

INSPECTION REPORT

TEDBURN ST MARY SCHOOL

Tedburn St Mary, Exeter

LEA area: Devon

Unique reference number: 113123

Headteacher: Mrs D Buckingham

Reporting inspector: Miss F Robinson
22182

Dates of inspection: 3 – 6 February 2003

Inspection number: 247306

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: School Lane
Tedburn St Mary
Exeter

Postcode: EX6 6AA

Telephone number: 01647 61338

Fax number: 01647 61343

Appropriate authority: Governing Body

Name of chair of governors: Mr P Spooner

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22182	Miss F Robinson	Registered inspector	Science Information and communication 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?
9417	Mrs E Owen	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
15960	Mrs J Platt	Team inspector	Mathematics Art and design Design and technology Music Foundation Stage	How well are pupils taught?
12815	Mr A McDowall	Team inspector	English Geography History Religious education Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tedburn St Mary Primary School is a five class village school situated approximately eight miles to the west of Exeter. There are 57 boys and 52 girls on roll, aged between four and eleven years. It is smaller than most schools and draws its pupils from Tedburn St Mary and the surrounding villages. Children start school in September and January of the year in which they are five. Pupils come from a variety of social backgrounds, many of which are above average. However, pupils' attainment on entry to the school is average. The percentage of pupils identified as having special educational needs including statements of special educational needs is broadly in line with the national average. These pupils have a range of special educational needs, including profound and multiple learning difficulties, emotional and behavioural difficulties and absence seizures. Most pupils are of white British heritage. Approximately 1.7% of pupils are eligible for free school meals which is well below the national average.

HOW GOOD THE SCHOOL IS

Tedburn St Mary Primary School is a good school and provides well for the needs of its pupils. Many aspects of the school's work, such as the teaching, the curriculum, and the quality of care are of good quality. The partnership with parents is of a good quality. The ethos of the school is strong. From broadly average attainment on entry to reception, children are making good progress following recent improvements in the Foundation Stage provision. Pupils make good progress as they move through the school. At age seven years and eleven years, pupils' standards in English and mathematics are average compared to those typically found in primary schools nationally. Standards in mathematics are above average for pupils aged seven. They are average for pupils by the age of eleven. Standards in science are above average at age seven and eleven years. The school is very well led and managed by the headteacher and governors. The provision for pupils with special educational needs is good and the school's capacity for improvement is very good. Every pupil is fully included in all aspects of the life and work of the school. Levels of funding are high. Even so, the school provides good value for money.

What the school does well

- Seven and eleven year olds attain very high standards in art and design.
- The school is very well led and managed. There is a strong team spirit.
- The teaching is good.
- Overall, very good provision is made for the spiritual, moral, social and cultural development of the pupils.
- Pupils have very good attitudes, and relationships in the school are very good.
- Links with parents are very good.

What could be improved

- Improve the quality of writing across the school.
- Further improve the curriculum and the learning environment in the Foundation Stage.

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 February 1998. It has made good progress in tackling the key issues raised by that inspection. Pupils' attainment and progress in information and communication technology (ICT) is good across the school and all pupils benefit from using the ICT suite and the specialist teaching from an ICT teacher each term. Medium and short-term planning is good across the curriculum and the numeracy and literacy strategies have been successfully implemented. Standards have improved as a result and there is more focus on provision for the more able pupils. This has had a positive impact on pupils' learning. There is a rigorous monitoring of teaching and learning and feedback and standards are monitored regularly. Assessment is now good. The curriculum has been revised and is broad, balanced, relevant and rich. Skills are taught systematically throughout the school. This helps pupils to have a clear understanding of what they are expected to achieve and how they are progressing. The school has fully addressed the key issues relating to child protection and health and safety.

There has been a significant improvement in the quality of teaching and this helps pupils to progress well. The school has many strengths and is well placed to improve still further.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	A	C	E	well above average A above average B average C below average D well below average E
Mathematics	D	C	D	E	
Science	D	A	C	D	

The 2002 test results for pupils at the end of Year 2 were well above in reading and above in writing and mathematics, compared to the national average. When compared to similar schools, standards were well above average in reading and average in mathematics and writing. Teachers' assessments indicated that standards in science were above average. Performance in 2002 represented an improvement over 2001. The proportion of Year 2 pupils achieving the challenging Level 3 was above the national average in reading and in line in writing. The school exceeded its targets in English and mathematics in Year 2 in 2002. Currently, standards in Year 2 are average in reading and writing. They are above average in mathematics, science, geography, ICT, physical education and music. They are average in history, design and technology, and in line with the expectations of the local education authority's Agreed Syllabus in religious education. Standards in art and design are very high.

The 2002 test results for pupils at the end of Year 6 were in line with the national average in English and science and below in mathematics. Compared to similar schools standards were well below average in English and mathematics and below average in science. However, the value added data showed that these children had made well above average progress compared with their prior attainment. Current targets are realistic and achievable. The standards in English, mathematics and history are average. They are above average in science, ICT, design and technology, geography, music and physical education. Standards in religious education exceed the expectations of the local education authority's Agreed Syllabus. They are very high in art and design. Skills in ICT are developing well and pupils apply their literacy skills satisfactorily and mathematical skills well. Children enter school with broadly average attainment and following recent improvement make good progress in reception. The majority of children are on target to meet the Early Learning Goals in each of the areas of learning by Year 1. All pupils including those with special educational needs, and the higher attaining pupils, make good progress throughout the school. Higher attaining pupils are achieving well by the age of eleven. Throughout the school there is an inconsistency in handwriting styles and some pupils experience difficulties with their spelling.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to learning and work well together. They are well-motivated, responsive and responsible and show very good attitudes.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons. They have respect for each other and for adults. No pupils have been excluded from school in the last year.
Personal development and relationships	The personal development of pupils is very good. Relationships throughout the school are very good and this has a positive impact on standards and behaviour.
Attendance	Very good. The pupils' attendance is very high, and they are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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 quality of teaching has improved since the last inspection and is good overall. Teaching in almost four fifths of lessons observed was good or better, with two examples of excellent teaching and no unsatisfactory teaching. Good teaching was seen in all subjects, with strengths in the teaching of ICT, literacy, numeracy, art and design and music. Children get a satisfactory start to their education in

the reception class. Teaching is of a good quality in Years 1 and 2. It continued to be good overall in Years 3, 4, 5 and 6. Very good use is made of teachers' specialist knowledge in art and design, ICT and music across the school.

Teaching has a number of particular strengths. Lessons are well planned with imaginative use of resources and the pace of lessons is brisk. Teachers use good questioning techniques and pupils respond well to this approach, confidently putting forward their ideas and suggestions.

Excellent teaching was observed in a Year 3 art and design lesson where excellent development of their skills resulted in an excellent response and understanding for the pupils. The other outstanding lesson occurred in the creative area of learning for the Foundation Stage. As a result of excellent teaching, the children produced outstanding work. The quality of the planning is good throughout the school and good support is provided for special educational needs pupils, and higher attaining pupils. The overall quality of teaching in literacy and numeracy, and English and mathematics is good with very good features.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provided by the school is broad, balanced, relevant and rich. The Foundation Stage curriculum has recently been improved and now meets requirements. Very good provision is made for extra-curricular activities. A very wide range of clubs and sporting activities are available for all pupils.
Provision for pupils with special educational needs	Good. Provision for pupils with special educational needs is good, enabling them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. The provision for pupils' spiritual education is good.
How well the school cares for its pupils	Very well. The school takes care of its pupils. It monitors personal development effectively and gives pupils good personal support and guidance. The school has very good procedures for encouraging pupils to behave well. Procedures for assessing pupils' academic attainment and progress are good. The impact and quality of the school's practice in promoting race equality is very good.

The school has a very good partnership with parents. The quality of information is good overall. The school works hard to develop a strong partnership with pupils' families and gets a very good response from them. Home-school links make a positive contribution to pupils' attainment and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides the school with very clear educational vision and the school is very well led and managed. There is a very good team spirit and co-ordinators are leading their subjects well. There is a very good awareness about the school's strengths and areas for development.
How well the governors fulfil their responsibilities	The work of the governors is very good and they are very supportive of the school. They carry out their responsibilities very effectively. They understand their duties well, enabling the school to move forward with confidence.
The school's evaluation of its performance	Good. The school monitors and evaluates its performance well and there is a shared understanding of its strengths and areas for development.
The strategic use of resources	Very good. All funds are very well managed to promote learning and improve standards.

Everyone has a key role in this school which works well. The School Improvement Plan is very thorough and identifies an appropriate range of key priorities. It is matched very closely to the Staff Development Programme and the school's budget. The school is well staffed, with very efficient administration. Support staff make a significant contribution to the work of the school. The accommodation is satisfactory and very well cared for. However, there is no staff room or headteacher's room and accommodation is cramped in the School House. The principles of best value are very well understood and implemented by the headteacher and governors. Funds are very well managed and governors are fully aware of the importance of making the necessary comparisons to ensure that the school is competitive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • The school provides an interesting range of activities outside lessons. • Children are keen to come to school. • The school expects the children to work hard and achieve their best. • The teaching is good. 	<ul style="list-style-type: none"> • The amount of work children do at home. • How closely the school works with parents.

Parents returned 54 questionnaires.

Twenty-three parents attended the parents' meeting with the registered inspector and lay inspector. The evidence gathered during the inspection supports the positive views identified by parents.

Inspectors disagree with the concerns raised. They judge that meaningful homework is set on a regular basis and is suitable for the ages of the pupils. They consider that the school tries very hard to work closely with parents and communicates very well with them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Good progress has been made since the last inspection and significantly more pupils are now achieving average standards for their age than they were at the time of the last inspection, both in the national tests and in their class work. There are significant gains in the pupils' attainment year-on-year, and the trend is upwards. The school's targets are getting higher each year and they are challenging and achievable. The current challenge for the school is to identify and promote the attainment of the higher attaining pupils. There have been significant improvements in teaching and learning since the appointment of the headteacher in January 2001.
2. Children enter the reception class in the September or January of the year in which they are five. On entry the profile of attainment is average, with children of varying ability and maturity. Current achievements and consideration of children's books and records suggest that, despite a slow start for the September entrants, the majority of children are likely to meet the Early Learning Goals¹ in each of the areas of learning by the end of Reception Year although early writing skills are less well developed. Some children will exceed the Early Learning Goals, particularly in the art and design aspect of creativity. Following recent improvement, the quality of teaching and learning is good overall and as a result of this children are making good progress in reception.
3. The 2002 test results for pupils at the end of Year 2 were well above in reading and above average in writing and mathematics, compared to the national average. When compared to similar schools, standards were well above average in reading and average in mathematics and writing. Standards were in teachers' assessments indicated that standards in science were above average. Performance in 2002 represented an improvement over 2001. The proportion of Year 2 pupils achieving the challenging Level 3 was above the national average in reading and in line in writing. The school exceeded its targets in English and mathematics in Year 2 in 2002. Currently, standards in Year 2 are average in reading and writing due to there being a higher proportion of pupils with special educational needs in this cohort. All pupils are making at least satisfactory progress and those with special educational needs are making good progress due to the impact of good teaching and careful planning on pupils' learning. They are above average in mathematics, science, geography, ICT, physical education and music. They are average in history and design and technology and in line with the expectations of the local education authority's Agreed Syllabus in religious education. Standards are very high in art and design due to excellent teaching from a specialist teacher having a significant impact on pupils' learning. In an excellent art and design lesson in Year 3, expert subject knowledge enabled the teacher to skilfully interweave different aspects of the art and design curriculum. Her enthusiasm and high expectations inspired pupils to produce work of a very high standard.

¹ *Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning:*

communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

4. The 2002 test results for pupils at the end of Year 6 were in line with the national average in English and science and below average in mathematics. Compared to similar schools standards were well below average in English and mathematics and below average in science. However, the value added data showed that these pupils had made well above average progress compared with prior attainment. Current targets are realistic and achievable. At the time of the inspection standards in English, mathematics and history are average. They are above average in science, ICT, design and technology, geography, music, and physical education. They exceed the expectations of the locally agreed syllabus in religious education. They are very high in art and design due to excellent teaching from a specialist teacher. Skills in ICT are developing well. Pupils apply their literacy skills satisfactorily and their mathematical skills well across the curriculum. The literacy and numeracy strategies have been fully implemented, with planned opportunities for the use of pupils' literacy and numeracy skills in other subjects. The school intends to develop this further.
5. There are a number of reasons for the significant increases in pupils' attainment and progress:
 - Teaching is good and frequently very good. Sometimes it is excellent. Teachers are much better than they were at assessing what their pupils have learnt, and setting targets for them to achieve even more. Very good use is made of teachers' specialist knowledge in art and design and ICT.
 - Data is collected and analysed effectively so that the headteacher, staff and governors know where the strengths and areas for development lie. They are then in a strong position to tackle the issues successfully.
 - The curriculum is securely in place and everyone knows what has to be taught and when. Teaching and learning are monitored well so that gaps are quickly identified and dealt with.
 - Everyone works together as a strong team, with their main focus on pushing up standards.
6. Standards in English are in line with the national average by the ages of seven and eleven. Progress made by all pupils, including those with special educational needs, is satisfactory overall. Currently, standards in Year 2 are average in reading and writing due to there being a higher proportion of pupils with special educational needs in this cohort. Standards of work in English are improving across the school and it is well placed to successfully raise standards in the years to come. The reasons are that the teaching of the subject across the school is good and the pupils' attitudes to books and writing are positive. Standards in reading and speaking and listening have already improved and the leadership and management of the subject is very good. Standards in writing are improving but these improvements have yet to show in the Year 2 and Year 6 national tests. The standards and quality of handwriting and spelling remain areas for further improvement. By Year 6, most pupils are tackling a suitable range of writing tasks. They have a satisfactory knowledge of grammar, but some pupils still experience difficulties with their style of handwriting and their spelling.
7. Standards in mathematics have improved since the last inspection when standards throughout the school were in line with the national average. Pupils in Year 2 now attain above national

average standards whilst those in Year 6 continue to attain average standards. By Year 2, there has been rising attainment over time, with increasing numbers of pupils attaining the higher Level 3. This view is supported by the good attainment seen in lessons and in pupils' written work. Pupils in Years 3 and 4 are performing above the national expectation while those in Years 5 and 6, despite good progress, are still working at the national average. Overall they have made very good progress, starting from a low base. Pupils with special educational needs are included in all mathematical activities and make good progress towards their targets. Almost all Year 2 pupils use mental recall of the addition and subtraction facts to ten when working with money and count forwards and backwards confidently in 10s, 100s and 1000s. They identify two- and three-dimensional shapes, measure with increasing accuracy and approach problem solving with confidence. By Year 6, pupils have developed a range of problem solving strategies and they are gaining self-confidence in their ability to use them. They convert improper fractions to mixed numbers and multiply fractions. They can also convert improper fractions to mixed numbers and divide numbers with three decimal places by 10 or 100. The teaching of mathematics is good and sometimes very good. Work is matched well to pupils' abilities. It provides appropriate challenge for all pupils and enables them to make good progress. Pupils have useful opportunities to apply their mathematical skills across the curriculum.

8. Standards in science are currently above average by the end of Years 2 and 6. This is a much improved picture. Pupils are encouraged to set up investigations. By the end of Year 2 they have made good progress and are well-motivated by the practiced activities. The quality of their understanding is now being reflected by their ability to record what they learn. Pupils are effectively challenged in the juniors and are enthusiastic learners, researching topics efficiently because of their good reading skills. All pupils, including those with special educational needs, make good progress.
9. Pupils' attainment in ICT is above the expected level by the end of Years 2 and 6. The main focus has been on improving pupils' skills and this has been achieved well by the high quality of teaching from the ICT co-ordinator and specialist ICT teacher. There is a well-structured programme to meet this need and this is working well. All pupils including those with special educational needs make at least good progress.
10. Provision for pupils with special educational needs is good. These pupils make good progress over time by the age of seven and are supported well in their learning. Achievement throughout the school is at least satisfactory with regard to the targets contained in pupils' individual education plans. Progress over time is good in Years 3, 4, 5 and 6 due to the positive effect of a high proportion of good teaching on pupils' learning. Clear, comprehensive records of achievement and progress are kept, being effectively used to inform teaching and planning.
11. The school has assembled a good range of information on pupils' prior attainment and is now using available data to set targets for pupils. Pupils' potential is identified from an early stage and realistic targets are in place for 2003. The provision for the gifted and talented pupils is good and they achieve well especially in mathematics, art and design and ICT.

12. All pupils are provided with a full range of opportunities and their talents are fully explored and extended. Pupils work well together, they are well behaved, and are proud of their achievements.

Pupils' attitudes, values and personal development

13. Pupils enjoy coming to school because they get on well with each other, and are stimulated by their learning. Children in the Foundation Stage, also enjoy coming to school. They are frequently well motivated and at times excited by their learning. They get on well with one another and settle well when tasks are matched well to their needs.
14. Pupils, who respond well to high expectations and challenging work, show very high levels of concentration, interest and engagement. Although occasional restlessness was seen, in most lessons where the activities match the objectives, abilities and interest of pupils, this results in good or very good behaviour, concentration and perseverance.
15. Pupils' behaviour around school is generally good, and there is no indication of any oppressive behaviour. Pupils know what is expected of them, and are familiar with the rules, which they drew up. They are friendly and helpful to visitors, and take pride in the school environment. Pupils talk openly to adults about their concerns, and conciliation and reconciliation is the norm.
16. Relationships across the school are very good, and teachers are a good role model for pupils, who respect and listen to each other's views, and are sensitive to other people's beliefs and feelings.
17. Pupils cooperate well together in their work, and are encouraged to discuss, debate and question. There are many opportunities to take responsibility across the school, including the informal buddy system, which is proving an effective way to support vulnerable pupils. At the School Council, which is at an early stage, pupils discussed how they could all help the new reception children to feel at ease during playtime. Pupils take the initiative for fundraising activities, and participate in community activities.
18. Attendance is well above the national average, and suitable arrangements are in place to follow up absences. There have been no exclusions in the past year, and there are none currently. Pupils attend regularly and are always punctual.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching has improved since the last inspection and is now good. This results in good learning. Over four fifths of the lessons seen were judged good or better. A third of lessons were very good and two lessons out of the thirty-six lessons seen were excellent. No lesson was unsatisfactory. Very good teaching was observed throughout the school with some excellent teaching and learning in both Year 3 and the Foundation Stage.
20. Teaching and learning is good across the school, and is at least good in all subjects taught during the inspection. The teaching and learning is good in English, mathematics, science, history and religious education. Some very good teaching was seen in ICT, physical

education, geography and music. Excellent teaching was seen in art and design in Year 3 and in the creative area of learning of the Foundation Stage. There were particular strengths in the teaching and learning of ICT, literacy, numeracy, physical education, geography, art and design and music. Some very good teaching was seen in these areas. Very good use is made of teacher specialism in ICT and music, where the teaching is consistently very good, and in art and design where it is excellent. It was not possible to make a secure comment on teaching and learning in design and technology because no lessons were observed during the inspection. Gifted and talented pupils made excellent progress in art and design and ICT due to high quality teaching.

21. Pupils' learning is at least satisfactory in all lessons and subjects. They work hard and take full part in their lessons. Pupils generally have a clear understanding of the tasks they have been set, work well together and help each other succeed. They have positive attitudes, sustain their concentration over a long period of time and are keen to learn.
22. The teaching of children in their Reception Year is good overall, varying between satisfactory and excellent. Very good use is made of teaching assistant and trainee teacher time and their work contributes well to the good quality teaching. Relationships with the children are good, supporting their growing self-confidence and enjoyment of school. For example, a child unwilling to take part in a circle game was allowed to watch at first and then sensitively drawn into the activity. All adults talk very well with children, asking questions which encourage children to think and extend their understanding.
23. The teaching observed in both English and mathematics lessons was good overall. There was some very good teaching in each year group for each of these subjects. The good standard of teaching in these important curricular areas has contributed significantly to improvements in standards. In both subjects, the school is making good use of the new national guidance for teaching of skills in literacy and numeracy. Pupils are being assessed regularly and this information is used well to target improvement.
24. In the very good and excellent teaching, children are offered activities that are very well matched to their age, ability and interests. They are given very good opportunities to direct their own learning, choosing from a wide range of carefully planned activities. As a result they are fully involved and make very good progress in their learning. For example a boy, who had been in school only a few weeks, concentrated on a clay model of the three bears for over 20 minutes, fully engrossed in the task. This was the consequence of excellent teaching, which had provided reference to toy bears and access to excellent quality materials. The teacher used sensitive questioning, and gave the children sufficient time to allow their concentration to develop. On another occasion children explored soap bubbles, becoming very excited and telling each other what they had discovered.
25. Where teaching is good activities are carefully planned to be playful and interesting to the children. For example, teddy bears were hidden in the school garden for children to find. As they searched they developed confidence, learned about plants in the garden and talked about all they saw.
26. In the satisfactory lessons children have the opportunity to work towards the Early Learning Goals but the activities offered are over-directed. As a result, although children take part

happily they are less engaged in their learning and progress is slower. For example where a limited choice of activities was available a significant minority of children found it hard to settle to any task for more than a few minutes.

27. There is appropriate emphasis on the development of basic skills, including speaking and listening, literacy and number. For instance, children were encouraged to talk about position as they hunted for bears and they sang number rhymes. They have good opportunities to develop interest in, and knowledge about books, learning the difference between words and pictures. The writing corner allows them to send messages and to learn to write their names.
28. In Years 1 and 2 teaching is always good or better, and is very good in over 40% of lessons. In Years 3 to 6 it is good or better in 80% of lessons and very good or excellent in 34%. There is no unsatisfactory teaching. There are some strengths which are common to all the teaching seen. Lessons are carefully planned and work is matched well to meet the needs of pupils of all abilities. This is an improvement since the last inspection. There is imaginative use of resources such as ice-balloons as a stimulus for writing poetry, and the pace of lessons is brisk. These features result in pupils being interested in their lessons and as a result their learning is good. Teachers use good questioning techniques, and pupils respond very well to this approach, confidently putting forward their ideas and suggestions.
29. The school flourishes in its determination to pursue excellence for those pupils who display skills and interest in art and design and ICT. In an excellent art and design lesson in Year 3, expert subject knowledge enabled the teacher to skilfully interweave differing aspects of the programmes of study. Her enthusiasm and high expectations inspired pupils to produce work of a very high standard. In the course of a single afternoon they discussed and referenced the work of other artists, developed designs for a group project, refined and considered their own work, learned a new technique, began test pieces, developed their drawing skills and considered how to mix colour in a new medium. All pupils were fully engrossed demonstrating a growing confidence in themselves as artists.
30. The very good and good teaching frequently included good explanations of the purpose of lessons and high expectations enabling pupils to understand what they are expected to learn. Clear teaching is given such as information about the life of Francis Drake, or how to use a new program in ICT. Work is challenging, for example Year 1 and 2 pupils played *ostinati*² on percussion instruments and maintained these while others sang and played other rhythms. Good use was made of sessions at the end of lessons to review, assess and consolidate learning.
31. In the satisfactory lessons pupils make sound progress. These lessons are less sharply focused, or of a slower pace and as a result pupils are less engaged in their learning. Behaviour is satisfactory rather than good and concentration lower. Opportunities to develop learning further are not always pursued and the plenary is less focused. For example, in a mathematics lesson the plenary discussion about pentominoes³, while interesting to the pupils, did not encourage reflection on the key aspects of the lesson.
32. Teachers' marking is conscientious but varies in the degree to which it helps pupils to maintain and improve performance. There are examples of excellent practice such as in the marking of design and technology projects in Year 4 where pupils are given clear information about their

progress and future targets. The quality of marking in science is good and pupils use it well to improve their work.

² *'Ostinati' a continuous rhythm played on percussion instruments.*

³ *'Pentominoe' shapes were used to create rectangles in a Year 3 mathematics lesson.*

- 33. The use of homework is satisfactory and supports learning of basic skills such as spelling and the practice of reading. There are good examples of homework activities being used to extend classroom learning.
- 34. Teaching for pupils with special educational needs is good. Teachers know their pupils well and provide good support in lessons. Teaching assistants working in collaboration with class teachers make a very good contribution to the achievement of pupils with special educational needs. They assist with and modify the activities so that their pupils can learn as much as possible.

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

- 35. The curriculum provided by the school has improved since the last inspection and is good overall at the infant and the junior stages. It is well planned and allows pupils of all abilities, including those with special educational needs, to access the full range of activities. The curriculum meets all statutory requirements and provides a broad and balanced programme of work for all pupils. The curriculum is enriched by a range of high quality activities that bring excitement and relevance to the work. The school has made very good use of specialist teaching to enhance the curriculum and provide high quality learning experiences for the pupils. The curriculum is well planned. The school has a clear outline of the work to be covered in each class and good medium and short-term planning and assessment that ensures the work provided is well matched to the needs and abilities of the pupils, including those with special educational needs. The school has a flexible approach to the timetable that allows for theme days such as the Greek Day in the junior phase and blocking⁴ time for the teaching of design and technology. This approach has a very positive impact on the quality of the curriculum. The pupils are very positive about these events and the work produced is good.
- 36. The quality of the curriculum in the Foundation Stage is now satisfactory in all six areas of learning following recent improvement. It is currently being redeveloped along with the quality of the learning environment, as identified by the school in its school development plan. It now enables children to work towards the Early Learning Goals through appropriate activities and experiences. The curriculum for the youngest children contains some high quality learning experiences. For example, during the inspection work of the highest quality was seen where the pupils were using clay to produce very good models of 'The Three Bears' and when exploring bubbles the children developed a good understanding of aspects of the world around them. Inspection findings indicate that early writing skills are less well developed as identified in a consideration of the children's work.

⁴ *'Blocking time' means that subjects such as design and technology, history or geography may be taught for half a term at a time during the school year.*

37. The school strategy for the teaching of numeracy is good. The school has embraced the National Numeracy Strategy and it has had a positive impact on the work in mathematics in the school. The curriculum in mathematics is characterised by a problem solving approach that is relevant and interesting to the pupils. The school has adopted the National Literacy Strategy and has clear whole school approach to the teaching of English. This strategy is sound and standards in the basic skills of reading and spelling are improving. Standards in writing as indicated by the end of the Year 2 and Year 6 national tests are yet to improve but there are signs in the school that the pupils are writing with more confidence.
38. Extra-curricular provision has improved considerably since the last inspection. What the school provides beyond the school day is now very good and is a strength of the school. The staff team at the school and members of the local community provide a wide range of very worthwhile activities that cater for all pupils in the school, ranging from football and chess to hand bells and art club. The extensive list of clubs is supported by an annual residential experience. The extra-curricular activities make a considerable contribution to the quality of the curriculum, the positive attitudes the pupils have to the school, and their personal development.
39. A strong feature of the school is the way in which all the staff and governors at the school work hard to ensure full access for all pupils to the full curriculum. Everyone goes to great lengths to ensure equal opportunities within the school. This approach ensures that all pupils benefit from the curriculum and have opportunities to follow their interests and extend their ability. For example, pupils with an aptitude in art and design are identified early and invited to the art club. Arrangements are made for statemented pupils to attend all educational visits and residential activities, and able mathematicians attend special lessons with other pupils from local schools to extend and challenge them further. This school exemplifies very good practice in this area. The school approach is summarised by the governor who said, "If the child lives in the village we do all we can to meet their needs in the village school".
40. The school successfully integrates the personal and social education, health education and sex education into the general work of the school and the provision for these aspects of the pupils' development is good. The work covered is well matched to the age and maturity of the pupils, who are aware of health issues relating to diet and exercise. Personal and social education is a strong feature of the school. Circle time⁵ is used to discuss issues and pupils are provided with regular opportunities to reflect on their feelings and attitudes.

⁵ *'Circle' time means that pupils sit in a circle and discuss moral themes, feelings and chosen topics with one another.*

41. The school makes very good use of links with the community to support the curriculum. The pupils regularly participate in village events and play an active part in the life of this busy community. The local area is used as a resource to support the curriculum in subjects such as history, geography and art and design. The skills and experiences of local residents are used by the school to support the learning. This was exemplified by the visit of a Buddhist monk during the week of the inspection to support the work in religious education in the school. Links with other countries via the Internet are also good. At the time of the inspection the school was in touch with India. This link provides the pupils with opportunities to e-mail people there in order to find out about the country and also trade with them in order to buy goods to sell here to raise funds for charities.
42. Links with pre-school providers locally are very good. The induction of new parents and children to the school provides many opportunities to visit the school and play alongside their new classmates prior to starting school. Relationships are very good and information is shared and exchanged on curriculum and other issues. Links with the secondary sector are also very good. Specialist expertise from the high school is used to support the work in ICT and mathematics in the school. In addition the school is very active in inter-school events, both sporting and academic. These opportunities contribute to the overall effectiveness of the curriculum for the older pupils.
43. Overall, the spiritual, moral, social, and cultural development of the pupils has improved since the last inspection and is now very good. The provision for spiritual development in the school is good. The curriculum contains many opportunities for the pupils to understand how they and others feel and develop a respect for themselves and others. During the inspection several lessons were observed where the pupils were encouraged to explore exciting ideas and objects. In a class investigating ice balloons as a stimulus for writing there was a real sense of wonder and amazement in many pupils in what they were seeing and doing. In another lesson, on poetry, the teacher was very successful in promoting the use of the senses to get the class to explore their likes and dreams. The pupils are taught about and their own and others' beliefs and have empathy, concern and compassion for others as illustrated by the many charity events in the school and the thoughtful response of the pupils to the people living and working in India. Creative activities are a strong feature of the school and make a positive contribution to the way in which the pupils explore their feelings and delight in their achievements. The spiritual ethos in school assemblies is only satisfactory. The teachers leading the worship successfully create a suitable climate for reflection but this is not always maintained, as there are sometimes too few adults in attendance to support behaviour management.
44. The school is very successful in promoting an understanding of right and wrong in the pupils. Moral development in the school is very good. By the time they leave, the pupils can recognise the consequences of their own actions and have opinions on ethical issues such as

poverty, and good understanding of different moral codes. All who work in the school provide very good role models and have high expectations of behaviour and time is taken for discussion with the pupils when things go wrong and the rules are broken. The pupils show respect for themselves, their classmates and their teachers and pride in their school and what it stands for. The curriculum offers opportunities to explore moral concepts and values. Citizenship is a feature of the planned curriculum and the older pupils are learning about the basic human rights of food, sanitation, shelter, healthcare, peace and education. The pupils show respect for property and treat the school building and resources very well. The site is litter free and the pupils are active in tending the gardens and grounds.

45. The social development of the pupils in the school is very good. All the adults in the school encourage the pupils to work together and promote a sense of belonging to the school. The pupils are proud of their school and relationships at all levels are very good. The pupils show great consideration for each other and have many opportunities to act in a responsible manner. For example, carrying out jobs as monitors and being the 'buddy' for pupils with special educational needs at playtimes. Pupils are given opportunities in lessons to work in pairs and groups and almost universally do so very well. The school council provides opportunities for the pupils to begin to understand the democratic process. The many clubs and theme days in school introduce the pupils to the wider school community where the pupils work in mixed age groups. The small number of pupils with emotional difficulties are encouraged to consider the needs of the group and work well in a team. The other pupils are very accepting of difference and show equal respect for everyone in the school. The pupils have a good understanding of community through the many links with the village and beyond.
46. The school is very effective in giving the pupils opportunities to explore their own and other cultures. Cultural development in the school is very good. The work in the arts is influential in introducing the pupils to music and art from around the world. Detailed work takes place in both geography and religious education that extends the understanding of cultural diversity. High quality artefacts and other resources are used to good effect to promote understanding of similarities and differences in the way people live. School productions and visiting theatre foster an understanding of the pupils' own culture. By the time they leave the school the pupils have a very good understanding of and attitude to their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school has good procedures in place to ensure the health and safety of the pupils. It has very good whole school procedures in place to ensure the safe use of the Internet. The governors have recently reviewed and agreed a comprehensive health and safety policy and conduct thorough risk assessments which are carefully monitored. The headteacher is fully aware of safety issues in the school and takes action where necessary. Child protection procedures are fully in place in the school. The relationships in the school are very good; the staff know the pupils very well and are very responsive to pupils who may be unwell or unhappy due to difficulties at home. The pupils are well cared for throughout the day.
48. The school has good procedures for monitoring attendance. The home-school links are good and reasons for absence are followed up. The school regularly reminds parents about the disadvantages of taking holidays in term time and only grants permission in exceptional circumstances. This contributes to the high attendance at the school.

49. The headteacher monitors behaviour in the school and works closely with the lunchtime supervisors to ensure consistency and to follow up on any problems. The school council discusses behaviour and feeds back the discussions to the pupils in the school. The behaviour policy is applied consistently across the school and has clearly understood rewards and sanctions. The emphasis is on rewarding good behaviour and the policy is effective, as behaviour in the school is good. The quality and impact of the school's policy and practice for promoting race equality is very good. There are very good procedures in place for responding to incidents of bullying and sexual and racial harassment. There have been no reported incidents in the school.
50. Pupils with special educational needs receive good support and care. The staff at the school do all they can to handle sensitive situations with care and consideration for the dignity and feelings of the individuals concerned.
51. Assessment has improved since the last inspection. The school now has good systems in place to monitor how the pupils are progressing and to assist the teachers in planning the next stage in the pupils' learning. The systems are manageable and provide accurate information on individual strengths and weaknesses and how the pupils are performing in all subjects. The staff know the pupils very well and class teachers closely monitor the personal development of each pupil. Assessment in the Foundation Stage is satisfactory. Recent developments have seen an improvement in the way work is planned to ensure that it is appropriate for the youngest children in the school. The end of key stage tests and assessments are conducted in line with legal requirements.
52. The procedures relating to pupils needing a statement for their special educational needs are good. The needs of these pupils are regularly reviewed and they receive high quality care and support in the school. The quality of the individual education plans for these pupils is currently under review. The targets set for these pupils are often too general and do not include the views of the parents and the contribution they can make to meeting the targets. This weakness is related to the paperwork, the pupils receive good support in classes and make good progress, but this could be improved further with greater clarity about the targets for these pupils.
53. The headteacher monitors the achievement of all pupils and carefully analyses the performance of all groups within the school. This information is used very effectively to identify action to raise standards and achievement in all classes in the school.
54. The pupils receive good support and advice from their teachers to help them improve. The work produced is consistently marked and pupils have targets for English and mathematics. The school is quick to praise pupils for their achievements and has weekly assemblies for this purpose. As the pupils get older they are asked to reflect more on their own work and evaluate progress for themselves. There are some very good examples of this in design and technology and some work in English. The school has identified the need to make this practice consistent throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents feel that their children are very happy in school and keen to come to school. They also consider that behaviour is good. What pleases parents most is that the school is well led and managed, that the teaching is good, that pupils are expected to work hard and achieve their best, and the wide range of activities provided outside lessons. The evidence gathered during the inspection supports the positive views identified by parents. Areas that some parents would like to see improved is the amount of work their children do at home, and how closely the school works with parents. Inspectors disagree with these concerns, and judge that meaningful homework is set on a regular basis, and is suitable for the ages of pupils. They also consider that the school tries very hard to work closely with parents, and communicates well with them.
56. The effectiveness of the school's links with parents is very good. The governors' annual report to parents is informative and interesting, and meets requirements. There is regular correspondence between school and home, in the form of weekly letters, termly parents meetings, and curriculum information evenings.
57. The quality of information provided for parents, particularly about pupils' progress, is good. Parents receive information on the topic to be studied each term, with suggestions on how they can help their child. The annual written report provides good information on how well their child is doing, including their performance against targets in English, mathematics and science. There are parent interviews to set and review targets, but any concerns are dealt with at the time and parents are encouraged to come into school in the mornings if they have any worries. Reading diaries are used to form an effective link.
58. Parents make a very good contribution to their children's learning at school and at home. A number of parents regularly help in school, both in the classroom and on visits. Parents have also made a significant contribution to the school environment, including painting the whole of the outside, and renovating a classroom. A number of parents are involved in the extra-curricular activities, including chess and sports and the Breakfast Club. Parents are involved in the annual Arts Week and the Friends of the school. A yearly questionnaire of parents is a feature of the school's self-evaluation, and responses inform the school's plan.
59. Overall, the very good links with parents have a very positive impact on the standards achieved, and parents make a very positive contribution to their own and other children's learning. Links with parents of special educational needs pupils are very good. There is very good use made of home-school agreements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. Good progress has been made since the last inspection, and the current headteacher, who was appointed in January 2001, has made very good strides in moving the school forward. Prior to her appointment, the school had been through a very unsettled period with three changes of headteacher in three years following the previous inspection in February 1998. Standards are now improving significantly in the main subjects. Teaching is good, with a number of very good and some excellent features, and the curriculum in the infant and junior phases is broad, balanced, rich and relevant. This is having a significant impact on pupils' learning throughout the school. Currently, although recently improved, the quality of the learning environment and the curriculum are under review in the Foundation Stage. Pupils with special educational needs are well provided for.

61. The headteacher provides a very good clear sense of educational direction and purpose for the school. She is the 'lead learner' in the school and encourages all stakeholders to contribute very effectively to the life of the school. She has established a very clear aim for the work of the school and has worked very hard to continue to improve standards, and the quality of education, since the last inspection. Good progress has been made in tackling all the key issues raised by that inspection. Pupils' attainment and progress in ICT is good across the school and all pupils benefit from using the purpose-built ICT suite and the specialist teaching from an ICT specialist teacher each term. The infant and junior curriculum has been revised and is broad, balanced, relevant and rich. Skills are taught systematically throughout the school due to improved medium and short-term planning. This helps pupils to have a clear understanding of what they are expected to achieve and how they are progressing. In addition, the numeracy and literacy strategies have been successfully implemented. Standards have improved as a result and there is more focus on provision for the more able pupils. This has had a positive impact on pupils' learning. There is a rigorous monitoring of teaching and learning with very positive feedback and standards are monitored regularly. There has been a significant improvement in the quality of teaching and this helps pupils to progress well.
62. Overall, the leadership and management of the headteacher and staff is very good. All the teaching staff share a number of responsibilities which they carry out very well indeed. Everyone works together as a very effective team. This includes non-teaching and administrative staff, lunchtime supervisory staff and the school caretaker. The role of the co-ordinator has been well developed and all co-ordinators now monitor teaching, planning and pupils' learning. The school has appropriate priorities for future development and targets set for development are both realistic and achievable. The work of the school is monitored well and the information gained is used to raise standards still further. The headteacher and her staff are very clear that improving standards, teaching and learning are their main priorities. There are now good systems in place for monitoring the work of the school, and these have had a significant impact on the improvements. The teachers' performance is monitored effectively and this contributes to improving standards across the school.
63. The school's aims are very clearly reflected in its daily work. The very good relationships and good behaviour of pupils, their high motivation, concentration and their care for each other all positively enhance their learning and the standards they achieve.
64. The headteacher, staff and the governors share a strong commitment to develop Tedburn St Mary School still further. The school has a very good capacity to sustain the current improvement and to continue to improve the standards pupils attain and the quality of education. Everyone works together as a very effective team. Governors have many strengths that they bring to the management of the school and take great pride in their role as 'critical friends'. They are fully aware of the strengths and areas for development in the school and they know what has to be done to make the school even better. They play a very full role in deciding the school's priorities and setting the budget. The school's improvement plan is a very good document. It reflects a well thought out process for leading the school forward. The governing body fulfils all of its statutory requirements effectively. Governors visit the school regularly to keep themselves fully appraised of what is happening. They undertake their responsibilities conscientiously and they know the school very well. They are very clear about

the standards the school achieves and use information very well when they are setting targets for improvement.

65. The headteacher and the governing body carefully monitor expenditure, which is managed very effectively by the secretary responsible for finance. They review the effectiveness of spending decisions against the benefits for all pupils in their pursuit for high standards. They have increased non-teaching support to respond to the needs of pupils with special educational needs. Resources are used very effectively to continue and extend the challenge for all pupils, including the gifted and talented pupils especially in ICT and art and design.
66. Grants have been very well targeted to raise standards, particularly those relating to staff professional development and the implementation of the National Literacy and Numeracy Strategies.
67. Systems for the day-to-day administration of the school's financial affairs are very good and very effective. Supported ably by the financial expertise of the school's finance committee, the headteacher and office staff have access to an increasing range of technology to support their work. Day-to-day collections are handled most efficiently. The finance committee meets at least termly and maintains a very good overview of the school's financial situation.
68. There are very good procedures for applying the principles of best value. The leadership of the headteacher and governors has been instrumental in the good improvement that has been made since the appointment of the new headteacher in January 2001. In spite of the relatively high amounts of income and expenditure per pupil the school gives good value for money.
69. The school has a very good number of suitably qualified staff and the combination of their experience and expertise successfully meets the demands of the curriculum. The school uses carefully targeted training to increase the expertise of both teachers and non-teaching staff. Professional development is clearly linked to the school improvement plan and to the needs of the school, and this is very effective. Support staff are very well deployed and they provided valuable support for all pupils, including those with special educational needs. The very effective teamwork contributes positively to the attainment, learning and development of the pupils. There is a shared commitment for the school to succeed.
70. The accommodation is satisfactory overall, enabling the curriculum to be taught effectively. However, there is no staff room or headteacher's room and accommodation for them is cramped in the School House. The school buildings are secure, very clean and well maintained. Class libraries are well organised and the provision for ICT is very good. The learning environment for reception children has been identified as an area for improvement.
71. Resources have improved further and are now good. All resources, including computers are used well. Resources for pupils with special educational needs are good and effective use is made of visits to places of interest to enhance teaching, learning and pupils' personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. The school has made good progress since the last inspection. In order to raise standards further, and as reflected in the school improvement plan, the headteacher, governing body and staff should:

(1) Improve the quality of writing by:

- developing a consistent style of handwriting throughout the school (paragraphs 6, 37, 61, 101, 104, 108),
- improving the standard of spelling and applying these skills to pupils' written work (paragraphs 6, 103, 104, 108, 148).

(2) Further improve the curriculum and the learning environment in the Foundation Stage by:

- making the curriculum appropriate to the age of the children through appropriate activities and experiences (paragraphs 2, 36, 61, 74, 81, 85),
- improving the quality of the learning environment across the six areas of learning (paragraphs 2, 36, 61, 74, 81, 85).

Minor issue:

The quality of the individual education plans for pupils with special educational needs is currently under review. The targets set for these pupils are often too general and do not include the views of the parents and the contribution they can make to meeting the targets. This weakness is related to the paperwork.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	17	6	0	0	0
Percentage	6	31	47	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	109
Number of full-time pupils known to be eligible for free school meals	n/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	21

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	12
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	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			
	Girls			
	Total	20	19	19
Percentage of pupils at NC level 2 or above	School	100 (88)	95 (88)	95 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	18	18
Percentage of pupils at NC level 2 or above	School	95 (82)	90 (82)	90 (82)
	National	85 (85)	89 (89)	89 (89)

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

* This is a small school with low numbers in each year group, and one pupil can make a significant difference to overall percentages. Currently targets are realistic and achievable, reflecting the changing nature of each year group. Because there were fewer than 10 girls in Year 2, this data is not included in the table above.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	13	18
Percentage of pupils at NC level 4 or above	School	83 (100)	72 (79)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	n/a	18
Percentage of pupils at NC level 4 or above	School	83 (95)	n/a (84)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

**Because there were fewer than 10 boys and girls in Year 6, this data is not included in the above table.*

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	108	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	1	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)	6.2
Number of pupils per qualified teacher	19.5
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	112.8

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	299264
Total expenditure	302297
Expenditure per pupil	2458
Balance brought forward from previous year	7635
Balance carried forward to next year	4602

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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

109

Number of questionnaires returned

54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	52	43	4	2	0
Behaviour in the school is good.	48	48	0	2	2
My child gets the right amount of work to do at home.	36	53	9	2	0
The teaching is good.	50	44	0	2	4
I am kept well informed about how my child is getting on.	31	61	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	67	31	2	0	0
The school works closely with parents.	46	43	7	4	0
The school is well led and managed.	70	28	0	0	2
The school is helping my child become mature and responsible.	52	46	2	0	0
The school provides an interesting range of activities outside lessons.	81	19	0	0	0

Other issues raised by parents

Parents returned 54 questionnaires.

Twenty-three parents attended the parents' meeting with the registered inspector and lay inspector. The evidence gathered during the inspection supports the positive views identified by parents.

Inspectors disagree with the negative views. They judge that meaningful homework is set on a regular basis and is suitable for the ages of the pupils. They consider that the school tries very hard to work closely with parents and communicates very well with them.

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

73. Children enter the reception class in the September or January of the year in which they are five. Most attend a Nursery or pre-school prior to starting school. On entry the profile of attainment is average, but there are children of varying ability and maturity. At the time of the inspection there were 14 children in their Reception Year, and 10 of these had only been in school for three weeks. They are taught alongside a small group of Year 1 pupils. Children with special educational needs are identified as early as possible and provided with appropriate support. The provision for these children is good. A teaching assistant and a trainee on the graduate teacher programme support the teacher. Unpaid helpers make a significant contribution to the quality of work. At the time of the inspection temporary arrangements had been made for teaching this class due to ill health of the class teacher.
74. Current achievements and consideration of children's books and records suggest that, despite a slow start for the September entrants, the majority of children are likely to meet the Early Learning Goals by the end of the year, although early writing skills are less well developed. Some children will exceed the Early Learning Goals, particularly in the art and design aspect of creativity.
75. The teaching seen during the inspection was good overall, varying between satisfactory and excellent. Very good use is made of teaching assistant and trainee teacher time and their work contributes well to the good quality teaching. Relationships with the children are good, supporting their growing self-confidence and enjoyment of school. For example, a child unwilling to take part in a circle game was allowed to watch at first and then sensitively drawn into the activity. All adults talk very well with children, asking questions which encourage them to think and extend their understanding.
76. In the very good and excellent teaching, children are offered activities that are very well matched to their age, ability and interests. They are given very good opportunities to direct their own learning, choosing from a wide range of carefully planned activities. As a result they are fully involved and make very good progress in their learning. For example, a boy who had been in school only a few weeks concentrated on a clay model of the three bears for over 20 minutes, fully engrossed in the task. This was the consequence of excellent teaching, which had provided reference to toy bears and access to excellent quality materials. The teacher used sensitive questioning, and gave the children sufficient time to allow their concentration to develop. On another occasion children explored soap bubbles, becoming very excited and telling each other what they had discovered.
77. Where teaching is good, activities are carefully planned to be playful and interesting to the children. For example, teddy bears were hidden in the school garden for children to find. As they searched they developed confidence, learned about plants in the garden and talked about all they saw.

78. In the satisfactory lessons children have the opportunity to work towards the Early Learning Goals but the activities offered are over-directed. As a result, although children take part happily they are less engaged in their learning and progress is slower. For example, where a limited choice of activities was available a significant minority of children found it hard to settle to any task for more than a few minutes. Evidence in books suggests that children have, on occasion, been given tasks inappropriate to their age that did not support their learning, such as the colouring of worksheets or tasks directly drawn from the Year 1 and Year 2 curriculum.
79. There is appropriate emphasis on the development of basic skills, including speaking and listening, literacy and number. For instance children were encouraged to talk about position as they hunted for bears, and sang number rhymes. They have good opportunities to develop interest in, and knowledge about books, learning the difference between words and pictures. The writing corner allows them to send messages and to learn to write their names.
80. The curriculum is currently being redeveloped and now enables children to work towards the Early Learning Goals through appropriate activities and experiences. There are some high quality learning experiences such as the bear hunt, exploring soap bubbles, making clay bears and re-enacting stories. There needs to be more of these, with a continued emphasis on children making decisions and choices. Where this happens at present learning is very good. Considerable work has recently been put into providing an interesting and challenging learning environment and this is developing well. The role-play area for the three bears is well arranged and the clothes and equipment stimulate good play and language development. There are areas for stimulating an interest in books and writing, ready access to a computer and a good range of creative materials and building toys. Children have access to large physical play apparatus both indoors and out at different times in the week. Resources are satisfactory.
81. Improvement since the last inspection is satisfactory, much of this improvement has been very recent. The school has identified the need to improve the quality of the curriculum and the learning environment in the Foundation Stage.

Personal, social and emotional development

82. Provision and the quality of teaching are good and the majority of children are in line to meet or exceed the Early Learning Goals before they enter Year 1. All adults are very caring, respectful and sensitive to the needs of the children. They praise frequently, giving them confidence and raising their self-esteem. Children are, as a result, confident to try new activities for example, putting their hands into gloop. Adults also model co-operation, helping children to play well together. A good example was where a teaching assistant joined in role-play that had become boisterous and, by example, redirected the activity allowing learning to develop.
83. Children are encouraged to think about their own feelings and those of others such as in circle time when they use their faces to 'look sad' or 'look happy' and suggest what makes them feel that way. They are seated in a circle and are encouraged to think and talk about their thoughts and their feelings. They were anxious to warn one another to be careful on the ice. They perform tasks such as holding doors open for each other and comment on how many people remember to say 'thank you'.

84. Children are expected to manage their clothes independently when they change for physical education and put on their coats, and they do this well. They make choices when given opportunities to do so and settle well when tasks are matched to their needs. They are frequently well motivated and at times excited by their learning. They enjoy school.

Communication, language and literacy

85. Provision is now satisfactory and the quality of teaching is satisfactory overall. The majority of children are in line to meet or exceed the Early Learning Goals before they enter Year 1. Many will exceed them for speaking and listening. Fewer are likely to meet those for early writing.
86. Every opportunity is taken to develop children's vocabulary and improve their speaking skills. Adults spend a great deal of their time in conversation with children, encouraging them to answer questions, tell stories and explain ideas. The majority of the children speak clearly and communicate well, some of the new entrants are developing these skills. They talk confidently to adults and use their talk to develop play, share with each other and to consolidate their learning. For example, when playing with bubbles they ask 'how does it happen?' and say 'look it's all bubbly now'. The children listen well to one another and to adults, and follow simple instructions.
87. Children develop early reading skills by looking at picture books and talking to adults. They have good opportunities to develop interest in, and knowledge about books, learning the difference between words and pictures. They learn sight words and the phonic sounds associated with letters. They use their phonic sounds when taking part in shared reading experiences with other children. The well-equipped book area is inviting and children choose to spend time looking at books. The higher attainers can read simple books with confidence. Parents provide good support at home. Books are used well as a stimulus such as when children recreate the bear hunt with an adult in a well-designed small world activity.
88. The classroom provides children with opportunities to write for themselves, with a well set up writing area which allows them to send messages. Work in books indicates little progress during the autumn term but these children can write their own names and now have the opportunity to make good progress both in letter formation and in independent writing.

Mathematical development

89. Provision and the quality of teaching is satisfactory and children make sound progress. The best learning is seen when activities are playful and matched to their maturity, such as singing number rhymes and talking about position as they hunt for bears in the garden. Where activities were over-directed learning was slower. For example, children directed to build long and short trains became more engrossed in the track and did not want to talk about the trains, whereas those who had freely chosen bricks built tall and short towers, continuing to explore the idea which the teacher had introduced.
90. The majority of children are in line to meet the Early Learning Goals by the start of Year 1. They sing number rhymes and songs with confidence. Most count accurately to 10 and in some cases beyond. When counting 'thank yous' they can count sounds rather than objects.

They have good positional language, describing bears as being ‘under the bush’, ‘near the big tree’, ‘by the wall’. They are developing comparative language describing towers as tall or taller and bears as fat, thin, big, bigger and biggest. They make and use patterns and the higher attainers talk about ‘more’ and ‘less’, ‘I have more bricks than you’ and ‘She needs more clay for the mummy bear than the baby bear’.

Knowledge and understanding of the world

91. Provision and the quality of teaching are satisfactory and the majority of children are in line to meet the Early Learning Goals by the time they enter Year 1. Children develop their curiosity and skills of investigation when they explore soap bubbles, investigate the texture and feel of natural materials such as seeds and shells and play with sand and water.
92. They use computers well, practising their numeracy and drawing skills confidently and independently. They control the movements of an electronic toy with help. Children use construction toys and materials well to build a variety of products and create environments for small world play such as a playground made of playmobile. They develop skills with tools such as scissors and spreaders.
93. Children explore their environment in the school garden, examining plants and watching wildlife. They talk about the weather and events in their own lives such as birthdays and events in the village such as ‘an accident on an icy morning. Children learn about their own and other’s cultures and beliefs through stories, displays and discussions and by learning about different religions and major festivals, for example, Diwali, Christmas and the Chinese New Year.

Physical development

94. Provision and the quality of teaching are satisfactory and the majority of children are in line to meet the Early Learning Goals by the time they enter Year 1. Children develop good hand control using equipment such as pencils, brushes and scissors. They are good at building with bricks and kits, manipulating small objects well.
95. In physical education and dance lessons they develop control of their own bodies, and an awareness of space and the presence of others. They can hop, run, jump and balance. They develop good understanding of safety issues such as the use of mats and learn to set out and put away equipment with care. They begin to understand the impact of exercise on their bodies, ‘it makes you hot’, ‘it makes you go all puffy’. There are opportunities for outdoor play and suitable wheeled toys are available, however, access to large-scale outdoor play equipment remains limited to timetabled sessions. The school garden provides an exciting environment to explore, with different surfaces to walk and balance on.

Creative development

96. Provision is satisfactory and the majority of children are in line to meet the Early Learning Goals by the time they enter Year 1. There are considerable strengths in artistic development and in this aspect most children will exceed the Early Learning Goals.

97. Artistic development is a strength of the curriculum. Excellent, expert teaching provides activities appropriate to the children's age which challenge, engage and excite the children. They are given access to high quality materials and equipment such as acrylic paint, and as a result produce work of outstanding quality. In one morning, after hearing the story of the three bears and playing with teddy bears, they make and paint clay models of the bears and then create environments for display using drawing and collage. As they do so they make progress in all areas of learning; developing language and mathematical skills, improving concentration and knowledge of materials as well as learning new physical skills and exploring their own creativity. There were very high levels of concentration from all children.
98. Children develop their singing and learn to play simple percussion instruments. They take part in extended role-play and show imaginative response in dance.

ENGLISH

99. Standards are broadly in line with the national average by the ages of seven and eleven years. The pupils' attainment on entry to the school is average and the results from last year's national tests and assessments for seven and eleven year olds indicate that progress has been satisfactory overall. However, the standards of work in English are improving across the school and it is well placed to successfully raise standards in the years to come. The reasons being that the teaching of the subject across the school is good, the pupils' attitudes to books and writing are positive, standards in reading and speaking and listening have already improved and the leadership and management of the subject is very good. The standards in writing are improving but these improvements have yet to show in the end of key stage tests. The standards and quality of handwriting and spelling remain areas for further improvement.
100. A total of five lessons were observed during the inspection. In addition, time was spent scrutinising the pupils' work and talking with and hearing pupils in each class read.
101. The most recent information from the end of Year 2 assessments shows that standards of attainment are above average in speaking and listening, well above average for reading when compared to all schools nationally and average in writing. The findings of the inspection confirm the judgements on speaking and listening but indicate that standards this year in reading and writing will be broadly average due to the nature of this particular group of pupils. All the pupils are making satisfactory progress and those with special educational needs make good progress due to careful planning and good use of teaching assistants. Standards in reading have improved steadily in recent years and there are signs that the standards in writing are beginning to improve. However, the scrutiny of work revealed that there are still weaknesses in pupils' standards of spelling and variable standards of handwriting. Standards of speaking and listening were good at the time of the last inspection and remain so. Standards of reading have improved whereas standards in writing remain satisfactory. Current targets set are realistic, challenging and achievable.
102. Standards are average in Year 6. The most recent national tests indicate that the school is broadly average when compared to all schools but well below average when compared to similar schools. The inspection findings indicate an improving situation. Speaking and listening, reading and writing are on the whole average but there are signs throughout the junior stage that the standards of work in all areas are improving. The most recent test results show that all

the pupils including those with special educational needs made very good progress in English during their time in Years 3, 4, 5 and 6.

103. Other subjects make a positive contribution to the progress the pupils make in English. For example, ICT is used very well to support the development of research skills when finding out about other countries and opportunities are found for the pupils to apply their writing skills in geography when recording a visit to Mamhead House in the infant phase. Good opportunities to write are also found in design and technology when the pupils are asked to evaluate their work when designing and making slippers. Sometimes, the quality of the written work shows weaknesses in pupils' spelling and handwriting. Speaking and listening opportunities are built into many areas of the curriculum. During the inspection the pupils in Year 4 were observed examining and discussing good quality artefacts in a geography lesson in order to formulate some questions about the objects.
104. The older pupils in the school read well and have a growing love of books. By the end of Year 2 all pupils demonstrate enjoyment of reading at their level and make good progress. They have a growing understanding of character and setting and read with fluency and expression. By the time they leave the school they have developed higher order reading skills and can skim for information and identify inference and deduction in the text. As a whole the pupils enjoy and appreciate poetry. Research skills are satisfactory. Year 6 pupils can use the Dewey library classification system and the Internet to seek information on a range of topics. The majority of pupils read very regularly at home and are well supported by their parents. They are well motivated and are keen to write when asked to do so. In both key stages the pupils are offered a satisfactory range of writing opportunities. There is clear evidence of pupils' drafting and re-drafting their work throughout the school. Good use is made of ICT to support pupils' learning. The levels of co-operation and collaboration are good and in general the pupils listen well to each other and respond appropriately to other viewpoints and opinions. For example, when discussing reading books the Year 6 pupils openly discussed the relative strengths of authors and types of poetry, respecting the views of others. The standard of spelling has improved but the work in the books indicates that this improvement is not yet embedded in the school. The quality of the handwriting in the school is in need of improvement, because of inconsistency of style throughout the school.
105. The quality of teaching and learning in English lessons has improved since the last inspection and is now good. The teachers plan interesting lessons that challenge and inspire the pupils to write with imagination and flair. For example, in Year 5/Year 6 a good lesson was observed where the teacher provided 'ice balloons' as a stimulus for writing. The pupils were asked to use figurative language and powerful words to describe these balloons as they dripped coloured ink and salt onto them and watched the changes. All the pupils in the class were totally absorbed by the activity and produced collections of good similes and metaphors that were later woven into a poem. For example, a higher attaining pupil wrote:

*'Crystal ball
Green waterfall
Moulten madness
Tear green sadness'.*

106. In another lesson a teacher in Year 4 used the poem *The Magic Box* by Kit Wright as a stimulus for writing. The teacher's enthusiasm for the subject and very good subject

knowledge promoted very good progress. The class responded well to the poem and produced good ideas for their own poetry. Pupils of all abilities enjoyed the challenge writing such lines as:

'The smell of fresh rain on a smooth white pony'.

'The singing of a nightingale on a summer morning on a twisted branch of an ancient oak'.

107. These exciting lessons make a very positive contribution to the spiritual development of the pupils as they promote a sense of wonder in both the world and the writing of poets and children.
108. The school has successfully implemented the National Literacy Strategy since the last inspection. The work in English is well planned and assessment of reading is good. The school spends time each day teaching reading, this work is carefully assessed and results in good progress. Regular assessments of writing are made in pupil profile books. These assessments realise appropriate targets for pupils but the consequent marking by the teachers does not make enough mention of these targets, and this reduces the impact of this assessment on the progress the pupils are making. All work is marked and the pupils receive regular helpful comments on their work. The pupils receive few comments relating to how they can improve their handwriting or spelling. Consequently the pupils are doing less than their best in these aspects of English.
109. Teaching assistants are used well to support the learning in all classes and make a particularly effective contribution to the good progress made by pupils with special educational needs.
110. English is well led and managed. The headteacher is the co-ordinator and she has a clear vision for its development. She has a very good understanding of the strengths and weaknesses in the subject and has identified writing as a focus for improvement. The quality of teaching and learning is carefully monitored and this has contributed to the improvement since the last inspection. The resources available to the teachers are satisfactory; they are well maintained and easily available. The school library is an inviting place for the pupils and is successful in meeting the objectives of the National Literacy Strategy. It provides a wide range of literature from western and non-western cultures.

MATHEMATICS

111. Standards in mathematics have improved since the last inspection when standards throughout the school were in line with the national average. Pupils in Year 2 now attain above national average standards whilst those in Year 6 continue to attain average standards. The small number in each year group means that substantial fluctuations are possible from year to year. However the overall the trend is upward, with comparable improvement for boys and girls. The current targets set are realistic, challenging and achievable.
112. Results in the national tests for pupils in Year 2 have risen considerably since the last inspection, particularly in the last two years. When compared to all schools nationally the proportion of pupils attaining at Levels 2 and 3 are above average. When compared with

similar schools the proportion of pupils attaining Level 2 is in line with expectations and the proportion attaining at Level 3 is slightly below. This picture reflects rising attainment over time with increasing numbers of pupils attaining the higher level. This view is supported by the good attainment seen in lessons and in pupils' written work.

113. At the end of Year 6 the proportion of pupils attaining at Level 4 in the national tests is average when compared to all schools nationally and well below the expectation for similar schools. The proportion of pupils attaining at Level 5 is below the national average and well below the expectation for similar schools. There has been no significant improvement in results. However, when the results are compared with pupils' attainment at the end of Key Stage 1 it can be seen that they have made very good progress, starting from a low base. This is confirmed by the attainment seen in lessons and pupils' written work. Pupils in Years 3 and 4 are performing above national expectation, while those in Years 5 and 6, despite good progress, are still working at national average.
114. Pupils with special educational needs are included in all mathematical activities and make good progress towards their targets. Good use is made of Springboard materials to offer additional support to groups of pupils.
115. Almost all Year 2 pupils use mental recall of the addition and subtraction facts to ten when working with money, and count backwards and forwards confidently in 10s, 100s and 1000s. They can imagine, for themselves, a practical illustration of a number sentence. For example, a pupil explained $6 \times 3 = 18$ as three plates each with six sweets. The majority have a range of strategies for mental addition and subtraction and can choose a method appropriate to the situation, explaining why it was selected. The higher attainers use facts to 20 to add mentally e.g. $26 + 37$ or $18 + 45$. They visualise the counting stick, confidently finding 80 when told the stick runs from 0 to 100. They identify two- and three-dimensional shapes, measure with increasing accuracy and approach problem solving with confidence.
116. By Year 6, pupils have developed a range of problem solving strategies and they are gaining self-confidence in their ability to use them. Almost all perform calculations such as multiplying by 10, 100 or 50 and explain their thinking. They convert improper fractions to mixed numbers and multiply fractions and whole numbers e.g. $\frac{1}{4} \times 12$. The majority work to two decimal places in addition, subtraction and multiplication, rounding their answers. They divide numbers with three decimal places by 10 or 100. They successfully use informal problem solving strategies and multiply mixed numbers such as $5\frac{1}{4} \times 8$. Higher attainers perform such calculations as $7\frac{3}{4} \times 80$ mentally. They make good use of estimation to support their sensible use of calculators and use brackets correctly in notation. They use the relationships between multiplication and division and explain their methods and choices. A weakness in knowledge of the tables slows calculation for even some of the most able pupils and is a cause of significant difficulty for some other pupils.
117. The teaching of mathematics is good and sometimes very good. It is rooted in a good curriculum, which focuses on developing mental strategies and a problem solving approach, but also covers all the required areas of mathematics. This is reflected in the growing confidence of the pupils. Teachers have secure knowledge of the subject and of the National Numeracy Strategy. They plan very well, refining their lessons in the light of assessment of previous activities. The purpose of lessons is made clear to pupils and reflected upon at the

end of the lesson, allowing pupils to recognise the progress they have made. There are examples of very good marking which help pupils to understand their progress and their future targets. In a very good lesson in Year 6, very clear explanations, high expectation, and good pace enabled higher attaining pupils to acquire a new strategy, apply it and begin to use it mentally in the course of one lesson. This type of very good teaching has brought about the very good progress seen. Work is matched well to pupils' ability, providing appropriate challenge for all pupils and good use is made of support staff to enable everyone to take part. The curriculum has been enriched by a club for more able pupils and involvement in local challenges. Effective use is made of ICT. For example, pupils in Year 3 create spreadsheets from data such as different types of animals and birds. Pupils enjoy mathematics and behave well.

118. Mathematics is very well managed by a very competent subject leader. She has very good knowledge of the strengths and weaknesses of the subject in the school from her monitoring of pupil work, observation of lessons, discussions with pupils and analysis of results. The resulting guidance and support offered to staff has resulted in improvements in teaching, curriculum targets for all teaching groups and the development of the curriculum. Priorities in the school improvement plan are appropriate and the suggested actions likely to be effective. Resources are good.

SCIENCE

119. Evidence upon which judgements were made in science were gathered through the observation of three lessons, examining current pupils' work, discussion with the science co-ordinator, pupils, scrutiny of resources and looking at display work around the school.
120. In the year 2002, teachers' assessments in science for pupils in Year 2 showed that standards were above what were expected nationally at Level 2 and above and at the higher Level 3. They were below in comparison with similar schools. By the end of Year 6, the 2002 national tests in science indicated that attainment for pupils was in line with the national average, and in comparison with similar schools was below the standard typical for eleven year olds. This is being addressed in the current School Improvement Plan. There was very little difference in the performance of boys compared to that of girls at either age.
121. There has been a steady upward trend in standards for both age groups since the last inspection. Significantly more pupils are achieving satisfactory and above standards than they were at the last inspection. In this current school year, inspection findings indicate that standards are above average for pupils by the ages of seven and eleven years of age. The gifted and talented pupils are working at the higher Level 5 and tasks set extend their thinking well. The school is making good progress in pushing up standards in science from an average point at the time of the 1998 inspection. A number of factors have contributed to this:
 - Teaching is good across the entire school. Lessons are well planned and delivered, with no time wasted.
 - Work is planned at the right levels because there is clear guidance for teachers and they know how much the pupils have learnt. The curriculum is securely in place.
 - Pupils enjoy the subject and try hard. They are keen and eager to learn.

- Pupils are good at predicting what might happen in an investigation, and in a fair test. They draw on their earlier learning successfully.
 - Pupils are much better than they were at recording their work. This is neatly presented in a range of diagrams, charts, graphs and factual writing.
122. Year 2 pupils were investigating the different properties of materials. Good planning gave a clear indication of how tasks and support were modified to meet the needs of individual pupils in this class of pupils aged from five to seven. Planning was successful, and pupils made good gains in their learning. Clear instructions enabled the pupils to know what they had to do, and also what was expected from them. They rose successfully to the challenge, and the lesson moved forward at a good pace and no time was wasted. Due attention was paid to safety when the pupils were feeling the materials. By her specific questions, such as ‘How are materials made?’ and ‘What sort of processes do they go through?’ the teacher was able to target individual pupils so that their vocabulary and understanding were extended well. Pupils’ knowledge was well demonstrated by their ability to predict and to name accurately what materials they were dealing with. Misconceptions were corrected and meaningful learning reinforced. Year 2 pupils were able to talk about what the materials were and about their properties.
123. Pupils in Year 3 and Year 4 do well when they are planning to use a fair test as part of their investigations. The teacher’s good use of a planning frame means that pupils working at different levels have a good basic understanding of the food groups needed to ensure a balanced diet and that such a balance is important to maintain good health. They make good progress in their topic work and good links are made to other areas of the curriculum such as design and technology.
124. Year 5 and Year 6 pupils have a good understanding as to which solids dissolve in water. Pupils applied themselves well in the group work. Tasks were pitched at the right level, and the teacher knew her subject well so that much of the learning was productive. Learning moved forwards well because the teacher effectively reinforced the main points of the lesson. Standards were higher than expected for the age of the pupils.
125. Teaching is consistently good throughout the school. The best teaching was characterised by the teacher’s good subject knowledge, and a brisk pace to the lesson with effective use of questioning to stimulate and challenge pupils. Pupils demonstrated their enjoyment and an eagerness to take part in discussion and share their ideas. Teachers’ planning is good, based upon a good scheme of work. The work that teachers plan provides a good match for the needs of pupils through the age ranges. Planning for pupils with special educational needs is well done and work is matched well to pupils’ ability. Full use is made of individual education plans to inform planning. Inspection evidence shows that good progress is being made in the development of knowledge, skills and understanding in science. Good use is made of assessment to inform planning and teachers know their pupils well. There is a good relationship between teachers and pupils, and the management of pupils is most effective.
126. Science is making an effective contribution to the development of pupils’ literacy and numeracy skills. A range of skills, such as report writing, discussion and sharing of ideas and the use of appropriate scientific vocabulary help to promote literacy. Mathematical development is

carried out well through the use of charts and graphs. ICT is used well for recording information resulting from fair testing. Teachers make effective use of interactive whiteboards to enhance their teaching, for example, when explaining what branching databases are in Year 3. Science is enhancing pupils' spiritual, moral, social and cultural development well. The group activities observed show very good instances of co-operative and collaborative work. The pleasure of discovery, afforded by the use of ice balloons in English in Year 5 and Year 6 produced special, spiritual experiences, with pupils displaying a sense of wonder at their findings.

127. Science is very well managed by the subject co-ordinator. She monitors teaching, planning and learning and makes effective use of assessment procedures for target setting. She provides very good clear educational direction for the subject. Resources for science are good and a wide range of equipment and apparatus for science has been well chosen to complement the units of work in the scheme. Pupils' independent learning skills are developed well and good use is made of class libraries and the Internet to research topics.

ART AND DESIGN

128. Standards are excellent for pupils' by the ages of seven and eleven years. Art and design is a strength of the school and has improved since the last inspection. The co-ordinator is a specialist teacher who teaches it throughout the school. Each class has art and design for a full half day once a fortnight. The quality of teaching is excellent. As a result, pupils make excellent progress and attain exceptional standards for their age. Pupils are very enthusiastic about art and design and regard themselves as artists.
129. Two lessons were seen during the inspection, both were excellent. The pupils; portfolios, sketchbooks, notebooks, teacher records, displays, discussion with pupils and photographic evidence confirm that these lessons were typical of teaching over time.
130. In an excellent art and design lesson in Year 3, expert subject knowledge enabled the teacher to skilfully interweave differing aspects of the programmes of study. Her enthusiasm and high expectations inspired pupils to produce work of a very high standard. In the course of a single afternoon they discussed and referenced the work of other artists, developed designs for a group project, refined and considered their own work, learned a new technique, began test pieces, developed their drawing skills and considered how to mix colour in a new medium. All pupils were fully engrossed, demonstrating a growing confidence in themselves as artists.
131. By Year 2, pupils have a wide experience of two- and three-dimensional media and use them well. For example, they explore their environment, taking photographs and using them as reference for high quality watercolours of buildings known to them, mixing their own shades and tones.
132. By Year 6, pupils talk with enthusiasm about using a computer package to explore distorted images before making clay models and photomontages of people moving. They explain how they use their sketchbooks to experiment to find a palette of colours for a particular project and how they have been inspired or influenced by the work of artists such as Balla and Maybridge. Their observational drawings show detail, perspective and an ability to draw from

a variety of angles. Their work with watercolours shows expertise with colour mixing for specific effects.

133. The curriculum is broad, balanced and relevant. It is enriched and developed by the knowledge of the co-ordinator who makes links with other subjects being studied e.g. recent work in the Tudor style. Planning is detailed and builds on good knowledge of the subject and the pupils. Detailed records are kept and each child undertakes a self-portrait termly to measure progress. Every unit develops drawing and painting and introduces other media. Work draws on artists from other times and other cultures. Pupils with special educational needs have full access to the curriculum and make good progress. Adjustments are made for those with special educational needs in this area e.g. a pupil who has impaired colour vision. Higher attaining pupils and those who are gifted and talented are invited to a weekly art club. The curriculum for all is enhanced by two-day events where the whole school, in mixed age groups, with members of the village community, works on a variety of activities to create an exhibition. Pupils enter competitions and exhibitions. Art and design makes an excellent contribution to the personal, social, moral and cultural development of pupils.
134. The co-ordinator provides very clear educational direction for this subject. The pupils thoroughly enjoy this excellent provision which is enhanced by high quality materials and equipment. Very good use is made of ICT to support pupils' learning.

DESIGN AND TECHNOLOGY

135. No design and technology lessons were seen during the inspection and therefore it was not possible to make a judgement on teaching and learning. Judgements are made on the basis of a scrutiny of pupils' work and discussions with the co-ordinator and Year 6 pupils. The standard of work seen by the end of Year 2 is sound and by the end of Year 6 it is good. This is an improvement since the last inspection.
136. The standard of work is sound for Year 2 pupils because their skills, knowledge and understanding are satisfactory by the age of seven. These are developed well in Years 3, 4, 5 and 6. Year 2 pupils had worked in pairs to design a ski lift for Father Christmas. They evaluated wheeled and non-wheeled vehicles making sensible comments on their effectiveness for this purpose. They planned their designs and refined them as part of the making process developing understanding of the materials and mechanisms used. Their evaluations showed growing awareness of the need for designs to consider the materials and uses of the product.
137. Year 6 pupils explained how they had designed and made slippers, most of which they were able to use. They described how they had overcome difficulties, for example in joins by changing the method of joining to glue, or by changing the stitch or by trying a different fabric. They emphasised the need for designs to reflect the required purpose and to be 'reality not fantasy'. They explained the importance of being ready to change the design to meet the needs of the developing product and to keep trying. They exhibited the finished articles on the school website. Good use is made of digital cameras to record pupils' finished articles in design and technology. For example, very good photographs of the Year 6 pupils' slippers are to be found on the school website.

138. Pupils are very enthusiastic about design and technology, describing their achievements with pride. They have a strong focus on high quality work. Some pupils work on design and technology projects in the breakfast club, for example making a helicopter with interlocking gears over a period of two days.
139. The curriculum is well organised with a blocked project each term. This enables skills to develop and work to be completed without a drop in enthusiasm. Good links are made with other subjects and there is a good contribution to pupils' social and moral development, such as in Year 4 where they design a light to meet the needs of a particular person. One example was a light that can be switched on by a baby sitting on a mat! Records are kept of pupil progress, and in Year 4 there is excellent marking which gives clear information about progress and future targets. There is full access for all pupils.
140. The subject is well managed by the co-ordinator who effectively monitors teaching, planning and learning. Resources are well chosen to support the units of work and her good subject knowledge allows her to support other staff.

GEOGRAPHY

141. By the end of Year 2 and Year 6, standards in geography are above national expectations and pupils make good progress. This is an improvement on the last inspection.
142. By the end of Year 2 aerial maps are used well to help the pupils observe and record features in the local environment. Fieldwork skills are above average; many pupils can record information on maps and plans of the school and village. The pupils are able to follow simple routes on a map and use books and photographs as a source of information. For example, when studying the local village the pupils used good quality photographs and maps to identify key features of their environment. They know about simple features of their own and other climates in the world and modes of transport around the world. ICT and art and design are used well to support the work in geography. For example, when using the digital camera to record features in the village or producing high quality watercolour maps of the locality.
143. By the end of Year 6, the study of distant places is a strong feature of the work in the school. In particular the school has strong links with India that see the pupils in e-mail contact with people in that country and trading with them to buy goods to sell on for charity. This work provides a strong contribution to the cultural development of the pupils and their understanding of how places fit within a wider world context. Fieldwork skills continue to be above average and include good work on land use around the school. The oldest pupils have a good understanding of rivers and their impact on the environment and settlement and are able to explain deposition and erosion in this context. ICT is used well to support the learning in geography in Years 3, 4, 5 and 6 and contributes to the good standards and progress in the subject. The Internet is used by the pupils to research features of their own and other environments. For example when studying Chembakolli, a village in India, the pupils used the Internet to research and record the day in the life of people in the village. Geographical questions form a key feature of the teaching in the junior phase. This approach provides good opportunities for the development of enquiry skills, speaking and listening skills and successfully promotes the moral development of the pupils when discussing environmental

issues and citizenship. Good opportunities are provided for pupils for writing following trips and visits. For example, when they visited Mamhead house.

144. Only two geography lessons were observed during the inspection, therefore a secure overall judgement cannot be made. However, good and very good lessons were observed. The teachers have high expectations and the lessons are interesting and well planned. In one lesson on rivers, the teacher used a good video clip to introduce the class to river erosion, and then very successfully consolidated this new learning in the lesson with very good direct teaching and work well matched to all abilities in the class. In another lesson in the junior phase the teacher used good artefacts from India to motivate the pupils to ask questions about where they came from, who made them and why. All pupils display positive attitudes to the subject and behave well in lessons. Teaching assistants are well deployed and make a positive contribution to the success of the lessons.
145. The co-ordinator provides good leadership for the subject and fights for its place in the curriculum. She monitors the work across the school and has a clear view of how she would like the subject to develop. The satisfactory resources are well managed and offer good support to teachers. There is good evidence of pupils developing their independent learning skills. They use the library well to research information in geography.

HISTORY

146. By the end of Year 2 and Year 6, attainment in history is in line with national expectations and pupils make satisfactory progress. This reflects the judgements made in the previous inspection report.
147. In Years 1 and 2, pupils find out about the past through the study of topics and through first hand experiences of artefacts and educational visits. They develop a sound understanding of similarities and differences in the way we live to past times through careful study of changes in their own lives and themes such as houses and homes and toys. This work is supported by the study of famous people from the past. The curriculum is well planned using nationally produced schemes for the school's own planning. At the time of the inspection little work in history had been completed in Years 1 and 2 in the present academic year, but plans indicate that the school is meeting the requirements of the National Curriculum.
148. By Year 6 the pupils have acquired satisfactory knowledge of the periods in history they study. They know about the Egyptians, Victorians and Tudors and demonstrate a sound understanding of cause and effect in relation to educational reform and social conditions in Victorian times. The pupils in Year 3 understand the reasons for Tudor exploration and about the living conditions on the ships at that time. An educational visit to Plymouth provided the pupils with good experiences to support the work on this topic. ICT is used well throughout the school to support the work in history. For example, the Internet is used well in Years 3 and 4 to undertake research about life in Egyptian times. Links to art and design and English are good. Pupils are given valuable opportunities for writing, however, their weaknesses in spelling and style of handwriting are sometimes evident in their written work. High quality illustrative work is produced linked to the Tudor topic and pupils write about characters from the past.

149. Only two history lessons were observed during the inspection therefore a secure overall judgement cannot be made. However, good teaching was observed in both key stages. The teachers have a secure subject knowledge and provide effective direct teaching that promotes good progress in lessons. In a Year 1 and Year 2 lesson the teacher used a good quality video clip to first gain the attention of the class and provide them with clear insights into family life in the early twentieth century. The questions used by the teacher helped the class to observe and make comparisons. Consequently the pupils concentrated well and went on to produce work that demonstrated good progress in their understanding of how people lived in the early twentieth century. Pupils with special educational needs are well catered for and they make good progress. The work set is matched well to their needs and teaching assistants are well deployed to support their learning. In the lesson in the junior phase the pupils were following up a recent visit to The Dome at Plymouth. ICT had been used well to research the life of Francis Drake and his circumnavigation of the globe. The teacher successfully engaged the class by the interesting way in which the story of Drake's voyage was told using maps and timelines to reinforce and apply the pupils' knowledge of chronology.
150. The subject is well led and managed by the co-ordinator. She has a real enthusiasm for the subject and has a clear view on the development of the subject across the school. She monitors planning and has observed lessons providing feedback to colleagues. The satisfactory resources are well maintained and organised. The school is developing an effective collection of teacher support materials to supplement the resources for pupils. The history curriculum is enriched by theme days on such topics as the Greeks and a range of good educational visits.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

151. Three lessons of ICT were observed during the inspection. Pupils were also observed during lessons in a range of subjects across the curriculum. Further evidence was collected through an interview with the subject co-ordinator, a scrutiny of pupils' work, conversations with pupils and by examining displays around the school.
152. At the time of the previous inspection, provision and standards in this subject were found to be unsatisfactory. Since then very good progress has been made. The scheme of work identifies appropriate coverage of the National Curriculum and is fully reflected in teachers' planning records. There is a clear framework for building on pupils' previous knowledge, skills and understanding as they progress through the school. Standards achieved by the ages of seven and eleven are above those found nationally.
153. By the age of seven pupils can log onto the computer network, save and retrieve their work. They readily change the size, colour and font of a text and print out their work. They can complete short word-processing tasks to write letters, stories and poems. Pupils can enter and edit a sequence of commands to control both floor robots and screen turtles. Very good use was made of ICT to enrich class work on solving money problems in a Year 2 lesson. There was very good direct teaching from the ICT co-ordinator who acted as a very good role model. After showing the pupils how to use the program they were highly motivated and very eager to complete the money problem activity. This they did successfully with very good gains in learning. By Year 2, pupils can enter, sort and classify data. Good use is made of ICT to support learning in English, mathematics, science, history and geography. Most pupils,

including those with special educational needs, make good progress in ICT. This is because they get additional help to support their learning.

154. In Year 3, pupils have been learning about branching databases and due to good teaching have a good understanding of how to create their own. Good links are made with science and the teacher makes effective use of the interactive whiteboard to explain what a branching database of animals is. By Year 4, pupils have learnt how to send an e-mail to India in connection with the geography topic. Pupils in Year 5 can enter sequences to produce particular shapes on screen and most Year 5 and Year 6 pupils produce imaginative and detailed modelling effects. They are confident in using more than one shape and rotating them. The attainment in this area is above what is usually found because of the expertise of the teachers who are subject specialists.
155. By Year 6, the pupils are able to understand that spreadsheets can be used to explore mathematical models. They can copy formulae to create tables of results and create graphs. The pupils have also sent e-mails and collected data from a range of sources including the Internet. In mathematics, pupils have used ICT to explore patterns and procedures and to make predictions. By Year 6, pupils can comfortably create and use a website and store information, for example, using the digital camera to photograph slippers they have designed and made in design and technology lessons. The higher achieving and gifted and talented pupils achieve very good standards.
156. Overall teaching is of a very good standard. All of the lessons seen using ICT were characterised by high quality planning, the brisk revision and extension of previous learning and very effective pupil management. As a result pupils have very positive attitudes and their confidence is high. Throughout the inspection pupils could be seen working well together and often independently of adult support, using computers to help them in other subject areas. It is used well to support learning across the curriculum. Very effective use is made of the school library to support pupils in their learning.
157. Since the last inspection ICT has been given a high priority and national funding has been added to provide good resources. The school is about to upgrade its resources following the inspection. A very good development plan is included in the school's improvement plan. Good steps are underway to assess and track pupils' progress, based on medium-term planning. The co-ordinator provides very good clear educational direction for this subject. The school also benefits greatly from a focused, termly input from an advanced skills teacher from the local community college. The school is extremely well placed to move forward in its goal to be a centre of excellence for ICT.

MUSIC

158. Two lessons were observed during the inspection, both were very good. Other information was drawn from teachers' records, singing in assemblies, visit to instrumental tuition, discussion with the co-ordinator and Year 6 pupils. Standards at the end of Years 2 and 6 are good. This is an improvement since the last inspection. Pupils with special educational needs and higher attaining pupils make good progress in relation to ability.

159. Year 2 pupils hold and play a range of percussion instruments correctly. They play ostinati on percussion instruments and maintain these while others sing and play other rhythms. They sing tunefully, improving their performance as the lesson progresses. They compose rhythms to accompany nursery rhymes, experimenting with a variety of instruments and sounds. They listen well to one another and use new ideas to improve their own work. They enjoy listening to music, responding to the mood with their bodies and faces.
160. Year 6 pupils are knowledgeable and use appropriate technical language when talking about music they have heard. They explain how Holst uses the timbre of different instruments to help evoke the mood of the differing planets and discuss how they might select instruments, pitch and rhythms in their own composition. They talk with real enthusiasm about music they have heard, concerts they have performed in and songs they sing. They describe how music was different in Tudor and ancient times and the types of instrument that might be played.
161. The curriculum is broad, covering all required elements. Good use is made of ICT and the library to support pupils' learning, for example, when older pupils learn about the life and work of composers. There is full access for all pupils and boys and girls are equally enthusiastic. It is enriched by clubs for recorders and hand bells and opportunities for instrumental lessons such as violin and flute. In a drum lesson visited a young pupil improved skills on the snare drum, learning to read notation and to use the sticks correctly. There is high quality provision available to those who are interested. The mother of this pupil expressed her delight at his progress and on the positive impact on his self-confidence.
162. The subject is well led with the co-ordinator teaching three of the five classes. This provides strong teaching and she offers support and advice when required. Records are kept of pupils' progress against the objectives for each unit of planning. The instrumental and recorded music resources are good.

PHYSICAL EDUCATION

163. Overall standards in physical education are above those to be found nationally by the ages of seven and eleven. Pupils are provided with regular opportunities to improve their performance in all aspects of physical education, including swimming. There has been good improvement since the previous inspection. Standards have improved and good progress has been made in improving planning and teachers' subject knowledge and understanding is secure. During the period of the inspection two lessons were observed with pupils reaching standards in dance and gymnastics that were above those typical by the ages of seven and eleven. Progress is good for all pupils, including those with special educational needs, and all pupils benefit from a wide range of sporting clubs available to them after school.
164. By the age of seven pupils use space safely and move apparatus correctly. They show good balancing skills and there is clear evidence that the quality of their movement improves as the lessons progress. Teachers have very secure subject knowledge and planning indicates clearly what pupils are intended to learn. The quality of teaching and learning is very good. The teachers have very good discipline; safety is given a high priority and pupils are managed very well. Pupils of all abilities move well to music and are building up a good appreciation of speed, size, different levels and direction. In a very good Year 1 and Year 2 dance lesson

they created effective dance movements and performed short dances that communicated their feelings and moods well in response to music. Very good opportunities were provided for pupils to tiptoe, stamp and change directions quickly. Very good teaching resulted in the pupils achieving a good standard of dance and they made very good progress. For example, 'the stampers' acted like giants and thoroughly enjoyed their role as they plodded around the hall to the music.

165. Teachers plan activities for older pupils which build well on earlier skills. Progress is good over time for all pupils, including those with special educational needs and higher achieving pupils. Pupils respond positively when challenged to refine the quality of their movement, and they enjoy their activities. In a very good Year 5 and Year 6 gymnastics lesson they collaborated very well with their partners when developing a gymnastic sequence. They enjoyed performing their sequence to music at the end of the lesson and the teacher provided them with valuable opportunities to evaluate their work and the work of others. By the age of eleven, pupils have developed good control and effectively link sequences of movement together. Good use is made of ICT to support pupils' learning.
166. Opportunities to extend the range of activities of dance, gymnastics, athletics, tennis, football, aerobics, badminton and swimming are pursued well. Outside coaches provide experience that include football and athletics. Very good use is made of sporting expertise of the staff to further the attainment of all pupils, especially those who are gifted and talented in these areas. Tournaments against other schools encourage competition and the development of team building skills. These are further developed throughout the year in a wide range of extra-curricular sporting clubs. The standard of swimming in the school is very good and most pupils can swim by Year 6. The requirements for pupils for swimming are exceeded by most pupils, who can swim in excess of 25 metres. Full use is made of the school swimming pool in the summer months. The co-ordinator provides very good clear educational direction for this subject.

RELIGIOUS EDUCATION

167. By Year 2, the standards of work in religious education are in line with the expectations of the local education authority's Agreed Syllabus. Most pupils, including the gifted and talented, exceed these expectations by Year 6. The progress of all pupils, including those who are gifted and talented and those with special educational needs is good. This is an improvement on the last inspection.
168. In Years 1 and 2 the pupils study the main events in the Christian calendar and a range of stories from the Bible and other religions. The pupils examine good and bad feelings and have the opportunity to share special events and enjoy the beauty of the world around them. In Years 3, 4, 5 and 6 the work is extended to include the concepts of faith and trust. The pupils compare and contrast aspects of different religions and how religious artefacts and symbols are used in worship. More detailed study takes place of Hinduism and the pupils have the opportunity to gain insight into the principles of Buddhism. The oldest pupils have the opportunity to examine what they understand God to be and to discuss and explore more complex questions of fellowship and feelings. By the time they leave the school the pupils can express themselves well in writing and speech about what they understand and how they feel about religion. Sometimes, pupils' style of handwriting and presentation is not as neat as it

could be. In addition, where pupils experience difficulties with spelling, this is reflected in pupils' work.

169. The overall teaching and learning in religious education is good. The lessons were very well planned and offered the pupils good opportunities for reflection and discussion. In a lesson with the oldest pupils they were given the opportunity to reflect on their own image of Jesus and the symbolic language associated with Him. The pupils clearly explained their understanding of 'the bread of life' and the significance of candles to Christians. The teacher used carefully selected readings from the Bible to support their thinking and the pupils were mature and very reflective in sharing their thoughts and feelings. In another lesson in Years 3 and 4 the class had a visit from a Buddhist monk to talk with them and explain 'The enlightenment of Buddha'. This was followed by some pupils having the opportunity to join the visitor to construct a Buddhist altar.
170. The acting co-ordinator provides clear, educational direction for the subject. The careful planning, good relationships and sensitive teaching of religious education are the reasons why the subject making a very considerable contribution to the spiritual, moral, social and cultural education provided by the school. Good use is made of ICT to support pupils' learning. They enjoy researching information for topics and make effective use of ICT and the Internet to support their learning when researching topics.
171. The school has satisfactory resources for the subject.