progress with staff and are offered advice about as to how their children can be supported to make further progress. Parents of pupils with statements of special education needs are also fully involved in the reviews of progress as required.
71. The school has a policy for homework. A number of parents expressed concern about homework, in particular about the consistency with which it was set and marked and about its content. Evidence from inspection shows that while in general homework is set and marked there are inconsistencies in this to be seen across the school. In addition on occasion the content is somewhat restrictive. For younger pupils it consists mainly of reading books with such additional items as spellings. Older pupils receive work which is, generally speaking, linked to work in literacy and numeracy. On occasion as in a lesson seen in ICT other work is set, but overall this is limited. Similarly for the oldest pupils, homework requiring research and the developing of independence in learning was limited. The school could usefully review its arrangements and practice so as to improve further the contribution that homework can make to pupils' learning and their personal development. They could also review how parents can be more fully aware of and be able to support pupils undertaking such work.
72. The school is very fortunate in the support it receives from the parent, teacher and friends association. This is a very active and committed group who have provided very considerable support and resources to the school. It organises a range of social events for the pupils, parents and involving the wider community, not all with the intention of fundraising. The group works closely with the headteacher and staff to identify how best to support the school with additional resources. As noted elsewhere the school has a very poor site with limited play and social areas. The support received has helped to develop play areas as far as possible and also to assist in the additional costs incurred by the school having to use facilities off its site. Recent contributions have included funding theatre trips, additional computer equipment, television equipment, a portable organ for use in such events as assemblies, which are held in a local hall. These have made a significant impact on the life of the school and the learning and development of pupils. Parents support the school in other ways. However, the school's small, cramped site and working areas such as the library do tend to restrict the opportunities for parents to work in school. However, parents do support the school in many ways as, for example, by attending the annual picnic, when pupils entertained parents with work started during the session of "Drum Crazy". The

school orchestra also performed. Parents, friends and younger children much enjoyed the event.

73. The last report found that whilst much of the school's partnership work was satisfactory some parents did not feel welcomed by the school. The school has made improvements since then in much of its work in this area, for example its communication with parents. It is also clear that nearly all parents now feel that the school is approachable and staff work hard for their children. Overall therefore this aspect is now judged to be a strength of the school.

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

74. Both the leadership and management of the school are good. The headteacher and governors now provide a clear vision which is translated into the promotion of high standards and the raising of the quality of pupils' work. This was a key issue in the last inspection report and has been addressed successfully. The staff and governors are closely involved in decision-making and give a firm steer to the work of the school. The performance management system is used well, senior managers working alongside co-ordinators to develop their roles. This has been particularly successful in those subjects where specialists are able to take classes, and more work is planned in the other subjects.
75. The school's aims have been revised to reflect the school's priorities to raise standards and develop teaching and learning. They are still in draft form, but are addressed well in the new School Improvement Plan. This has been devised in consultation with the governors and staff and has a very clear rationale, although some of the detail, particularly of costs, is still vague. The development of schemes of work, based on national guidance, has continued and the assessment and monitoring of progress has been supported, especially in English and mathematics. These are a great improvement on the situation at the time of the last report. The planning for delivering the curriculum is complex because of the mixed age classes which change each year. This is considered well in staff meetings and the resulting arrangements ensure satisfactory coverage of all aspects of the National Curriculum and religious education, although the time for some subjects varies between classes.
76. The senior staff and governors know the strengths and weaknesses of the school, and have taken appropriate action. One major decision this year has been to reduce the size of the large teaching group of Year 5 and 6 pupils by employing a part time newly qualified teacher to take a small group of special educational needs and lower ability pupils each morning for English and mathematics. The reasoning for this was sound, and the finances made available were used appropriately. The newly qualified teacher has been well supported, but the monitoring of the effectiveness of this arrangement has been informal. Therefore the value for money of this decision is uncertain. There have been no clear targets for the small group, or monitoring of their progress and social development, especially of the one Year 4 pupil included in the group. They work with the rest of their class in the afternoons, but were not doing physical education with them in the mornings or sharing experiences such as the "Drum Crazy" event. Next year they will have to integrate with the rest of the class, and the one Year 4 pupil with her own age group. This will need managing sensitively.

77. Despite the concern over the range of opportunities for this small group to socialise and integrate fully with their peers, the school's aims also make clear a commitment to equality of opportunities and developing the positive relationships which are such a strong feature of the school. There is a commitment to continual improvement and a clear capacity to succeed. This has been achieved by delegating responsibility and supporting this with finances and training, although the monitoring of effectiveness is sometimes informal.
78. The governing body have taken on their responsibilities effectively and fulfil their duties in helping to shape the direction of the school. They are aware of the areas that need development and have allocated resources for them. The recent money obtained for improvements to the accommodation was a positive step, and the further demands for a multi-sport facility at the playing fields is an indication of how well they and the headteacher lobby for the school's benefit. There were criticisms in the previous report of leadership and management, and the governors, who are largely new, have responded to these very well. They find out what is going on through their visits and discussions, and are an integral part of the school. They complete the appraisal of staff and targets for the headteacher well.
79. The monitoring, evaluation and development of teaching has improved greatly since the last inspection. Standards of teaching have improved, and performance management has been used well to set targets for personal development. The school has started to monitor its standards carefully and is setting appropriate, but challenging, targets for individuals and groups of pupils. The information generated is sometimes confusing, but recent developments in the use of ICT to analyse the data are very promising. The use of this data is better in English, mathematics and science. Some is being gathered and used in ICT, but in other subjects there is little hard data to analyse progress and the effectiveness of teaching and learning.
80. There are satisfactory arrangements for supporting new teachers, the teacher responsible has regular discussions and appropriate courses are identified, but a part-time appointment during an induction year is difficult to manage and links with the induction co-ordinators in the other school would need to be tightened up if this arrangement were to be repeated. The school could possibly be a provider of initial teacher training.
81. Financial planning is sound, and is linked to educational priorities, although some costings in the School Improvement Plan need to be more specific. The school is not well resourced in terms of its base budget and additional grants, especially given the extra costs of running a small school. The finances are planned carefully and grants used well. Spending is closely controlled and monitored and the recent auditor's report was very positive. Administration and day-to-day financial control are good, and new technologies are used very well to support them, including information from the local education authority.
82. The school is starting to use the principles of best value, for example, to monitor its performance. It provides a good range of educational activities outside the statutory curriculum, but the governors have decided to charge for a number of these so as to focus on spending to support work in the classroom. There are few opportunities for the school

to tender for contracts, but the governors do consider alternatives where they can, in most cases they buy in the local education authority services.

83. The teachers and support staff match the demands of the curriculum well, there is a good mix of experienced and new staff, who work together well. The part-time teacher is on a temporary contract to work with a small group of pupils for this year, and the classes will be re-arranged next year to overcome problems that the different sized groups in each year have created.
84. The accommodation is poor. Three of the five classes are taught in wooden huts, there is no large space to allow assemblies, physical education, or lunch, so the school has to hire an adjoining community hall, which is a large expense. The social areas are very limited, both inside and outside, the library is very small, and the ICT room is a shared facility that is not very accessible to pupils. These problems limit the effective use of the generally good range of learning resources. Many changes have been made to the accommodation, and more are planned, but these are piecemeal and do not address the basic problem of a very small cramped site and old and inadequate buildings. The school playing field is some distance away and is not useable in wet weather, so, with no changing rooms or showers, the opportunities for sport, games and energetic activities are very limited. New equipment for physical education is being bought to enable it to be carried over to the community hall for physical education from the wooden hut in the playground used for storage. The school has tried to provide stimulating resources for the younger children, including storage and a covered area but any wheeled toys are impractical in the space available. The school gate opens directly onto a road with inadequate pavements or parking, so the beginning and end of the school day need extra supervision. The school's resources for learning are good.

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

### **What should the school do to improve further?**

85. In order to maintain and improve on the very good progress since the last inspection, the governors, headteacher and staff should realise their intentions in the School Improvement Plan to:
- (1) Continue to develop the roles of the subject co-ordinators in monitoring, evaluating and planning to improve the standards of attainment, particularly in the foundation subjects. (See paragraphs 39 and 42).
  - (2) Implement consistently across the school the plans and policy for assessing recording and reporting on pupils' attainment and progress that are already in place. (See paragraphs 43, 66 and 79).
  - (3) Seek all possible ways to overcome the restrictions the accommodation makes on the school's work. (See paragraph 84).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	22

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	18	10	0	0	0
Percentage	0	18	53	29	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	131
Number of full-time pupils known to be eligible for free school meals	-	6

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	11

#### **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	14
Pupils who left the school other than at the usual time of leaving	14



## Attendance

### Authorised absence

	%
School data	3.5
National comparative data	5.4

### Unauthorised absence

	%
School data	0.3
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	6	7	8
	Total	15	16	17
Percentage of pupils at NC level 2 or above	School	75 (100)	80 (100)	85 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	6	8	8
	Total	15	17	17
Percentage of pupils at NC level 2 or above	School	75 (100)	85 (100)	85 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	11	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	5
	Girls	10	10	11
	Total	13	15	16
Percentage of pupils at NC level 4 or above	School	76 (89)	88 (83)	94 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (89)	n/a (83)	n/a (94)
	National	73 (72)	74 (74)	82 (82)

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

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

<b>Categories used in the Annual School Census</b>	<b>No. of pupils on roll</b>	<b>No. of fixed period exclusions</b>	<b>No. of permanent exclusions</b>
White – British	114	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

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

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	20:1
Average class size	26.0

**Education support staff: YR – Y6**

Total number of education support staff	5.0
Total aggregate hours worked per week	81.0

**Financial information**

Financial year	2002-2003
	£
Total income	358,372
Total expenditure	340,849
Expenditure per pupil	256
Balance brought forward from previous year	-23,512
Balance carried forward to next year	17,523

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	186
Number of questionnaires returned	64

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	35	1	0	0
My child is making good progress in school.	55	42	3	0	0
Behaviour in the school is good.	66	33	1	0	0
My child gets the right amount of work to do at home.	34	40	19	6	2
The teaching is good.	61	38	0	1	0
I am kept well informed about how my child is getting on.	45	38	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	38	7	0	0
The school expects my child to work hard and achieve his or her best.	50	47	3	0	0
The school works closely with parents.	44	38	12	5	1
The school is well led and managed.	45	47	3	0	5
The school is helping my child become mature and responsible.	53	44	0	0	3
The school provides an interesting range of activities outside lessons.	20	49	20	6	5

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

86. Reception children are part of the Foundation Stage for three to five-year-olds. They are working towards the Early Learning Goals that set out nationally agreed targets for most children to achieve by the time they are five. Overall, all children are making satisfactory progress towards the Early Learning Goals with some exceeding these standards in aspects of communication, language and literacy, and a high proportion of children making good progress in the area of personal and social development. This is consistent with findings from the previous inspection. Evidence is drawn from lesson observations, looking at children's work, school documents and discussions with teachers and children.
87. Provision for children in the Foundation Stage is made in the school's reception class for under fives. There are two intakes during the year, one in September and one in January. Most children attend a pre-school playgroup which is situated adjacent to the school. The school uses assessments to determine the children's abilities on entry to the reception class. This shows a wide range of attainment which is broadly average overall, but which varies from year to year due to different size cohorts. Presently there are 16 children in the Reception Year. The class teacher is also the Foundation Stage co-ordinator.
88. Transition procedures for children starting in the reception class are good and are a strength of the school. In the year prior to children starting, parents are invited to attend all school events and curriculum meetings including one on the Foundation Stage. In the term before starting, the reception teacher joins the playgroup for lunch and the children make short visits to the school to join in with story-time and other activities. The teacher makes home visits to talk parents through a pack of information including the school prospectus, home-school agreements and medical questionnaires. Children build up to half-day visits and, on starting school, are introduced gradually into a full day. Parents are welcomed into the classroom at the start of each day, and a well-used parents' area contains an information notice-board and a library of maths games, books and activity sheets. Children have home-school reading diaries which encourage parents to hear children read regularly at home.
89. Teaching in the Foundation Stage is good. The teacher uses detailed planning grids to plan carefully for the different ability groups in the class so that they all receive an effective amount of attention. There is regular support given to children by a learning support assistant and by volunteer parents and a governor. Additional adults are given clear direction as to their role during the session and to the appropriate vocabulary to be using with the children. They contribute to the effectiveness of the teaching in the reception class and to the progress made by all pupils. The teacher has good understanding of the "stepping stones" which lead up to the Early Learning Goals. Expectations of behaviour are high, relationships between adults and children are very good and a friendly and caring ethos has been established in the classroom. Control of children is low-key but effective.

90. In the spring and summer terms the children are taught by the class teacher for mathematics and the Year 1 teacher for literacy. The school has organised the teaching in this way to make full use of the appropriate subject strengths of the teaching staff. Both teachers engage in close dialogue in order to ensure that progress is monitored, and keep portfolios which record the development of key learning steps, for example when children are able to write their own names unaided.
91. Planning provides coverage of the six identified areas of learning for Foundation Stage children. Emphasis is given to the basic skills and literacy and mathematics sessions are timetabled as discrete lessons. Some sessions are planned to provide children with directed activities across several areas of learning and other lessons are planned to provide a focused activity, giving children experience in one particular area. Provision is also made for child-initiated activities. Detailed weekly planning grids are used to record the main objectives for the week, whole class sessions and the activities for each group of pupils.
92. The attitude and behaviour of children in the Foundation Stage are very good. Children are enthusiastic and join in with whole class and group work confidently. They sustain concentration well, share apparatus and equipment willingly and work well together in pairs or in groups. Very few instances of inappropriate behaviour were observed throughout the inspection.

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

93. This area of development is given a good level of attention at the start of the school day. Most children are brought in to class by their parents and select from a variety of prepared activities, or engage in self-initiated activities, without fuss. Children were observed working at a writing table, reading in the library corner, sitting at the computer or playing with friends outside. They take turns readily and share equipment fairly. When it is time for registration children take responsibility for tidying apparatus away and assemble quickly and quietly onto the carpet area. They answer their names by saying “hello” in a variety of languages and say “please” when asking for lunches. Good behaviour from the day before is rewarded by children colouring in a class chart, and two children are chosen as “special” each day to carry out certain jobs. This ethos is also in evidence at the end of the school day when adults and children were observed working together as a large group to manipulate a large “parachute”.
94. Activities are planned to allow children to develop their independence. Children have regular opportunities to choose from a range of activities, and often work in groups where they are required to share equipment, negotiate and co-operate. One group was observed working together successfully in an art lesson to produce a collage. They are taught to explore their feelings and respect the feelings of others, such as when they talked about their favourite toys in circle time during an religious education lesson. Regular assembly times are used to encourage respect for their own culture and those of others, and to develop the children’s sense of sense of right and wrong. They sustain concentration well, as evidenced by their attention to the story of David and Goliath in assembly. Adults and helpers act as good role models for the children, treating them with respect and valuing their ideas and

efforts. As a result, children are making very good progress towards achieving the Early Learning Goals in this area.

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

95. The children are given numerous opportunities to develop their skills in this area as a result of the emphasis given to it in teachers' planning. Formal opportunities occur during daily literacy sessions, such as when children joined in with a shared rhyming text and worked on various activities with rhyming words. Plenary sessions are used to encourage children to share their work and reflect on their learning. Children have regular guided reading time when a small group will read and talk about a shared text, and also have opportunities to read to an adult on a one-to-one basis. Development in reading is good. Children read enthusiastically and use a variety of strategies including phonic knowledge, picture clues, contextual clues and knowledge of whole words. They are also able to articulate how they are able to work words out. They are able to infer information from the story and pictures, such as when a child knew a teddy bear was sinking "because you can't see much of him now". Phonic work is planned regularly, but in one lesson observation the level of phonic worksheet being used by one group was pitched at too low a level. Children are able to recognise and write high frequency words and use their phonic knowledge to make plausible attempts at unknown words. Many children are able to write simple sentences, with higher attaining children using increasingly sophisticated language and conventional spelling. Children listen well and are confident when speaking to each other, to adults and in front of others.
96. Opportunities for the development of language skills also arise through planned activities for other areas of Foundation Stage. Informal opportunities arise when children are working in structured play sessions, such as when talking together when setting out a model village, engaging in role-play and working with containers of different sizes in the water tray. The wide range of activities help to move the children successfully towards and, in some cases, beyond the Early Learning Goals in this area by the end of the Reception Year.

### **Mathematical development**

97. Children in reception receive a discrete mathematics lesson each day. The teacher identifies a key set of learning objectives for the week and plans activities for each group of children to reinforce their learning. Children are able to count together up to 100 using a large number board and show understanding of number sequence to ten, forwards and backwards. During the group work time, one supervised group hooked numbered ducks from the water tray and could record the addition sum on a blackboard. Another group working with the teacher in the role-play area were able to give change using real coins. A third group worked independently with a spinner to work out a number plus two, using play-dough to create the answer. This activity lacked challenge for some of the group and the children's attention wandered away from the task. A short plenary session effectively reinforced some of the addition facts.



98. Children understand and use appropriate mathematical vocabulary during practical activities such as “more/less”, “bigger/smaller”, and “add/take away”. They have opportunities to apply their understanding in other areas of learning, such as when they drew and labelled “food we eat a lot or a little”. Children have easy access to a wide range of mathematical resources such as counting objects, number lines and three-dimensional shapes and these are clearly labelled. The emphasis on practical activities meant that children had very little recorded work in their numeracy books, but they are beginning to record simple addition and subtraction facts, with higher attaining pupils recording multiples of ten. They independently use a computer program to practise and reinforce areas of mathematical development. Overall, children are on course to achieve the Early Learning Goals in this area by the end of the Reception Year.

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

99. The teacher plans regular sessions for the children to develop their understanding in this area. During regularly timetabled sessions there are formal and informal opportunities for children to explore, construct and experiment. In one observed session each group of children explored objects that floated or sank, making oral predictions beforehand. They were able to sort their results using Blu-tak and cards on a large board, and also record this in their own books using a simple chart. The teacher and learning support assistant used questioning effectively to challenge and extend the children’s thinking about why things floated or sank. Previously, children had used their senses to investigate the school grounds and were able to identify specific features. They were able to discuss and write about their pets and about their favourite place in the village. Children had investigated old and new irons, comparing and contrasting them. They were able to use the computers in the ICT suite to draw, fill, save and print images connected to their work on the seaside. Children are moving successfully towards achieving the Early Learning Goals in this area by the end of the Reception Year.

### **Physical development**

100. During the inspection children were observed in situations designed to develop their fine and gross motor control. Children were able to manipulate a computer mouse and keyboard successfully and were developing pencil control through various writing, colouring and drawing activities. During child-initiated sessions they used large construction blocks and carefully moved small cars along a road mat. Children also used hoops and space hoppers to move around. Although the children have access to low beams for balancing, there is no climbing frame and facilities for physical education where children can learn about larger physical movements are limited. Despite this, children are making satisfactory progress towards meeting the Early Learning Goals in this area.

### **Creative development**

101. Reception children take full part in school assemblies and sing confidently. They joined in enthusiastically with rhymes and songs in literacy and numeracy sessions. During an art lesson the children painted seaside scenes and were able to work independently in groups to

create a collage. They demonstrated good control of the paintbrushes and could make the paint thicker with sand to create texture or make it thinner with water to create washes. Teachers and learning support assistants supported children well, using good questioning to extend the children's ideas about painting. Previously, the children had used clay to create plates of their favourite food. They use the role-play area to imagine making and serving ice-creams and made full use of their senses during their "sound-walk" around the school. Children have access to good resources and plenty of opportunities to use their imaginations to respond to stories, such as when they listened to the story of "Dogger" during a religious education session. Overall, children are making satisfactory progress towards meeting the Early Learning Goals in this area.

## **ENGLISH**

102. Overall, the quality of provision in English is good. During the inspection, eight English lessons were observed. Discussions were held with the three subject co-ordinators and with pupils from Year 2 and Year 6. Policy, planning and record keeping documents were reviewed and pupils' work was examined.
103. Pupils enter the school with a wide range of ability. Evidence from the work seen in pupils' books and from lesson observations indicates that by the ages of seven and 11, standards in English are broadly in line with those expected nationally. Pupils made good progress in the majority of lessons observed. Since the time of the last inspection, standards have improved in line with the rates of improvement nationally.
104. In the 2002 national tests for seven-year-olds, results calculated by points scored were around the national averages in both reading and writing but were below average when compared with similar schools. A larger percentage of pupils achieved the higher Level 3 in reading than was the norm nationally. Teacher assessments for the 2002 national tests confirmed the average performance in speaking and listening, reading and writing. Test results over the last three years show generally above average performance in reading but below average performance in writing
105. In the 2002 tests for 11-year-olds, the school's results in English were broadly in line with national averages overall, but with a much larger percentage of pupils attaining the higher Level 5 than was the national norm. Results overall were also average when compared with similar schools, though the proportion of pupils attaining Level 5 was higher. The school set targets of 82% to reach the expected standard, Level 4. Only 76% did so, although the higher number reaching the Level 5 meant that the overall points score was still satisfactory.
106. In both key stages, pupils develop their literacy skills through their work in other subjects. For example Year 1 pupils use "alphasmart" computers to write captions for pictures in their history lessons, recording evidence, and Year 4 pupils write notes to record the activities of Victorian flower-sellers seen on video.
107. Provision for pupils with special educational needs is good. Pupils in the infants and in Year 3 have individual or small group support from the special educational needs co-

ordinator and generally make good progress towards their individual learning targets. The other special educational needs pupils are taught as a separate group for all English lessons, together with some other pupils who are identified as working better in a small group. Whilst some have made satisfactory progress towards their individual learning targets, overall progress in English is unsatisfactory for some pupils.

108. Inspection evidence indicates that standards in speaking and listening are above average at the end of both key stages. Pupils of all ages and abilities are encouraged to listen carefully to their teachers and to the contributions of other pupils. They are eager to volunteer their ideas and to consider the ideas of others. Through the many opportunities their teachers provide, they speak with increasing confidence and clarity, both individually and with talk partners and small groups. Year 2 pupils, for example, retell the main events of the story “After the Storm” through group role-play performed to the class. Discussion and debate are well promoted. For example, Year 5 and 6 pupils very effectively discuss the difficulties of interpreting history when only limited evidence is available.
109. Overall standards in reading are satisfactory, with many pupils exceeding expected levels by the ages of seven and 11. Progress is good. Reading is well promoted throughout the school and pupils have frequent opportunities to read independently, in small groups and as a whole class. Pupils’ reading progress is effectively supported by the home reading programme, particularly in the infants. A group of enthusiastic Year 6 librarians has recently introduced a reading club for younger pupils, organising story-telling sessions and book displays.
110. By the age of seven, pupils use a range of strategies to read unknown words. Their knowledge of phonics and key words for reading is good. They enjoy books and read aloud confidently and with expression. The majority can retell the stories they have heard and make simple comparisons with other stories they have read. After reading a story together, above average Year 2 pupils were able to identify the story theme, suggesting that “sometimes you can help each other by doing team work”. Pupils understand the differences between fiction and non-fiction texts. Year 2 pupils can describe how to use a contents page and glossary. An able Year 2 reader described how to scan a text to find a word quickly and talked about the use of a thesaurus to help find more exciting words.
111. Throughout the juniors, pupils extend their reading skills using an increasing range of texts. For example, special educational needs pupils in Year 5 read an Internet text on dolphins and summarised the key points. Year 6 pupils clearly articulate the strategies used to gather information from non-fiction texts and talk confidently about their favourite authors and their story themes. Year 5 and 6 pupils read a Wordsworth poem, discussing the author’s style and language use. They read a range of stories from other cultures and traditions.
112. By the ages of seven and 11, standards in writing are generally satisfactory, though fewer pupils achieve the higher levels than in reading. Boys’ standards are generally lower than girls’, as is the case nationally. Throughout the infant classes, pupils write for a range of purposes. They write lists, captions, letters, stories and instructions, using their developing knowledge of key words and letter-sound links to write independently. For example, after

reading a fantasy story, Year 1 pupils wrote postcards describing what the main character did on his holiday. They used whiteboards to classify rhyming words according to their differing spellings. Guided by their teacher, above average Year 2 pupils write book reviews summarising the story setting, its characters and links with other stories. Standards of handwriting and presentation have improved since the last inspection as the systematic teaching of letter formation and the use of a joined script in Year 1 have now been introduced.

113. Throughout the junior classes, pupils extend their writing range and skills, developing control over the characteristic features of both fiction and non-fiction texts. For example, Year 3 pupils summarise events in the story “Jack’s Fantastic Voyage” using appropriate words to signal the passage of time. Older pupils write diaries and letters from the point of view of different characters in “The Rainbow Snake”. They refine their use of language when writing about characters and settings. When describing a harbour, an able Year 6 pupil wrote, “squawking seagulls circled above them. A distinctive fishy smell drifted through the air”. The writing observed in lessons and in pupils’ books indicates that progress overall is satisfactory. For pupils with special educational needs it is variable, but is satisfactory overall. Standards of handwriting and spelling are inconsistent and for some pupils often detract from the quality of their work. However, handwriting and spelling policies have recently been reviewed and their use is hoped to lead to improvement. There is little evidence of the use of computers to support pupils in editing, improving and presenting their work.
114. The quality of teaching in English has improved since the last inspection and is now good overall. Teaching was good in all of the infant lessons observed. It was good overall, but more variable, in the junior lessons. All teachers are implementing the National Literacy Strategy and this has helped them to raise standards. Learning support assistants provide good support for individual pupils and for small groups. Pupil-teacher relationships and the management of pupils are always very good and this ensures that pupils concentrate, work productively and learn to collaborate well. Since the last inspection, lesson planning has improved and now clearly identifies the learning objectives for pupils. In some lessons, there is not enough differentiation of tasks to support the least able or to challenge the most able pupils, particularly in writing.
115. In the best lessons, teachers make clear to pupils exactly what they will learn and what they will do. They ensure that tasks provide the correct level of challenge for pupils of differing abilities so that all can make good progress. They give pupils a clear timeframe for working and review what has been learned by the end of the lesson.
116. Whilst teaching methods are good overall, insufficient use is made of teacher demonstration in writing to show pupils how their writing can be improved. The lack of adequate space to house the school library means that the teaching of library skills, particularly for junior pupils, is underdeveloped. The use of assessment information to guide lesson planning is generally satisfactory. Teachers have a good knowledge of their pupils’ strengths and areas for development but there is no whole school approach to assessing and recording pupils’ standards or for monitoring their progress over time. Progress Books provide a record of

the work pupils have done but this work is not assessed against National Curriculum levels and therefore provides too little support for checking progress or for target setting. The marking of pupils' work has improved since the last inspection but in some classes is still not focused enough on telling pupils what they need to do to improve their work.

117. The three English co-ordinators took over the management of the subject during the current academic year. They provide the specialist English teaching in the school: one in the reception and Year 1 classes, one in the juniors, and the third co-ordinator teaches the Year 2 class and is also the special educational needs co-ordinator. This gives them a good overview of standards achieved by these pupils. All are committed to raising standards and are focused on improving provision across the school, particularly in writing. Subject management and review have improved since the last inspection. Co-ordinators now have detailed job descriptions which clearly describe their role in school improvement, in monitoring standards and in evaluating the quality of teaching. A detailed and helpful policy for English has been written which will support planned improvements. The three co-ordinators each have a good understanding of provision in the year groups in which they teach and are now working towards a shared overview of standards and progress across the whole school.
118. Since the last inspection, resource provision has improved. ICT equipment now includes dictaphones, portable computers and an interactive whiteboard. There is a good range of books, equipment and reading resources, supplemented by library loan.

## **MATHEMATICS**

119. Overall, standards in mathematics are good, they are better at the end of the juniors than the infants. They have risen above the national rate of improvement by the age of 11 over the last three years. In the 2002 tests for 11-year-olds the school's results were well above those achieved by schools nationally, and well above the results achieved by similar schools. The proportion of pupils achieving the higher Level 5 grading was particularly high, and the pupils' results were very good compared to their previous standards in Year 2. The standards achieved by pupils at the end of Year 2 were broadly in line with national levels of expectation for seven-year-olds and, although below those achieved by pupils in similar schools, but the number of pupils attaining the higher Level 3 was high.
120. Evidence gathered during the inspection (from lesson observations, a scrutiny of work in pupils' books and school documents, a scrutiny of classroom and corridor displays, and discussions with pupils and staff) indicates that there has been a significant improvement in standards in mathematics since the last inspection. By the end of Year 2, pupils are achieving standards that are in line with those expected of pupils aged seven. Pupils in Year 6 are achieving standards above those expected by the age of 11, with a significant number of pupils working at the higher Level 5. There is no significant difference between the standards being achieved by boys and girls.
121. Overall the progress made by pupils in mathematics is good and has significantly improved since the previous inspection. Pupils make satisfactory progress throughout the infants. In

Year 2, pupils were observed using a range of strategies to work out questions to do with time. Work seen in pupils' books indicates that pupils are able to halve and double numbers, understand multiplication as repeated addition and can work with numbers of increasing size. Higher attaining pupils are exploring combinations of numbers using their own strategies and can explain in words how they are solving problems.

122. Pupils make good progress throughout the juniors. In one lesson Year 4 pupils were using number cards to create three and four digit numbers and then using their own systems to halve them. They were able to talk about the methods used and self-correct their calculations when reaching an incorrect answer. Year 6 pupils were observed confidently working on finding the lowest common multiple of groups of numbers, and could apply their knowledge of number to make predictions. A scrutiny of work in folders showed that Year 6 pupils had developed their understanding of place value to six digits, could calculate the area and perimeter of shapes and could use fractions to calculate parts of whole numbers. Higher attaining pupils also showed secure understanding of percentage and ratio and could order and use negative numbers.
123. Progress made by pupils with special educational needs is satisfactory overall. In the infants this progress is maintained by ensuring that work is suitably matched and that available adult support is appropriately targeted during lesson time. In the juniors a small group of pupils with special educational needs from Year 4 and 5 receive separate provision for mathematics, together with other pupils who are identified as working better in a small group. In one lesson they were learning about right angles by using them to direct a pupil across the room, reinforcing the concept by using the hands of a clock. They are achieving appropriately, but their progress is not regularly monitored on a formal basis. In the Year 3 and 4 class a group of special educational needs pupils were exploring number bonds and being very well supported by a learning support assistant.
124. Overall the quality of teaching and learning is good, with evidence of very good teaching in the juniors. Seven mathematics lessons were observed during the inspection. The teaching in the lessons observed in the infants ranged from satisfactory to good, and in the juniors it ranged from satisfactory to very good. No unsatisfactory teaching of mathematics was observed. This represents a significant improvement on the findings of the last inspection, when teaching was described as mostly satisfactory with some good.
125. The school makes use of teachers' specialist knowledge in mathematics to organise the way in which classes are taught. Mathematics lessons for Reception and Year 1 pupils are planned for and taught by the same teacher. On the whole the match of activity to pupils' ability was good and provided suitable challenge. In some instances, the same context and apparatus was used for both year groups and was less appropriate for the older pupils. With the exception of the small group of Year 4 and 5 pupils, all junior pupils are also taught by one teacher. Overall, this method of organisation has proved to be an effective strategy, leading to improved results by the end of Year 6.
126. The National Numeracy Strategy has been implemented throughout the school and this has led to a more consistent approach to teaching across all classes. Typically, lessons have a

three part structure, beginning with an effective oral and mental introduction. For example Year 5 and 6 pupils were using “digicards” to practise tables, and pupils in Year 1 reinforced tens number bonds using number “paddles”. This is then followed by a whole class session when the teaching objectives for the session are shared and pupils receive direct teaching. This then leads onto independent or supported group tasks. For example, Year 5 explored patterns of odd and even numbers during the whole class session and then explored this further in independent time. Lessons usually finish with a plenary, or recap session, to share findings, assess progress and reinforce new learning.

127. In the most effective lessons the pace of the teaching was brisk and lively, keeping the pupils’ attention focused throughout. Teachers demonstrated good subject knowledge and used a variety of teaching strategies and groupings. All pupils had access to direct teaching time daily. The use of questions to establish understanding, and extend pupils’ thinking further, was good. Questions were often phrased so that pupils had to give extended answers, for example “What did you notice?” or “Can you think why that is?” Pupils were often asked to explain their methods and use their own systems to record their workings. Teachers showed high expectations of their pupils, particularly in encouraging them to work independently and collaboratively.
128. Overall, lessons were well planned. The school is making good use of the National Numeracy Strategy materials and “Hamilton Trust” web-site planning, adapting them to suit their own needs. Teachers use their planning sheets to identify the key objectives for the lesson or series of lessons, appropriate whole class and group activities and the focus for the plenary. This represents a significant improvement on the findings of the previous report, where learning objectives were described as “too wide”. Teachers also plan for effective use of learning support assistants, and often have a separate planning sheet available to guide them during their work with groups. Consequently, learning support assistants contribute to the progress made by groups of pupils during the lessons.
129. The management of pupils was very good in all classes and expectations of behaviour were high. In all lessons, appropriate resources were identified, used effectively to support the pupils, and were well prepared beforehand. Year 2 pupils had a supply of clock faces to support their work on time and appropriate grids and instruction sheets were ready for Year 5 and 6 pupils to use. This meant that little time was lost during the sessions, resulting in pupils having the maximum amount of time available to work in their groups. Pupils in both key stages moved from the whole class session to their group work smoothly and with little fuss.
130. Overall, the behaviour and the attitude of pupils during mathematics lessons were very good across all year groups. Pupils showed genuine interest and enthusiasm for the subject and responded well in whole class or group settings. They listened very well and were eager to take part during the warm-up starter sessions. During group activities, pupils worked together well and applied themselves to the task throughout. This enabled the teachers to work uninterrupted with focus groups and to use their time effectively. Pupils sustained a high degree of effort throughout lessons, and this contributed to the progress they made.

Relationships between the teacher and pupils, and between groups of pupils, were very good.

131. The assessment of pupils' progress in mathematics is an area currently under review and development. The school is making good use of ongoing assessments to match the focus of the teaching to the needs of the pupils. However, the ongoing marking of pupils' work does not often provide pupils with clear feedback about what they have done well or what they need to do to improve further. The use of formal target-setting is limited to a comment in the annual spring report, and although this is discussed with pupils and parents, more use could be made of short-term targets. The school is currently part of a project group piloting a system of assessment in mathematics which makes use of a computer program called "RM Maths Portfolio". Pupils have regular, short sessions on the computer, working on an individual programme of tasks. Using the results, teachers are able to plot progress in specific areas of mathematical learning. Although currently only used in the infants, this will continue into the juniors next year.
132. Work seen in pupils' books reflected the range of programmes of study in the National Curriculum, with activities in number, shape, space and measures and handling data. Pupils understand the need to set their work out clearly and have a large amount of mathematics activities recorded in their books and folders, reflecting the daily focus. There is little difference in the work given to pupils of different ability groups and this sometimes leads to some pupils working on inappropriate activities.
133. Homework is used throughout the school to support the teaching and learning in mathematics. Parents are encouraged to support their children with work set for home learning and pupils are encouraged to explain what they have been doing in mathematics to adults at home. However, the use of homework is not systematic and the school policy does not make clear the amount of homework deemed appropriate in the juniors or how often it should be set. Some parents at the pre-inspection meeting expressed concerns over the school's use of homework, and this is an area for further development for the school.
134. Corridor and classroom displays, and work in books, demonstrate the application of mathematical skills in other curriculum areas. For example, pupils in Years 5 and 6 had used their mathematical skills to measure and make shoes as part of a design activity, and they had also successfully plotted rainfall and temperature of three countries during their geography work. Each classroom has a good supply of appropriate resources and a large, well-organised central resource area is located in the co-ordinator's room.
135. The role of the co-ordinator and the management of mathematics have improved significantly since the previous inspection. This was identified as a key area for development, and many of the areas identified have been addressed. The co-ordinator has established herself as a role-model for other teachers and is involved in a programme of monitoring both the planning and teaching of mathematics. She identifies and supports the development areas identified in the School Improvement Plan and manages an annual budget for ordering resources. The co-ordinator has played a key role in introducing the National Numeracy Strategy and the new planning materials to the school and oversees the direction of its



continued implementation. To further develop the role, the co-ordinator now needs to make greater use of statutory and non-statutory assessment data to establish targets for specific cohorts and groups of pupils, and to review the school policy to reflect recent changes such as the use of "Hamilton Trust" planning. The headteacher is also involved in monitoring the teaching of mathematics in Key Stage 2 and is overseeing the implementation of the RM assessment system. She has ensured that the co-ordinator has a clear job description and supported the improvements made since the previous inspection.

## SCIENCE

136. Overall, standards in science are satisfactory. Over the last three years they have risen above the national rate of improvement by the end of Year 6. In the 2002 tests for 11-year-olds the school's results calculated by points scored were much higher than those achieved by schools nationally. The proportion of pupils achieving the higher Level 5 grading was particularly noticeable. The school's results were above those of similar schools, and the pupils did very well compared to their standards in the tests at the end of Year 2. This represents a significant improvement to the results at the time of the previous inspection.
137. Pupils in the infants do not take statutory tests in science and so teacher assessments are used to provide data. In 2002 the percentage of pupils judged to be attaining the expected Level 2 was below that achieved by schools nationally and significantly below that achieved by similar schools. Although this represents a decline since the previous inspection, it is clear that teachers have only awarded higher levels when pupils are judged to be absolutely secure at a particular stage of their learning. Teacher assessments suggest there will be some pupils achieving this level in 2003.
138. Evidence gathered during the inspection (from lesson observations, work scrutiny, school documentation, displays and discussions with pupils and staff) indicates that standards in science are at least in line with those expected of pupils at the end of each key stage. Pupils at the end of Year 6 are predicted to again perform well, particularly those at the higher level.
139. Pupils make steady progress in science in the infants. Year 1 pupils were observed comparing different areas of the school site and identifying the different plants and creatures they found there. They used their senses well to investigate their findings and worked in teams to use reference materials to classify their findings. Year 2 pupils used hand lenses to conduct a close investigation of seeds inside various fruits, and were going on to compare and contrast them to those found in flowers. The emphasis on planning practical activities in science had improved since the previous inspection.
140. Pupils at the end of Year 6 showed satisfactory progress in their knowledge and understanding of science. Year 5 and 6 pupils were exploring the make-up of different kinds of rock formations, using a variety of dissected chocolate bars as "evidence". They were encouraged to collaborate, ask questions and make decisions based on their findings.

141. The progress made in science by all groups of pupils including those with special educational needs is satisfactory. They are well supported by learning support assistants who mediate the teaching during whole class time and support during the independent session. This was exemplified during the lesson on rocks outlined in paragraph 140.
142. The quality of teaching and learning in the lessons observed was never less than good and no unsatisfactory science teaching was observed. Children in the reception and Year 1 classes were both taught by the science co-ordinator. Teachers demonstrated good subject knowledge and introduced appropriate vocabulary such as “habitat” and “meteorite”. In the lessons seen, teachers shared objectives for the session with pupils and linked the new learning to previous experiences. For example, Year 1 pupils had the chance to reflect on their findings from the previous week before embarking on their new study. Teachers used a variety of groupings during lessons including whole class sessions, group and partner work and one to one conversations. Pupils were actively encouraged to collaborate and to work independently. Teachers intervened well, continually asked questions and encouraged the pupils to think. The small number of lessons observed were conducted in the spirit of scientific enquiry, with pupils looking for evidence, making predictions and recording observations. Teachers asked open questions such as “What surprised you about what you saw?” and this encouraged the pupils to give extended answers such as “I was surprised that what we actually eat is the seed!” In the Year 2 class, an extended task had been planned for pupils who might have finished their investigation.
143. The management of pupils during science lessons was very good. Resources needed for each lesson were well prepared beforehand. For example, reference cards and books, boards, record sheets and a tarpaulin to sit on were all taken out for Year 1 during their study of the playgroup area. Teachers had high expectations of how the pupils would behave and gave clear instructions.
144. The behaviour and attitude of the pupils during science lessons were very good. Pupils focused on the task in hand and collaborated well within groups, sharing equipment sensibly when required. They worked at a good pace and joined in enthusiastically with group or whole class sessions.
145. Teachers’ long-term planning for science covers the different attainment targets outlined in the National Curriculum and uses adapted units suggested by the QCA. The co-ordinator has also produced short-term planning to accompany the rolling programme of units. This represents good progress from comments made in the previous inspection report, when it was noted that the school had no scheme of work.
146. The assessment of progress in science is currently developing well. The school is trialling a new assessment system which involves the setting of group targets based on the performance of representative pupils. The results of these assessments are recorded and could be seen in the front and back of pupils’ science books. The scheme of work being used is reviewed during termly staff meetings when staff can feedback comments and suggestions. An appropriate target is also written in the spring term reports and shared with pupils and parents during consultation times.

147. The science work seen in pupils' books and files reflected the areas of study. The best examples were when pupils had clearly been engaged in an extended study which involved them using practical investigations to explore and hypothesise. For example, Year 5 and 6 pupils had undertaken a study of filtration and sieving which involved them reflecting on what they already knew, conducting an experiment using their own ideas and recording the results in several formats such as grids and graphs. Pupils could also reflect on how they might have improved their test. However, in these files there was also an overuse of published worksheets which sometimes restricted pupils' ideas and written responses. Marking was up to date and teachers had sometimes used comments to engage in a written dialogue with pupils, for example "Do you know some others?", or to annotate pupils' progress, for example "Clear work – forces identified (with support)".
148. The role of the subject co-ordinator has developed since the findings of the last inspection. She has produced detailed short-term planning for all staff based on the units of work for science, and manages a budget for the purchase of resources. These are clearly labelled and stored centrally. There is also a science policy in place and this gives clear direction to staff. The headteacher has monitored the teaching of the science in the school and has provided feedback. This has not yet been part of the co-ordinator's role and remains an area for further development in order to provide her with an overview as suggested in the science policy.

## **ART AND DESIGN**

149. Three lessons were observed in art and design. Work was also looked at in progress, in folders, in sketchbooks and on display.
150. The observation of lessons and the scrutiny of infant pupils' art and design indicate that the standards by the age of seven are around those typically expected for their age, which is similar to the findings of the previous inspection. They make competent portraits and collages using a limited range of materials and techniques. They use pencils and paint quite well to make observational drawings, and talk clearly about their work without prompting. In infant classes pupils were able to experiment well with thick and thin paint, and make collages without direct supervision. Pupils show skill and thoughtfulness when they are given time to develop their work in lessons. Their independent work shows how they can take on ideas and develop them personally. Pupils of all abilities are able to use the computers and the Internet to develop their ideas and understanding, and are making satisfactory progress.
151. Standards of art and design work in the juniors are good overall, with a wide range of activities being attempted in both classes despite the difficult conditions. The situation is better than that at the time of the last inspection. An example is the good work in investigating and observing the work of William Morris in the Year 3 and 4 class. This project challenged the pupils to develop designs, and realise them in print and clay from their coloured drawings. The level of understanding was good, with pupils discussing shape and printing techniques led by the teacher and an assistant. The portrait drawings in both pencil and using ICT show an understanding of proportion, and the exercises improved their

observational and drawing skills and their awareness of the work of artists. Sketchbooks are issued to all pupils, and are used regularly, and most have a lot of work in them.

152. The teaching of art and design is satisfactory overall. Some teachers have taken time to practise their own skills and they show enthusiasm and involvement in the subject. Others are less confident in attempting the different techniques and materials that are being planned for. The best teaching takes place with enthusiastic and confident teachers who motivate the pupils to try hard and produce their best. The planning of work for art and design is now based partly on the guidance from the QCA. When teachers follow guidelines too closely the results can be very similar and difficult to tell apart, so that identifying the better artists is difficult. The subject co-ordinator has attended courses to give her more experience and confidence to support other teachers, but has insufficient time to monitor teaching or manage assessment effectively. Assessment is still relatively weak, staff are not yet sure of how the work links to the eight national levels of attainment. Marking is mainly done at the end of a project, and pupils find out how well they are doing from ongoing comments from the teacher. The reports are quite helpful, comments are brief, but do describe what needs to be done to improve.
153. Standards are enhanced by the range of ICT resources for art and design. Cameras, colour printers and other equipment are available allowing pupils to gain in confidence and use different programs and techniques. There are some resources for two-dimensional work in each class, and extra materials held centrally for specific projects. Few reproductions or books are provided to extend pupils' knowledge of artists, craftspeople and designers beyond the usual painters, or to give them experience or awareness of the diverse cultural heritages around them. Teachers co-operate well and help each other in the planning and delivery of the projects. The accommodation is variable, some of the classrooms are poor spaces to teach practical subjects. Space is limited, sinks are too small, the lighting is poor, and there is not enough display or storage space for work.

## **DESIGN AND TECHNOLOGY**

154. Although no lessons were observed in design and technology, a range of work was reviewed from the pupils' folders and displays around the school and the co-ordinator and other staff provided other examples. The timetable is organised in regular blocks for design and technology during the year. Some design and technology aspects such as work on the characteristics of materials and healthy food are covered under the heading of science.
155. The review of pupils' work in the infant pupils' books and the displays in classrooms shows that the standards of their work by the end of Year 2 are around the national average. Their knowledge of materials and components is weak, but they generate and develop their ideas through discussion. They are presented with several opportunities to make individual work. Younger pupils have produced good personal work on buildings, with support from adults. They design well, taking various factors into consideration, although their products do not always follow their plans. Teachers are working hard to cover the elements of design and technology despite the other priorities they have in the core subjects.

156. Standards of attainment in the junior classes are above the national average by the end of Year 6. The pupils complete a number of projects that develop their skills of planning and communication. Their design and technology books are used to record initial thoughts and possible areas of research. The work completed by Year 3 and 4 in weaving, and in Year 5 and 6 designing slippers is of a high standard and shows application of design principles to develop and realise individual products very well. Pupils talk about their work showing an understanding of the processes involved. They use ICT well in researching and analysing projects.
157. The teaching of design and technology is satisfactory overall. Teachers are introducing the subject well, and are gaining confidence in using a wide range of materials and approaches with the support of the co-ordinator. She is doing a good job developing and monitoring the teachers' schemes of work despite having insufficient identified time to do this. They are loosely based on national guidelines and are being adapted and refined. Examples of pupils' work are kept for reference and to support assessment, however, assessment is still weak as teachers are still unfamiliar with the levels of attainment. Most marking is done at the end of projects so pupils do not know how well they are doing apart from discussions with the teacher. The reports are helpful to pupils and parents, identifying what needs to be done to improve.
158. The range of resources and equipment available in ICT is enhancing the standards being achieved in design and technology and there has been good improvement since the last inspection. Some classrooms have limited areas for practical activities, with little space to work on a large scale or with complex materials.

## **GEOGRAPHY**

159. Only two lessons were observed during the inspection, and none in Key Stage 2. Judgements are based on these observations, scrutiny of work, school documents and discussion with pupils and staff.
160. Pupils are attaining in line with national expectations at the end of Year 2. The current area of study is "Going to the Seaside". Year 1 pupils heard the story "Bear's Adventure" and this was used to spark a discussion about features of the seaside. They then located these features on pictures showing seaside scenes. Pupils were able to use the correct terminology such as "lighthouse", "seabed" and "harbour". They could recognise and discuss the differences between the seaside and their own local environment. Year 2 pupils were also focusing on the seaside, comparing key features with those of their own village and distinguishing between physical and human features. Pupils were able to use a map of Exmouth to locate features from a checklist drawn up during the whole class session. They were able to draw on their knowledge of places to work out technical names such as "marina". They were able to draw a colour-coded key on their maps to indicate which features were physical or human, and clearly understood these terms. The higher attaining pupils were debating whether the park was man-made or natural, and decided to put both colours to show that there were features of both.

161. Pupils are also attaining in line with national expectations at the end of Year 6. Pupils in Year 3/4 had been studying the Indian village of Chembakoli. This provided opportunities for them to compare physical and human features of their own country to one far away. Pupils studied such aspects as land use and climate, and used a variety of reference materials to help their research. They made books at the end of the project to record their studies. Year 5/6 pupils had been studying “The Mountain Environment” and had previously focused on “Weather Around the World”. Pupils had used various resources, including videos, to learn about aspects such as comparative rainfall, and had recorded their findings clearly in their workbooks. They were able to discuss their work from previous terms and how they had found out information.
162. The progress of all pupils is satisfactory overall. The standard of work seen in pupils’ books was variable. In some instances work was undated and incomplete, and the use of worksheets was high. Some of these worksheets were helpful, such as a pro-forma to record features around the school, but others restricted pupils’ responses and independence. In the best examples, pupils write neatly and work was carefully presented. Overall, this represents an improvement since the previous inspection, when the presentation of work was found to be unsatisfactory.
163. The teaching of geography in lessons seen was satisfactory, and some of it was good. Teachers used a variety of groupings during lessons, including whole class, group and partner work. Objectives for the lesson were shared with pupils at the start of lessons, and tasks were clearly explained. Resources were well prepared and learning support assistants used to support lower attaining pupils with tasks. Consequently, pupils with special educational needs also make satisfactory progress. Teachers demonstrated good subject knowledge and had identified the key vocabulary and skills important to each lesson. Good use was made of plenary sessions to recap on what had been learnt and to inform pupils what they would be doing next time. Teachers plan visits to provide pupils with first-hand experiences. For example, pupils in Key Stage 1 will be visiting Exmouth as part of their seaside studies. Management of pupils was low-key and effective, with teachers having high expectations of behaviour, noise-level and movement around the rooms. Classroom displays are used to reflect aspects of geographical study, such as a display of work on Chembakoli where pupils have posed questions around photographs and made a full size three-dimensional villager.
164. Pupils’ attitudes and behaviour during geography lessons were very good. They were keen to participate during whole class sessions and were able to articulate their ideas clearly. They listened well to instructions and worked well together, such as during the map work in Year 2. They sustained concentration during lessons and showed enthusiasm for their work.
165. Long-term planning for geography is organised on a rolling programme of study units. These are adapted from QCA planning units and provide a coherent scheme of work and clear learning objectives. This is an improvement on the findings of the previous inspection. Pupils are assessed against national expectations at end of each unit and this informs the report to parents. The School Improvement Plan identifies development points for the subject. There is currently no agreed format for short-term planning and teachers are writing

out lesson plans in long hand. This is an area for further development, as the planning for different classes needs to fit into a clear overall plan for the school's coverage of the subject.

## **HISTORY**

166. The co-ordinator has worked hard to ensure that staff have clear guidance for the teaching of geography. She has produced teaching files for all staff containing details of the scheme of work and supporting materials. Resources have been purchased to support the teaching units, and further resourcing is identified in the School Improvement Plan. There is also a school policy for geography in place and this has been reviewed this year.
167. Judgements are based on two lesson observations, scrutiny of pupils' work, school documents and discussions with pupils and staff.
168. Pupils are attaining in line with national expectations by the end of Year 2. In the lesson observed, pupils were using photographs as a source of historical evidence to find out about the past. Pupils were able to link aspects of the photographs to their own experiences and, during a role-play session, they were able to link aspects of the scenes to their own experiences. They used the computer to provide appropriate captions for the photographs. The scrutiny of work showed that pupils were increasing their understanding of the past beyond living memory by the end of the key stage. Work on Florence Nightingale provided the basis for the pupils to explore why people acted as they did, why events happened and what evolved as a result. Pupils were able to sequence events chronologically and could use sources of information and evidence to explain why, for example, Victorian houses had certain features.
169. Pupils at the end of Year 6 are attaining in line with national expectations. In the lesson observed pupils watched a video of life in Victorian times. They were able to note down differences between life then and now, and to compare specific features such as a pillar box to ones in their immediate environment. They used vocabulary associated with the area of study, such as "pawnbroker". The work in pupils' books showed appropriate development of historical understanding by the end of the key stage. The older pupils had visited Exeter museum as part of a study on the Second World War. They had taken part in a simulated air raid and had learnt about the effects of the blackout. They also showed good understanding of life as an evacuee, writing in role to their parents to describe their new life. They could empathise with the effects of the war on their own family, and had used a variety of secondary source materials for research during the project.
170. The teaching of history observed was satisfactory and sometimes good. Lessons were most successful when clear learning objectives were shared at the start, and the pace and focus of the session was maintained throughout. Teachers demonstrated good subject knowledge and used questions well to probe and extend pupils' thinking. There was a clear emphasis on encouraging pupils to act as historians, to compare and contrast life in the past to their own experiences and to record their evidence. Resources such as photographs and videos were well prepared beforehand. The use of a learning support assistant was effective during group work, but less so during the whole class session. Management of pupils was very

good and teachers provide opportunities for pupils to work collaboratively and independently.

171. Teachers make very good use of the local environment, nearby towns, cities and museums in order to bring the subject alive for pupils. The school has plans to make full use of a recently opened Heritage Centre in the village. Artefacts such as a Victorian desk and blackboard have been hired to enhance the pupils' understanding. Classroom displays reflect aspects of history work, such as a three-dimensional castle showing the rooms inside, a full size Victorian flower-seller and aspects of Ancient Greece. Cross-curricular links are identified where possible, such as a focus on The Victorian Seaside to tie in with geography work on the seaside.
172. Pupils' attitudes and behaviour during lesson observations were very good. They answered questions enthusiastically and engaged purposefully in all tasks. In Key Stage 1 pupils were observed taking responsibility for discussing the content and direction of a role-play activity, and they sustained their interest throughout the session. In Key Stage 2 pupils focused well on the video material, and in group work one pupil acted as a scribe to record the thoughts of the group. Year 6 pupils talked about how much they enjoyed history and could remember many areas of work from earlier years. They could articulate how their understanding and knowledge of events long ago had developed, and understood that being a historian was more than just learning facts. Pupils often undertook independent research at home to support their learning at school.
173. Long-term planning for history is organised on a rolling programme of study units. These are adapted from QCA planning units and provide a coherent scheme of work and clear learning objectives. This is an improvement on the findings of the previous inspection. Pupils are assessed against national expectations at the end of each unit and this informs the report to parents. The School Improvement Plan identifies development points for the subject. There is currently no agreed format for short-term planning and teachers are writing out lesson plans in long hand. This needs to be more systematic to enable the whole school coverage to be monitored, and is an area for further development.
174. The co-ordinator has worked hard to ensure that staff have clear guidance for the teaching of history. She has produced teaching files for all staff containing details of the scheme of work and supporting materials. Resources have been purchased to support the teaching units, and further resourcing is identified in the School Improvement Plan. There is also a good school policy for history which has been reviewed this year. The co-ordinator and the headteacher have monitored the teaching of history to gain an overview of standards in the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

175. Two lessons were ICT, and other lessons were seen where ICT was being used. Portfolios of work were reviewed, and pupils and teachers interviewed. ICT work in other subjects was also analysed. Most pupils attain standards in ICT that are above those found nationally at the ages of seven and 11. Many pupils attain higher standards for their



respective ages. This is an improvement since the last inspection. As pupils move through the school they make very good progress in developing their knowledge and skills. All pupils have opportunities to become familiar with computers and their uses through working in the school's computer suite, as well as the computers located in classrooms. Pupils have many opportunities to become confident in their use of computers in their work in a variety of ways.

176. Standards by the age of seven in the infants are good overall, with some attaining very high standards. From an early age pupils have the opportunity to become confident users of the keyboard, Roamer and mouse. Infant pupils use their word-processing skills to support their literacy and numeracy learning, they add pictures to text and label and classify their work. They can work without supervision, and pupils with special educational needs can select the appropriate programme and work on it to improve their standards in literacy and numeracy.
177. Standards by the age of 11 in the juniors are also good, and often very good, although control technology using ICT is limited. Year 6 pupils have developed good word-processing skills, including the use of different fonts and sizes for different purposes. They can use CD-ROMs and Internet web pages skilfully to access information, and retrieve this using cutting and pasting techniques, creating e-mails to send. Pupils use a digital camera expertly to record images and then reproduce them with accompanying text to present information. They also use graphics programs to make portraits and change their colours in art and design. Pupils talked enthusiastically about their work.
178. In general, progress is very good. Pupils make consistent progress throughout the school, enjoying the rich and interesting learning opportunities presented to them. Pupils with special educational needs take a full part in lessons and make good progress. Higher attaining pupils could be challenged more and extended by the activities.
179. Overall, the quality of teaching observed in ICT is judged to be good. Discrete ICT lessons are taken by specialist teachers in both the infants and juniors. In these the teachers can use an interactive whiteboard, laptops and class computers, and despite this time being limited, the teachers taught well.
180. Positive features of teaching included:
  - specialist teaching
  - well-planned and well-organised activities
  - a good mix of teacher demonstration and pupils' practical activity
  - a good pace to teaching and learning
  - well-managed pupil behaviour, and
  - pupils working co-operatively together in pairs or threes.
181. The teachers' use of ICT in other areas of the curriculum is generally good. It is used extensively to enhance the pupils' learning in literacy and numeracy, and evidence from the scrutiny of pupils' work shows ICT being used well by pupils in their work.

182. The ICT subject co-ordinator has developed a clear policy statement and scheme of work, which draw appropriately upon national guidance. There is a clear vision for the development of ICT throughout the school. The monitoring of teaching and learning is informal, without a systematic and rigorous programme to ensure that standards are maintained.
183. The resources for the subject are satisfactory, but the accommodation is not. There are an adequate number of new computers with printers and other equipment, but they are stored and used in a dual use room which is inconveniently sited and too small. The interactive whiteboard has to be wheeled around outside up and down steps, which is an unsatisfactory situation.
184. The school has implemented an intensive programme of staff development. The headteacher is the trainer. Teachers have had appropriate training, and the money allocated for this has been spent well. This has improved teachers' confidence and expertise in using ICT across the curriculum, particularly in relation to developing pupils' literacy and numeracy skills.

## **MUSIC**

185. No music lessons were observed during the inspection and there is therefore insufficient evidence to make overall judgements on the quality of teaching and learning. However, evidence from observations of peripatetic music teaching, an orchestra rehearsal, pupil performances with visiting musicians and pupils' singing during assembly suggests that standards are good at the end of both key stages.
186. Following a whole school assembly at which pupils heard the story of David and Goliath, all pupils in the infants sang, from memory, a lively and tuneful version of "David". They performed unaccompanied and without support, maintaining very good pace, rhythm and control. They were confident and enthusiastic performers. They joined the junior pupils in the singing of the hymn "Light up the Fire", to a taped accompaniment. The junior pupils, in particular, sang with expression, good phrasing and very good pitch and tone. These junior pupils also displayed their proficiency in music as they performed confidently with the "Drum Crazy" musicians. They maintained a consistent beat, improvised rhythmic phrases during the group performance and varied volume in response to instructions.
187. The promotion of music through extra curricular activities is good. All pupils have opportunities to play their instruments in the orchestra during the weekly lunchtime club. There are also recorder and music clubs and a Christmas choir.
188. Provision for individual music tuition is very good. A high proportion of pupils attend these lessons - approximately one third of the pupils in the school. This has a positive impact on the standards pupils achieve in lessons.
189. All pupils have music lessons in school, once per week. There is specialist teaching by the music co-ordinator for infant pupils and specialist teaching by a part-time peripatetic teacher for all pupils in the juniors.

190. The percentage of time allocated to music lessons is low, compared with all schools nationally, though a review of curriculum planning indicates that all aspects of the National Curriculum programmes of study are covered. A good scheme of work is in place, based on the QCA scheme. Discussions with the music co-ordinator show that the issues raised at the last inspection have been addressed. Pupils' progress is assessed and recorded at the end of each unit of work. Talented pupils are identified early, at Key Stage 1, to ensure that appropriate provision is made for them. The co-ordinator and music specialist implement the scheme of work and monitor provision in the infants and juniors respectively, meeting termly to maintain an overview of the subject's development. Resources for music are good. The range of tuned and un-tuned instruments has improved since the last inspection and an ICT program is now in use.

## **PHYSICAL EDUCATION**

191. Provision for physical education is satisfactory overall. During the inspection there was little opportunity to observe lessons in physical education although some after school activities were observed. Insufficient evidence was gathered to make a judgement about the standards achieved in the infants. In the juniors, standards achieved are judged to be around the national expectations, which is not as good as the situation reported in the last inspection. However, the achievement of pupils with special educational needs was judged to be satisfactory.
192. Pupils in the infants are generally quite mature in their responses and self-discipline. In outdoor play they show good control and co-ordination of body movements. The pupils observed were able to concentrate and follow instructions.
193. In the juniors the pupils spoken to enjoy their physical education and games sessions and all abilities participate with enthusiasm. Girls and boys play together in class and in teams. They are proud to demonstrate what they have been doing to their peers and respond to praise and encouragement. The morning fitness sessions for the Year 5 and 6 class were very enthusiastic and exhausting, but the small class of Year 5 pupils who have another teacher for extra support did not take part in this. The after school netball match on the yard, taken by parents who are experienced coaches, was well supported by both boys and girls and there was a wide range of abilities evident in the team, all were encouraged to perform their best.
194. The quality of teaching observed was very good. Where teachers give correct and effective demonstrations of skills to be learned they enhance the quality of teaching and influence the rate at which pupils learn. The teachers demonstrated the correct technique for warm up and moving sensibly around the playground, so pupils could see exactly what was required, and they responded well. All lessons begin and end with appropriate warm up and cool down sessions. Teachers generally have good relationships with their groups so pupils feel confident to show the rest of the class what they have produced.

195. The co-ordinator is enthusiastic to develop the subject further throughout the school. Monitoring of planning, lesson observations and staff training opportunities are in place, trying to ensure all teachers have good subject knowledge in all aspects of the subject. Swimming is organised satisfactorily, it is based on delivering the National Curriculum in Year 4, and organising extra swimming for other classes in the other years, but the asking of a voluntary contribution to pay for it is unusual. The coverage of the National Curriculum for physical education is well managed. Assessment is informal, but the reports give adequate detail of pupils' progress in the subject.
196. The breadth of the curriculum is limited by the very poor accommodation. There is a very limited range of physical resources, the hard surfaced areas are very small and sloping, making ball games difficult. There is no hall so the school hires the local community centre, but cannot store any equipment there. Lighter mats and apparatus are now being bought so that they can be carried over for lessons, but this is still an unsatisfactory situation. The school field is some distance away and is muddy for most of the year, and with no changing rooms or shower, this cannot be used very often.
197. The school provides a satisfactory range of extra-curricular sporting activities, enhanced by outside coaches and schemes such as Top Sport, and pupils are now involved in a variety of competitive sporting activities with other schools.

## **RELIGIOUS EDUCATION**

198. Only three religious education lessons were observed during the inspection, one in the reception class and two in the Year 2 class. No lessons were observed in Key Stage 2. There is therefore insufficient evidence to make secure judgements on the quality of provision overall.
199. During the inspection, the locally agreed syllabus was reviewed and discussions were held with the subject co-ordinator. Year 2 pupils' work was seen, together with the teachers' planning and assessment documents. This evidence, and observations of the Year 2 lessons, suggests that by the age of seven pupils achieve standards broadly in line with those set out in the local syllabus. Pupils have heard stories about the life of Jesus and know that the Bible is a special book for Christians. They have learned about the importance of baptism and have visited the local church. Pupils have a developing understanding of Christianity and of the purpose of its festivals and are beginning to learn about beliefs and practices in other world religions. For example, they learn about the Torah, and why it is important to the Jewish people. They know that other religions have different places of worship, such as the temple and synagogue.
200. Teaching in the two lessons observed in Year 2 was very good and pupils made very good progress. As part of their studies of places of worship, they visited the local church, learning about its features and artefacts. They experienced the atmosphere of the church and reflected on how it made them feel. In the subsequent lesson, pupils very effectively discussed how they had felt during the visit and recorded their thoughts in writing. They

used a good range of descriptive words such as “thoughtful”, “joyful” and “calm” to describe how they felt.

201. By the age of 11, the limited evidence available indicates that pupils have extended their knowledge of Christianity and other world religions. They have been taught the beliefs and practices of Hinduism and Judaism and know the importance of sacred texts such as the Bible and the Torah. They can talk about the significance of key festivals and practices in Christianity and Judaism. In discussion, Year 6 pupils talked sensitively about valuing and respecting the beliefs of others but had difficulty recalling the correct terms to describe specific practices and artefacts in other world religions. Their knowledge and understanding of Christianity was more secure.
202. Since the time of the last inspection, planning for religious education has improved. Teaching is now well supported by the local education authority’s scheme of work, which clearly identifies what pupils will learn and what they will do. Pupils’ attainment is now assessed and recorded at the end of each unit of work. Resource provision is satisfactory.