

INSPECTION REPORT

BEAFORD COMMUNITY PRIMARY SCHOOL

Winkleigh

LEA area: Devon

Unique reference number: 113129

Headteacher: Mrs Jane Adams

Reporting inspector: Dr John Collings
20752

Dates of inspection: 23rd - 25th June 2003

Inspection number: 247308

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Beaford Community Primary School
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Winkleigh
Devon

Postcode: EX19 8LJ

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Appropriate authority: Governing body

Name of chair of governors: Mr Brian Ward

Date of previous inspection: 19th - 21st January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20752	John Collings	Registered inspector	Science History Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
11564	Jean McKay	Lay inspector		Attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27816	David Williams	Team inspector	Foundation Stage Special educational needs Mathematics Design and technology Religious education Art	
22330	Laurie Lewin	Team inspector	English Information and communication technology Geography Music	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beaford Primary is a community primary school that mainly serves the village of Beaford and the outlying parishes around the village in Devon. The school's roll is well below average in size compared to primary schools nationally, however the number has increased to 139 pupils this year. There are about equal numbers of boys and girls in the school, although the proportions within each year vary sometimes considerably. Almost all pupils are of white UK heritage and there are no pupils who have English as an additional language. The proportion of pupils eligible for free school meals (2.5 per cent) is well below average. The range of social and economic backgrounds of pupils in the school is very wide. The proportion of pupils identified as having special educational needs is 14.3 per cent, and below average. Of these, four receive additional support and four (3.5 per cent) have statements. Their needs are wide ranging. Most pupils benefit from pre-school education. The pupils' attainment on entry is wide ranging but overall is average.

HOW GOOD THE SCHOOL IS

Beaford is an effective school. Although overall standards at the last inspection in 1998 were higher than they are now, they dropped to a low in 2001. Since then standards have risen. This in part is due to good leadership and management, which have concentrated on maintaining a caring ethos and raising standards. With standards rising, good and much very good teaching, good leadership and management, the school gives good value for money.

What the school does well

- Leadership and management of the school and the effectiveness of the governing body is good.
- Teaching is good with many very good features and as a result standards are rising.
- Pupils' attitudes to school are very good. They enjoy the challenges the school provides and behave very well.
- The school provides a good curriculum that provides a good range of opportunities for pupils to learn.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The school cares well for its pupils providing a secure environment where all pupils are valued and respected.
- Parents' views of the school are very good. They contribute very well to their children's learning.

What could be improved

- Standards in science in Years 1 and 2.
- Progress in the Reception/Year 1 class.
- Further improve assessment procedures to ensure pupils make best possible progress.
- Planning in subjects other than English and mathematics to ensure lessons have a sufficiently wide range of expectations to challenge the full range of ability in each class particularly higher attaining pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall there has been satisfactory improvement since the last inspection. As identified above standards dropped but are now rising. Teaching has improved, particularly in Years 3 to 6 and the very good attitudes and behaviour, provision for spiritual, moral, social and cultural education, relationships with parents and the high standards in art, design and technology and music have been maintained. The issues identified in the last inspection in mathematics and science have largely been addressed and assessment procedures for particularly English and mathematics have been put in place and are now satisfactory overall.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	D	E
Mathematics	C	E*	D	E
Science	C	E	D	C

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

When interpreting these results it should be remembered that the school has much smaller than average numbers of pupils in each year group so one pupil not attaining an expected level can have a significant effect on the standards reported above. The table shows that although pupils were below average in English, mathematics and science in national tests in 2002 it is a significant rise in standards over 2001 when pupils were in lowest 5 percent in the country for mathematics. When compared to similar schools, and the school is in the most demanding band in the country, that is less than 8 percent free school meals, pupils were well below average in English and mathematics and average for science. Evidence from the inspection shows standards have improved further and are average in English, mathematics and science.

Results of national tests for pupils at the end of Year 2 in 2002 show that pupils were average in reading and writing and well below average in mathematics. Teacher assessment in science showed pupils to be well below average. Inspection evidence shows an improvement and standards to be average in reading and writing and, below average in science particularly for potentially higher attaining pupils.

The school's targets for 2002 were narrowly missed, but because of the small numbers are not considered significant. The school is likely to meet its targets in 2003.

The strength in English and mathematics is the consolidation of knowledge, understanding and skills through their application across the curriculum. Pupils have secure knowledge and understanding in science by the end of Year 6. However, by the end of Year 2 pupils' understanding of life processes is satisfactory but their understanding of materials and physical processes is well below that expected.

Standards at the end of both Year 2 and Year 6 are well above expectations in art, above expectations in design and technology, music and physical education, and in line with expectations in geography, history, information and communication technology and religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy school and generally work hard.
Behaviour, in and out of classrooms	Very good; pupils behave very well as a result of good and a significant proportion of very good teaching, which enables teachers to teach, and pupils to learn.
Personal development and relationships	Very good; relationships between pupils and those between pupils and teachers are very good.
Attendance	Satisfactory.

Pupils are enthusiastic about school and learning and there is an absence of oppressive behaviour. Pupils have respect for others' values and beliefs, as seen in the total inclusion of all pupils, and how the school promotes cultural traditions. Pupils show initiative and personal responsibility.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Very 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.

Teaching in the nursery is good and satisfactory in Reception.

Strengths in teaching are:

- the very effective teaching of basic literacy and numeracy skills throughout the school with challenging work for the vast majority of pupils,
- that overall, teachers have good knowledge and understanding to ensure pupils are set work that is challenging and appropriate to their age and ability,
- that teachers use a very good range of methods to involve and inspire pupils,
- that teachers use time and resources very well in the vast majority of lessons to capture pupils' interest and concentration,
- that the strategies for managing behaviour are very good in the vast majority of lessons ensuring pupils full involvement in learning,
- the very good relationships which ensures pupils enjoy school and work hard.

Teaching is less effective when:

- planning does not have a range of objectives to meet the range of abilities in classes or work is not sufficiently challenging because it is not based on prior attainment,
- there are limited planned opportunities to apply the learned information and communication technology skills to a range of situations across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; fully meets statutory requirements and is wide-ranging and stimulating with good extra-curricular provision.
Provision for pupils with special educational needs	Good; with good support from classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; with good provision for spiritual and cultural development and very good provision for social and moral development.
How well the school cares for its pupils	Well; with very good procedures for promoting good behaviour, eliminating oppressive behaviour and good procedures for monitoring pupils' personal development.

There are very good links with parents and they appreciate the termly parent consultation, curriculum information, the annual reports, and informal meetings held throughout the year.

The school's curricular provision is good overall, with some very good features, for example, the good range of opportunities provided within the residential visits, the good range of visits made and visitors invited to the school enhance pupils' learning.

Staff know their pupils well, are sensitive to their needs, and give good personal support and guidance. There are very positive relationships between pupils and staff and parents speak enthusiastically about the responsive and caring attitude of staff towards pupils with medical, behavioural and learning problems.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher provides very effective leadership in spite of having a 50 per cent teaching commitment and no deputy headteacher. She is well supported by other key staff.
How well the governors fulfil their responsibilities	Good; they are very supportive, take an active role in the management of the school and have a clear understanding of its strengths and weakness.
The school's evaluation of its performance	Good; school has a clear overview of its performance and the improvements needed which are linked into the school development planning.
The strategic use of resources	Good; the school makes effective use of its resources and monitors spending effectively.

Strengths in leadership and management are the way the headteacher has consolidated staffing, raised standards and produced a coherent plan to raise standards through improvements in teaching and the development of subject coordinators. The weakness is in the lack of a deputy headteacher to support her.

The principles of best value are applied well, for example, in the monitoring of the effect of the new classrooms and the review of swimming provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, behaviour is good and they are encouraged to be mature. • They think teaching is good and they feel comfortable about approaching the school. • The school is well managed school provides an interesting range of activities. 	<ul style="list-style-type: none"> • The amount of work their children do at home.

The inspection team agree with the very positive comments of the parents. The amount of work pupils are asked to do at home is similar to that found in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Small numbers in all year groups make year on year comparison of standards, and how current standards compare with the last inspection, unreliable. Overall standards are broadly similar to the last inspection, however since then, when compared to schools nationally, standards dropped to well below average in the Year 6 national tests taken in May 2001.
2. In the last reported year, 2002, standards at the end of the Year 6 improved significantly over 2001 from well below average to below average in English, and from the lowest five per cent to below average in mathematics, and from below average to above average in science. When compared to similar schools, and the school is in the most demanding band in the country, that is less than 8 percent free school meals, pupils were well below average in English and mathematics and average for science. When pupils' standards are compared to their prior achievement in Year 2 in 1998 they made less progress than expected.
3. The school has set challenging and realistic targets for attainment in 2003 and are in line to achieve these. Standards seen during the inspection show standards improving and Year 6 pupils are in line with national expectations for English, mathematics and science and this represents broadly satisfactory progress. However pupils have made good progress since 2001. This is due largely to a focus on raising standards through improvements in teaching, a more focused curriculum, greater use of cross-curricular opportunities to use the knowledge, understanding and skills learnt in one subject to support another and good specialist teaching in English and mathematics for classes 3 and 4. However, these developments have not been in place long enough to impact fully.
4. The results of the national tests at the end of Year 2 in 2002 were average for reading and writing, well below average in mathematics and, by teacher assessment, in the lowest five per cent in science when compared to schools nationally. This is a significant improvement in reading and writing over 2001 when pupils were below average in reading, writing and mathematics. Standards seen during the inspection show significant improvement in these standards with pupils showing average standards for English and mathematics and below average standards for science. The lower standards in science are due to aspects of the science that are not taught in sufficient detail and a lack of accurate assessment resulting in pupils, particularly potentially higher attaining pupils not being challenged sufficiently. Overall, pupils enter Year 1 achieving broadly that expected for their age and make sound progress.
5. With cohorts last year as small as 10 in Year 2 and 23 in Year 6 it is not possible to draw any significance over any difference in the achievement of boys and girls, and observations in lessons and a review of pupils' work showed all pupils were well supported including those with special educational needs.
6. Standards at the end of Year 2 and Year 6 are well above expectations in art, above expectations in design and technology, music and physical education, and in line with expectations in geography, history, information and communication technology and religious education.

7. In English, pupils in the Reception/Year 1 class do not have a sufficiently good command of phonics to help them build up the sounds in words as they read and do not make sufficient progress in writing. However, in the Year 1/2/3 class pupils use phonics confidently and Year 2 pupils read simple texts accurately. Pupils in Years 3 to 6 are exposed to a good range of texts and they make good progress and by Year 6 enthusiastically discuss their favourite authors and the underlying meaning in the stories they read. Overall, pupils reach the expected levels in writing in Year 2 and Year 6, with a significant minority of Year 6 pupils attaining above the expected level.
8. In Mathematics, pupils in Year 2 count in tens, fives and other multiples. They are able to double large numbers mentally with confidence. They can add sums of money and work out the correct change from a fixed amount. They are able to double two digit numbers, for example, $60 + 60$ to 120 and higher attaining pupils halve small numbers and use the term divide. In Year 6, pupils deal with more sophisticated properties of shape and direction in terms of translation and rotation. They understand equivalent fraction and use vocabulary such as denominator and numerator effectively and the vast majority of pupils convert simple fractions to decimals and many are able to find, for example, three fifths of 20.
9. In science, pupils in Year 2 know that freezing can be reversed and carry out simple investigations, for example, to find which paper soaks up the most water. However, pupils carry out few investigations or know sufficient about the physical processes identified in the National Curriculum. By Year 6, pupils identify examples of foods that belong to the main food groups and know that increased pulse and breathing rates are related to muscles requiring more oxygen to support increased activity. However, pupils show limited skills in raising their own questions to investigate and then planning, carrying out, recording evaluating and presenting their findings independently.
10. In information and communication technology, Year 1/2 pupils use computers to support work in many different ways. They are familiar with researching for information by using the Internet and know how to type in the relevant website addresses, as required, and have a reasonable knowledge of using the keyboard functions as well as navigating around some of the basic screen options – such as using the ‘undo’ button. By Year 6, pupils learn to do particularly good work in making multimedia presentations – preparing attractive and interesting slide shows with the PowerPoint program as part of a ‘murder/mystery investigation project. Whilst pupils show confidence in talking about and using a range of applications, they do not have enough experience and skills in using information and communication technology equipment for control and monitoring.
11. Overall, pupils with special educational needs make good progress against the targets identified in their individual education plans.

Pupils’ attitudes, values and personal development

12. The very good attitudes, behaviour and personal development of pupils noted at the last inspection, continues to the present inspection, and are strengths of the school. The reception pupils, who have mostly entered the school through the on-site nursery, have settled well to school routines, and are keen to learn. Throughout the school pupils’ attitudes to their work and to the school are very good. They enjoy coming to school where a very happy, caring and secure atmosphere promotes positive approaches towards learning.
13. Pupils generally listen attentively, take an interest in their work, and respond with good levels of enthusiasm. They are keen to contribute to lessons and their teachers treat

pupils' answers with respect. The wide range of experiences on offer is enjoyed and remembered, for example, by Year 6 pupils who recently spent a two night residential course at Wembworthy. Some pupils told inspectors how much they had enjoyed what was for most, their first time away from home without parents. They had been introduced to orienteering, night walking, undertaking natural sculpture projects, and all were set personal challenges. Pupils' capacity for personal study is very good. Concentration is sustained to complete tasks even when not under close supervision of the class teacher.

14. Pupils' co-operate together very effectively in pairs and small groups in which they actively encourage and support each other. They were also seen to support their more vulnerable peers in a caring and thoughtful way, for instance during a hectic game in the lunch hour. According to parents, pupils enjoy coming to school, and this was confirmed during the inspection.
15. Pupils' behaviour in and around the school is very good. They are thoughtful, courteous, polite and helpful to visitors. The positive management strategies in the behaviour policy are effective. All pupils understand the rewards and sanctions system operating within the school. Inappropriate behaviour occurs very rarely, but when it does, it is dealt with very effectively. Pupils' very good behaviour makes a positive contribution to the standards achieved. Relationships in school between the pupils themselves, and between pupils and all adults in the school are very good. The school uses every opportunity in assemblies and lessons to promote caring for others, as was seen in a poetry lesson when pupils very sympathetically discussed issues of loss and death. Parents at the pre-inspection meeting stated that bullying was not an issue at this school, and the inspection found this to be true. The school had addressed a minor problem occurring on the school bus satisfactorily. Pupils spoken to said how they would deal with bullying if it should occur, for example they would tell a friend or teacher. The school is a friendly, caring community where pupils, teachers, classroom assistants, supervisory staff and parents consistently work well together.
16. From an early age, pupils are encouraged to develop their social skills. Children in the nursery co-operate well together and mainly play harmoniously, in their newly built classroom. The vast majority of pupils speak confidently about themselves and their families, and are keen to share news of events with others. Pupils of all ages were seen to take responsibility for different tasks around the school, and are given many opportunities to do so. For example, one Year 6, pupil who is also a member of the School Council, voluntarily helps out in the school nursery before and after school. Year 6 pupils, who are helped by a member of the supervisory staff, handle the system of playground equipment handed out to pupils at lunchtime very efficiently. The playtime session seen during the inspection was obviously thoroughly enjoyed by all pupils, who because of the wide range of equipment available are kept happy and involved during the lunchtime period. Educational trips and residential visits, combined with a good range of extra-curricular activities in school and also the Friday after-school club, offer many opportunities for further personal development, to which pupils respond in a very positive and enthusiastic manner.
17. The last inspection judged attendance to be above national average for primary schools. Authorized absence has risen from below to just above the national average in the last year. This is mainly caused by a number of families who take holidays during term time, and happens despite the best efforts of the school to persuade parents that absence from school affects the effective learning of pupils. There is however, no unauthorized absence. The prospectus encourages punctuality, and the

majority of pupils arrive at school on time and there is an efficient start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. At the time of the last inspection there were a few weaknesses in teaching and it was judged good overall. Teaching has improved and is now good overall with a significant proportion of very good teaching. Of the 31 lessons seen 12 were good 11 very good and one excellent, five satisfactory and two unsatisfactory.
19. Teaching in the nursery is good and satisfactory for reception pupils and good in the Foundation Stage overall. Teaching in Years 1 and 2 is good overall with four of the 13 lessons seen satisfactory, three good and four very good and two unsatisfactory. Teaching in Year 3 to 6 is very good and of the 14 lessons seen none were less than good and over half very good and one excellent. Taking into account a review of pupils' work and the lessons seen, the teaching of **English** is good in Years 1 and 2 and very good in Year 3 to 6. The teaching of **mathematics** is good overall with some very good teaching in Year 3 to 6.
20. Teachers are hardworking and are committed to the welfare of their pupils. They have very good relationships with their pupils and care for them as individuals. The teachers are successful in meeting pupils' needs and their answers and contributions are respected and valued. All pupils are fully included. This encourages pupils' good attitudes to school and builds their self-confidence contributing significantly to the overall good achievement pupils have made in the last two years.

Strengths of the teaching noted in observations and in the examination of pupils' previous work are:

21. **There is effective teaching of basic literacy and numeracy skills** throughout the school where work is challenging for the vast majority of pupils, particularly in Year 3 to 6. There is some very good and excellent teaching where the level of challenge is high. When this is combined with good use of resources, changes of pace and the continual checking of pupils' understanding and learning, it ensures pupils' involvement and very good learning. The strength in literacy is the teachers' flexibility to exploit opportunities to challenge and extend pupils' thinking. This was particularly evident in an excellent Year 5/6 literacy lesson where pupils were working on poems based on emotions such as bullying, memories and rejection. The teacher was sufficiently flexible to allow pupils time to develop their own ideas rather than sticking to a prescribed time limit. This resulted in good quality poems in a subsequent lesson demonstrating empathy with others feelings as well as expressing their own. This also made a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils are also challenged in numeracy; for example, in a very good Year 3/4 mathematics lesson pupils developed a very good level of mathematical vocabulary when discussing equivalent fractions. Through a very well structured lesson pupils developed a good understanding of, for example, how many $\frac{1}{3}$ rd's need to be added to $\frac{3}{9}$ to make a whole.
22. **Overall, teachers have good knowledge and understanding to ensure pupils are set work that is challenging** and appropriate to their age and ability. Lessons are particularly effective when this is the case as cited in the literacy and numeracy lessons above. Good knowledge and understanding was also evident in very good lessons in other subjects. For example, in a Year 1/2/3 music lesson, the teacher used a very good range of activities to involve and challenge pupils in developing their ability

to identify a minor third and read ta-te-te-ta rhythms and notations. Good knowledge and understanding was also evident in a Year 5/6 science lesson where higher attaining pupils were particularly challenged to consider the effect on rock pool organisms of the increasing salinity due to evaporation of the water whilst the tide was out. Pupils were also challenged well in a Year 1/2/3 art lesson where the teachers good subject knowledge and enthusiasm inspired pupils. As a result pupils concentrated very well and produced work well above that expected for their age using the stimulus of a range of patterns from the Pacific, Africa and Ancient Egypt as inspiration for their own work. This also makes a significant contribution to pupils' spiritual, moral, social and cultural development.

23. **Teachers use a good range of methods to involve and inspire pupils.** For example, in addition to the lessons cited above, in a Year 3/4 personal, social and health education lesson, pupils were given a good range of scenarios, for example, devise rules for a ship wrecked society, through which to explore citizenship. In a Year 5/6 design and technology lesson pupils were given a good range of opportunities to explore the appearance, function, safety and joining techniques before using this information to design their own slippers. In a very good Year 4 science lesson pupils were given structured opportunities to deduce that it is necessary to have continuous conducting material in order to create a working circuit. The strengths in this lesson were the opportunities given to pupils to make errors and learn from their mistakes.
24. **Overall teachers use time and resources well.** There were some notable examples where the use of carefully chosen resources stimulated, challenged and involved pupils in good quality learning, for example, the very well prepared resources in the Year 5/6 science lesson. Here the very clear chart of the inter-tidal zone created for each pair of pupils and the very wide range of information cards about the organisms living there enabled pupils to very quickly get involved in the real science of deducing and placing on the chart where they thought each organism was best adapted to live rather than a lot of drawing and writing. A good range of resources was also seen in physical education lessons where it enabled, for example, in a Year 1/2/3 lesson, pupils to work in small groups of three to carry out sustained practise in bat and ball skills. Good use of the overhead projector in a Year 4 mathematics lesson made a significant contribution to the understanding of equivalent fractions. The best lessons are paced well. This inspires pupils and maintains their interest and concentration. For example, in a Year 3/4 music lesson the change of activity from introduction, to a pupil conducting the class and pupils composing collaboratively, engage pupils fully and they did not want to stop work. Pace is also good when pupils are given the opportunity to continue work when, for example, in a Year 5/6 literacy lesson, where pupils were fully engrossed in their work, were given the opportunity to complete it.
25. **The strategies for managing behaviour are good in most classes** and in these classes pupils concentrate on their work and pay attention to the teachers. There are high expectations across the vast majority of lessons for both behaviour and academic achievement. It is the high expectations, interesting work that is well planned and matched to pupils' ability combined with good pace and relationships that ensure pupils enjoy working hard and the vast majority are fully involved. This in turn promotes pupils thinking and stimulates pupils' imagination and concentration so they have little reason to not behave well.

There are some areas for improvement in teaching and these are important to the school's drive to raise standards. The most significant areas are:

26. **Matching the challenge in lessons closely to pupils' age and ability is effective** in the vast majority lessons. However, where teaching is less effective pupils are not challenged sufficiently and the prior good progress is not sufficiently built on. For example, in the Reception/Year 1 class and in the planning for science, history, geography and information and communication technology teachers do not lay sufficient emphasis upon prescribing tasks that cater specifically for pupils of different attainment levels.
27. **While pupils information and communication technology skills are at least satisfactory** they are not extended sufficiently for example, to word process work in other subjects, use a digital camera to record investigations in science, to research and write about the lives of famous people in history or to use spreadsheets in mathematics to analyse and explore relationships.

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

28. As at the time of the previous inspection, the school's curricular provision is good overall, with some very good features. Of particular note is the good range of opportunities provided within the residential visits undertaken, which significantly enhance the breadth of pupils' experiences across Years 3 to 6. The visits give them a wide range of opportunities to follow up school based learning especially in science, geography and history. Also, special days such as the 'Earth Education' day for Year 3/4 pupils and the good range of visits made and visitors invited to the school serve to strongly enhance pupils' learning.
29. Other strengths within the curriculum are in the high profile given to music and art and design – enabling pupils to attain well in these areas. The school's involvement in the School Sports Co-ordinator programme also ensures much enhancement and in-depth provision in this part of the curriculum. There are good extra-curricular opportunities and a wide range of visits and visitors. The strong emphasis placed on these areas broadens the school's curricular provision beyond the narrow confines of the National Curriculum recommendations
30. The school has a suitable approach to providing personal, social and health education (PSHE). A rolling programme of planning is established for Years 1 and 2 and is under development for Year 3 to 6. Sound provision is made for teaching PSHE in all classes and the provision incorporates appropriate programmes of sex education and drugs awareness for the older pupils.
31. Throughout the school the curriculum is broad, balanced and relevant. It meets the requirements for children in the Foundation Stage and generally ensures full coverage of the National Curriculum programmes of study and religious education. However, some aspects of ICT are not covered in sufficient depth in Years 3 to 6, work provided in scientific enquiry across the school is not challenging enough and coverage of science work in general in Years 1 and 2 is too superficial.
32. The school has a very inclusive approach and staff are alert to the need of ensuring that all groups of pupils, including those with special educational needs are fully involved in all activities. The school has reached the stage where it has identified its gifted and talented pupils, but has not yet created a register of these pupils – to enable their needs to be clearly defined.

33. Suitable planning systems are in place to ensure that the right amount of work is taught, and the school ensures the appropriate amount of time is spent teaching different subjects. As well as making effective use of the National Literacy and Numeracy Strategies, the school has adopted nationally recommended schemes of work for other subjects, supplementing these and refining them to the needs of the school where necessary. The school has identified rightly the need to upgrade its rolling programmes of planning for some subjects in order to further enhance the progression of skills development as pupils move through the school.
34. The school's planning to deliver the basic skills in English and mathematics to mixed aged classes is good overall and the strategies for teaching numeracy and literacy skills are well organised across both key stages, with the exception that the teaching of phonics for the Reception/Year 1 class is not sufficiently well organised to enable pupils to develop the skills they need.
35. Provision for pupils with special educational needs is good overall particularly where classroom assistants' good knowledge and understanding are well used to ensure these pupils' needs are well met. Individual education plans are created for each pupil who has identified special educational needs. However, some short-term targets are not sufficiently clear to enable pupils to make the best possible progress. The coordinator is aware of this and changes in the process are currently being made. There is good cooperation between the special educational needs co-ordinator and the various external agencies that support pupils with particular needs. A peripatetic teacher of the deaf, who provides very good specialist help and support, visits the school each week.
36. Overall, the school makes good provision for extra-curricular activities, with chances, for example, for pupils to participate in an extensive range of sports activities, to learn a wide range of different musical instruments and to involve themselves in a craft club. The initiative for other schools in the local cluster to share in each other's after school clubs is a very good method of expanding opportunities available to pupils. The school's involvement in the School Sports Co-ordinator programme further enhances opportunities for pupils to participate in sports and the emphasis upon opening extra sports events for pupils of all levels rather than just selected teams, signals a very inclusive approach being adopted.
37. The relationship with the community is strong, and pupils are encouraged to take part in the social functions and other festivals with enthusiasm, for example some pupils have just been selected to take part in this year's dance festival and will be attending dance workshops in Great Torrington prior to the event. The pupils receive visits from members of the community and the local church. There is a good range of visits, including residential trips for the older pupils, which extends and enriches the curriculum. The programme includes visits to places of historical and cultural interest as well as excellent opportunities to engage in outdoor adventure activities such as the recent visit by Year 5/6 pupils to Wembworthy. The school is part of a cluster that share sporting activities and also curriculum based activities. Local artists have visited the school in recent years to share their expertise, and the results of their work are displayed in the school grounds, and in classrooms. Members of the local community, parents, and the school collaborated in creating the award-winning Rainbow Garden, which is an attractive feature of the school grounds. The school believes that the regular involvement of the community encourages pupils to value their education, and also contributes to the quality of relationships in the school.

38. There is a very good induction programme for children starting school. Parents spoken to during the inspection said how much they valued the home visits carried out before children started in the nursery, which is situated within the school. Apart from supporting a community need, the children already feel part of the school and this enhances their natural transition into mainstream schooling. Children in reception benefit from the fact that their classroom is next to the nursery, for example, they can play together or share story time. Links are equally well established with the predominant receiving secondary school, and teachers and pupils join together for different sessions at both venues as part of the transition process, which is both effective and friendly. Pupils spoken to during the inspection said how much they were looking forward to this next stage of their education.
39. The overall provision for pupils' spiritual, moral, social and cultural development is good and broadly similar to that at the last inspection. Positive developments are questionnaires for parents and the School Council for pupils, offering very good opportunities for them to be involved in monitoring provision.
40. Provision for spiritual development is good, and an improvement since the previous inspection. The school's aims are to work in partnership with parents and the community and to create a happy and enriching learning environment and parents are happy with the values and attitudes the school promotes. Teachers build on pupils' self-esteem, including those with special educational needs. For instance, in a Year 5/6 English lesson pupils were encouraged to discuss a range of emotions through poetry and to interview a partner who took on the role and answered as though they were the emotion. For example, when asked when interviewing 'Grief' about its hobbies the reply was 'to bury the World in sadness'. Spirituality is also fostered during, for example, a visit to a woodland area, pupils were encouraged to sit and consider their role in the universe. Cross-curricular links reinforce these opportunities. Artwork based upon nature encourages reflection about the wonder of our planet. Assemblies provide effective opportunities for pupils to reflect on their own and others' lives and on their learning. Learning about other major religions in religious education helps pupils to understand and respect others' beliefs, for example, in a Year 3/4 class pupils were encouraged to listen to the Muslim call to prayer and discuss its significance.
41. Very good provision is made for moral development. The vast majority of parents are happy with the school's management of, and standards of behaviour. Staff have a consistent attitude towards, and high expectations of pupils' behaviour and involvement in lessons. Adults act as good role models for pupils, and pupils reflect this in their conduct around the school. They show respect for each other when taking part in discussions, listening to and valuing each other's contributions. As a result pupils clearly understand the difference between right and wrong. The school is very inclusive, valuing equality of opportunity, individuality, caring, respect, responsibility and self-discipline. A good example of self-discipline was seen in a Year 1/2/3 physical education lesson where pupils worked very responsibly in groups of three practising bat and ball skills and in a Year 3/4 mathematics lesson where pupils cooperated very well to identify a position on a map from given coordinates. Many activities and stories teach reception children to show respect, and to know the difference between right and wrong.
42. The very good provision for social development has been maintained since the last inspection. Adults provide very positive examples, show respect for pupils and foster their self-esteem, contributing well to pupils' positive attitudes and good relationships. Opportunities for pupils to compete in team games, experience out of school visits,

including residential, take part in school productions and the good provision for extracurricular activities, develop social skills very well. For example, in addition to football and netball clubs there is a girls' football session funded through 'Awards For All' as part of the School Sports Coordinator Programme. This programme is a particular strength as it has enabled the school to extend its range of clubs to include basketball and tag rugby by joining with other schools. Community awareness and citizenship are promoted through good links with the Church, the police, the community and through personal, social and health education. Positive strategies to develop independence and responsibility include pupils being monitors, collaborating in group work, older pupils having a rota for helping younger pupils at lunchtime and organising playtime activities as part of the play leader scheme. The playground leaders also have their own stall at the summer 'Bring and Buy' sales in order to raise money for more playtime games. The School Council provides a particularly effective opportunity to develop pupils' initiative and decision making skills, enabling them to learn to co-operate and have their say; for example, contributing the school improvement plan and identifying the need for a step to enable younger pupils to reach the drinking fountain.

43. Opportunities are also planned into the curriculum, for example, in a Year 3/4 class personal, social and health education lesson, a range of imaginative scenarios were used to stimulate discussion to explore the meaning of citizenship by looking at different societies and the various roles of its members. They discussed what kind of structure they would expect in a newly established society and showed significant maturity when considering these fairly abstract ideas. Foundation Stage children are taught to take turns and to share equipment.
44. Provision for pupils' cultural development is good. Their appreciation of their own culture develops very effectively through the curriculum and is enriched through many visitors, visits and involvement in events such as field work in geography and history to London, York and Bristol, residential visits and outdoor activities and challenges at Wembworthy Outdoor Centre.
45. Pupils explore their own and other cultures through the use of art, history, religious education and music. For example, they look at the traditional art of places like Africa, the Pacific, and Asia, and draw upon this for inspiration. They listen to music from a wide range of backgrounds and cultures and compose in a range of styles. Through geography and history they are aware, for example, of the influence other cultures have had on our society, such as the contribution of the ancient Greeks to mathematics and democracy. Religious education also makes a significant contribution to pupils' cultural development through, for example, the structure of different religions and practices of different religions. However, pupils have limited opportunities to experience the wide range of cultures that make up Great Britain today. There is a coordinator for this aspect, and she works hard to provide a stimulating diet for pupils across the school. Leadership is good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. This is a very caring school that looks after its pupils very well. It makes good provision for pupils' welfare, health and safety. Staff know their pupils well, are sensitive to their needs, and give good personal support and guidance. The very positive relationships between pupils and staff encourage pupils to be confident in answering questions, in raising any concerns they may have, and in developing good attitudes to each other.
47. The school cares well for its pupils. The good provision for pupils' welfare, noted at the time of the previous inspection, has been maintained. Parents at the meeting, and

those spoken to during the inspection, feel that teachers have a very good knowledge of their children, and this helps them in their personal development and academic performance. The school supports the pupils' personal development very well, for example, through award assemblies, and notices in the weekly Newsletter. During the inspection a pupil proudly displayed her bookmark which showed her "well done" stickers. Assemblies, and class PSHE lessons are also used well to promote thinking about other people, and helping and caring for each other.

48. The quality of support and guidance for pupils with special educational needs is good, and parents at the meeting and during the inspection spoke enthusiastically about the responsive and caring attitude of staff towards pupils with medical, behavioural and learning problems. Staff are well supported by an external team of specialists and advisors. These outside agencies monitor all problems through frequent visits and liaison with parents.
49. The school administrator and an attendance governor monitor attendance. The education welfare officer monitors termly. Despite the best efforts of the school the authorized absence figure has risen to just above national average, mainly due to a number of families taking holidays during term time.
50. The behaviour policy, which includes the anti-bullying policy is positive in its aims, for instance in promoting good behaviour. Pupils know exactly what the rules are as they are written prominently on walls around the school. Strategies for ensuring good behaviour, such as the wide range of play items available at lunchtime, also ensure that pupils are not bored during the long lunch hour. Parents spoken to during the inspection also believe that pupils know what is expected from them, and that they are taught to care for more vulnerable people. Pupils' are also taught to know right from wrong and to respect their environment, during lessons and in assemblies. All staff provide good role models, and were seen to be consistent and fair in their promotion of discipline and order. Every effort is taken to praise good work or good behaviour. Pupils were keen to talk about their experiences in and out of school, and were courteous and polite to visitors
51. Effective procedures are implemented for eliminating intimidating and oppressive behaviour. All pupils know that they are expected to accept responsibility, and to be accountable for their own actions. A code of behaviour is discussed and agreed with pupils on an annual basis. There is now a clear anti-bullying policy, and during the inspection pupils said they knew that they could approach teachers and the headteacher if they had a problem. Older pupils said they would always tell a friend if they had a problem.
52. The headteacher is the designated person for child protection. There are clear guidelines for staff in respect of the child protection policy. The headteacher has good links with the local social services department, and teachers are kept informed of child protection issues and procedures. The school follows the Devon County Council procedures for health and safety. These procedures also cover the times when pupils are away from school. Fire extinguishers are regularly inspected, and regular fire drills are carried out. When asked, pupils knew what to do in the case of a fire. Access for pupils with disabilities is good, and there is also toilet provision for these pupils. There is also good provision for separate boys and girls changing for sporting activities, including a shower. The accident book is kept up to date and there is good provision for first aid. The whole school, both inside and out, is cleaned and maintained to a very high standard, including the kitchen, where freshly cooked food is prepared for pupils daily.

53. The monitoring and support of pupils' personal and social development are very good, although most procedures are informal, and this is a strength of the school. Pupils are treated as individuals, and say they feel safe in school, enjoy it, and feel that they are well looked after both in school and when they go away on residential visits. Parents spoken to during the inspection hold very positive and supportive views about this aspect of school life. A mother who had moved to the area from London said she was very pleased with the level of support she and her children had received.
54. The school has sound overall procedures for assessing pupils' progress both during the year and at the end of the year. This marks an improvement in an area that was highlighted as a weakness during the last inspection. Teachers make appropriate use of the results from statutory national tests and from the optional national tests to analyse how well pupils are doing in English, mathematics and science. Test papers are usefully reviewed to identify strengths and weaknesses in teaching and learning. In addition, in other subjects, teachers use the expectations set out in the nationally recommended schemes of work, to assess how well pupils are progressing at the end of each section of work. All of this information is well used, with teachers adjusting their planning on an ongoing basis to cater for the successes or difficulties indicated by the information gained. A useful overall tracking system has been developed – to record assessment information as pupils move through the school and to show the year on year progress of all individuals. However, the system is still in its infancy and the school recognises rightly the need to fully develop it and use the information gained to build up the picture and show how well pupils' performances are improving over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The previous inspection praised the good links the school had with parents, and these links have been maintained, and even strengthened since that time. Twelve parents were interviewed during the inspection and the vast majority were very enthusiastic about the school. They all considered that the school had much improved since the previous inspection, and particularly during this year since the current headteacher arrived. They appreciated the termly parent consultation, curriculum information, the annual reports, and informal meetings held throughout the year.
56. Many parents play an active part in the life of the school, for instance during the inspection some mothers were helping to make literacy games, and others were sewing story bags. Parents are at present preparing for the Summer Fayre to which members of the local community will also be invited. They have also been involved in environmental projects around the school, which contains attractive areas of small gardens, a willow tunnel, and the Rainbow Garden. Reading diaries go home every night and most parents add comments before they are returned to school the next day. This is good support for pupils' learning. The weekly newsletters for parents contain local information in addition to school topics, and also contain congratulations to those pupils earning awards for good work or good behaviour. During the inspection all parents said they would find it easy to approach the school if they had a problem, and they also welcomed the informal information on pupils' attainment and progress passed on by the class teachers at the end of the school day.
57. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve educational, emotional and behavioural problems. They are involved in setting realistic and achievable targets, and pupils' individual education plans are

informative and up to date. This good partnership contributes significantly to the learning of pupils.

58. The Parents and Friends of Beaford Community School Association, raises funds to buy many valuable resources for the school, including contributing to the cost of the new nursery and reception classrooms which are a very attractive feature of the school. The association holds many social events which are always well attended, and to which members of the local community, including grandparents, are invited.
59. Some parents at the meeting and in replies to the questionnaire, questioned the amount of homework, however inspection evidence shows that there is a sufficient amount of homework to support pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership of the headteacher and key staff is good. Since her appointment in September 2001 standards rose significantly in May 2002. There has been sound improvement since the last inspection with the issues raised addressed. Teaching has improved and as a result standards are now rising. Assessment was identified as a weakness at the last inspection and it is now at least satisfactory particularly in English and mathematics. The new assessment procedures have already identified a weakness in teacher assessment in Year 1 and 2 science. Assessment procedures in other subjects have also improved and are now being further developed to systematically track pupils' progress from year to year.
61. The school has very clear priorities for development, which are wholly appropriate and are in line with the key issues identified in the inspection. The school also aims to raise standards further by continuing to improve teaching, and creating even more opportunities for pupils to apply the knowledge, understanding and skills learnt in one subject to another in order to enhance and consolidate learning. A longer-term aim for the school is to apply for 'Investors In People' status.
62. Overall, leadership of the Special Educational Needs provision is good. The coordination at present is a shared responsibility but will become the responsibility of one teacher in the near future. This will help ensure consistency of approach across the whole school.
63. The delegation to coordinators to manage their subjects is very good. Many have only recently been appointed or are taking on new responsibilities in September 2003. They have been given clear job descriptions and budgets to enable them to resource their subjects but also, the time to not only review planning and pupils work, but also to monitor the teaching of their subjects. However, the headteacher has no deputy headteacher to which to delegate some of her responsibilities. She has a 50 percent teaching timetable, teaching all morning. This is very high for a school of this size and complexity; for example, with mixed aged classes and a significant number of part time staff.
64. The governing body is good. It wants a school ethos that is caring and supportive of all its pupils, has high standards not just in the core subjects of English, mathematics and science, but also the other subjects of the National Curriculum. The governors are clear about the school's strengths and weaknesses and want to raise standards overall. However, while they have managed to complete a long term wish to create new accommodation for the nursery and Reception/Year 1 class, they are less clear about what they want for the school in the middle and long term. They fully support the

headteacher in the changes she has made since her appointment and feel fully informed and able to work in conjunction with her in the best interests of the school.

65. The headteacher teaches for half the school day, which in turn means that she is not available to monitor other teaching during the morning. However the monitoring of teaching overall is good, as the school makes very good use of external monitoring to ensure that it is monitored regularly and objectively. School documentation shows this is done well. There are regular observations, particularly of English and mathematics and this has led areas for improvement, for example, in pupils' writing. Improvements in other subjects are ongoing and any resulting changes have not had sufficient time to impact on standards.
66. Newly qualified teachers are very well supported, not only by mentors within the school, but also by the local education authority literacy consultant. The provision of resources is well targeted to support the school improvement plan; for example, the delegation of funds to coordinators and the management of funds to create the new classrooms. The school uses the principles of 'best value' well, for example, it is reviewing whether the current swimming arrangements are giving the 'best value' or whether other arrangements would be more effective.
67. The school has an appropriate number of suitably qualified and experienced teachers. The support of well-qualified and experienced classroom assistants provides very effective learning support for pupils, particularly those with special educational needs and for children in the Foundation Stage. Teachers and teaching assistants work very well together as a team and are generally effectively deployed. Through the effective management, mixed aged classes are taught very effectively and pupils benefit from the experience and expertise of different teachers; for example, the specialist teaching of mathematics and English for Year 3 to 6 pupils in the morning and science and physical education in the afternoons.
68. The school's performance management policy has recently been reviewed and is good. There has been a review of job descriptions, particularly those of subject coordinators and their roles in monitoring their subjects including, for example, through joint lesson observations. Professional development arrangements are based firmly upon the needs of the school and prioritised in the school development plan, which includes national and county initiatives, and on the professional targets of the staff identified through effective performance management procedures. For example, there is a whole school target to improve pupils' writing. Procedures for the induction of teaching staff are very effective. Local education authority guidelines are followed for the induction of newly qualified teachers. Staff who are new to the school are also very well supported. Administrative, ancillary and lunchtime support staff contribute very well to the smooth running of the school.
69. The accommodation is not sufficient for pupils' needs in gymnastics or drama. The hall is too small to allow a whole class of Year 6 to satisfactorily meet the requirements of the curriculum for gym. However, the school ensures that it meets its statutory requirements by splitting classes into two halves and teaching them separately. However, good use is made of the extensive grounds and outside play areas.
70. The quality of display around the school is very good, which helps to set the standards and adds significantly to pupils' motivation to learn. Displays of photographs record many school visits, and other events in the life of the school. The school is cleaned and maintained to a very good standard, and there is no graffiti or vandalism.

71. The quality of resources is good overall. It is good in physical education, English, art and music and makes a significant contribution to the quality of education provided.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to improve the school further, the headteacher, staff and governors should:
1. Improve science standards in Years 1 and 2 by;
 - a. ensuring that each Programmes of Study of the National Curriculum for science is taught in sufficient depth and,
 - b. improve the accuracy of assessment and its recording to ensure work is planned to meet the needs and abilities of all particularly higher attaining pupils,
Paragraphs: 4, 26, 31, 54, 60, 104, 105
 2. Improve the progress in the Reception/Year 1 class by;
 - a. ensuring planning has sufficient challenge to meet the needs of all pupils,
 - b. improving the accuracy of assessment and its recording to ensure work is planned to meet the needs and abilities of all particularly Year 1 pupils,
 - c. improving the pace and challenge in lessons.
Paragraphs: 7, 26, 34, 75, 80, 83, 84, 88
 3. Improve standards and progress in science and non core subjects by implementing the school improvement plan to;
 - a. fully implement the recently developed assessment procedures,
 - b. use these assessments to ensure work builds systematically from one year to the next and is firmly based on pupils' prior attainment,
 - c. apply the good examples of planning in the school to ensure all lessons have a range of expectations to meet the needs of all pupils.
Paragraphs: 4, 31, 33-4, 54, 60, 63, 89, 105, 123-4, 129, 130, 134, 145

Minor issue

Review senior management and the work load of headteacher

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	12	5	2	0	0
Percentage	3	35	39	16	6	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	Years R-6
Number of pupils on the school's roll (FTE for part-time pupils)	14	114
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	Years R-6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	20

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	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.0
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	5	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	4
	Girls	5	5	5
	Total	10	10	9
Percentage of pupils at NC level 2 or above	School	100 (58)	100 (74)	90 (79)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	4
	Girls	5	5	2
	Total	10	10	6
Percentage of pupils at NC level 2 or above	School	100 (74)	100 (84)	60 (89)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	13	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	8
	Girls	12	11	13
	Total	17	17	21
Percentage of pupils at NC level 4 or above	School	74 (55)	74 (36)	91 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	7
	Girls	12	12	11
	Total	17	16	18
Percentage of pupils at NC level 4 or above	School	74 (64)	70 (55)	78 (64)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	94	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
Parent/pupils preferred not to say	3	0	0
No ethnic group recorded	4	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	27.8
Average class size	28.5

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	129

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	16.25
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	5.1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
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	£
Total income	411 865
Total expenditure	360 926
Expenditure per pupil	2 596
Balance brought forward from previous year	20 333
Balance carried forward to next year	50 939

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	9	0	0
My child is making good progress in school.	43	48	9	0	0
Behaviour in the school is good.	52	47	0	0	2
My child gets the right amount of work to do at home.	26	50	12	5	7
The teaching is good.	60	34	3	0	2
I am kept well informed about how my child is getting on.	41	48	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	26	3	3	0
The school expects my child to work hard and achieve his or her best.	57	34	5	0	3
The school works closely with parents.	50	38	5	3	3
The school is well led and managed.	53	36	0	3	7
The school is helping my child become mature and responsible.	45	50	0	0	5
The school provides an interesting range of activities outside lessons.	45	40	9	2	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Upon entry to the nursery, children's attainment is generally average with a significant proportion slightly less than average. Taking into account the nursery children and those pupils in the Reception class, provision overall is at least satisfactory and in some cases good. Pupils make good progress during this Foundation Stage. By the time they enter Year 1 the attainment of all pupils meets the Early Learning Goals in all areas. Pupils are generally well prepared to start work on the National Curriculum.

Personal, social and emotional development

74. Children's personal and social development is good. They are given many opportunities in the form of role-play to understand each other, to begin to empathise with each other, and to relate to each other. During play activities they learn to share and to take turns. During story times they learn to listen and to respect each other's need to listen in silence. Adults within the school set good examples and treat the children with care and respect.

Communication, language and literacy

75. Pupils listen and concentrate well. They consider the problems posed and use a wide variety of language to deal with the situations they encounter. A small group of nursery children explored an imaginary trip to Tenerife. They talked about the weather and scenery and their swimsuits. They make themselves well understood and are eager to share information together. They are familiar with and comfortable with the written word. They know that the print conveys meaning. They enjoy looking at, reading from and being read to from books. They enjoy listening to stories and tales. There are more structured opportunities for children to engage in literacy rich activities in the nursery than in the Reception/Year 1 class, where activities tend to be somewhat more formalised.

Mathematical development

76. Pupils engage with mathematics meaningfully through concrete activities that are set up to enable children to test one informal unit of measure against another, for example, one bucketful of sand versus another in a different shaped bucket. Nursery pupils used accurate language such as longer, shorter, too long, too short when measuring a 'hungry caterpillar' against a leaf. During a Reception lesson, children used boats and water to see how many ways there were of making ten and used terms such as more and less, too many, add and subtract.

Knowledge and understanding of the world

77. The children's knowledge and understanding of the world is good. They talk about different places to go on holiday. They know that sunscreen is important on sunny days. They understand that living things need certain conditions to survive. They create miniature gardens with grass seed and water and care for the garden appropriately. They know about farms and animals, and caring for animals. They use the computers confidently and positively, using different programmes for different purposes.

Physical development

78. Children's development of physical skills is satisfactory. They run and play purposefully and join in many games. They enjoy the outdoor equipment available to them, and show good coordination when using these toys. They use tools such as scissors and pencils and crayons with good fine motor skills. They use construction kits to build and demolish, and are developing concepts of balance, height and weight.

Creative development

79. Creative development is good and often very good. Pupils use a wide range of materials in a wide variety of ways. They draw with pencils and crayons; they paint with fine and broad brushes. They stick and glue fabric and other materials, and they weave simple patterns with materials. They know basic colours well and experience hues and shades of colours. They produce work, which is of a high standard for such young children.
80. The quality of teaching is always at least satisfactory, and in many cases good particularly in the nursery where children are given an imaginative broad open-ended but at the same time, well-planned series of opportunities. The philosophy is one of learning through play to which the children respond to very well. This philosophy does not follow through to the Reception/Year 1 class setting. However, the coordinator is taking steps to ensure continuity of style and philosophy in both environments. Parents' links are very good and parents play a large role in many of the activities on a voluntary basis. Leadership of the Foundation Stage is good. The coordinator has a good knowledge and understanding and a good overview of the Foundation Stage and has clear aims and objectives for this important stage of development.

ENGLISH

81. In Year 2 and Year 6 most pupils reach the expected levels and an improvement over the 2002 national tests when Year 2 pupils reached national expectations and Year 6 were below. At the time of the last inspection, pupils attained above average standards, but national test results show standards fell in the following years until 2002. This decline in standards was associated with a period of staff disruption. From 2001, with stabilisation in the staffing including the appointment of a new headteacher, the English results in national tests showed a significant upturn. This trend continues to be the case with pupils' work showing good progress across the current year as a result of good teaching and a high proportion of very good teaching. The school is now in a strong position to raise pupils' attainment in the future as the impact of the current improvement moves through the school.
82. Teachers place a strong emphasis upon, and are very successful in developing pupils' speaking and listening skills. Pupils generally show sound listening skills in Year 2 and good skills by Year 6. Overall, Year 2 pupils show interest and respond appropriately to questions and directions and Year 6 pupils listen with good concentration during discussions. Teachers' clear explanations and interesting approaches to presenting work help pupils progress well in this area. For example, in a Year 1/2/3 lesson, pupils interviewed a visitor who acted out the part of a Victorian maid. All pupils were enthusiastically involved and listening carefully. Pupils show satisfactory skills with speaking in Year 2 and Year 6. In all classes, through precise questioning, teachers effectively engage pupils in discussions. They are skilled in ensuring that all individuals have a chance to contribute; for example, all pupils in the Year 5/6 class were given a chance to mime 'powerful verbs' in front of the class. Similarly, discussions in the

Reception/Year 1 class and the Victorian maid interview in Year 1/2/3 provided many opportunities for pupils to ask questions and respond to what was said. As a result of these strategies, pupils in Year 2 learn to speak confidently about areas that interest them and by Year 6 pupils are articulate and use a wide range of vocabulary to describe events and to state their opinions.

83. The effective work across the school with speaking and listening provides a strong platform for developing pupils' reading and writing skills. In Year 2 most pupils show an average standard with their reading while by the end of Year 6 many pupils read at an above average level. Pupils in the Reception/Year 1 class do not have a sufficiently good command of phonics to help them build up the sounds in words as they read – this slows their progress. However, in the Year 1/2/3 class very good teaching of phonics provides pupils with a confident approach towards reading and spelling so that they are not afraid to tackle new or unfamiliar words. Pupils in Year 2 read simple texts accurately and talk about the stories they read showing appropriate understanding. In Years 3 to 6 pupils are exposed to a good range of texts in lessons and this helps to advance their skills at a good rate. As a result, they analyse, for example, poems written by different authors and successfully use these models to develop their own writing. By the end of Year 6, pupils enthusiastically discuss their favourite authors and the underlying meaning in the stories they read. They talk in depth about the characters and the main storyline and form opinions about the quality of the different books they have read. They use a range of different resources successfully including the Internet and CEEFAX as well as the library to research for information.
84. Overall, pupils reach the expected levels in writing in Year 2. Year 6 pupils also reach an average standard, but with a significant minority of them attaining above this level. Year 1 pupils in the Reception/Year 1 class do not make enough progress with writing. In a lesson seen they were not sufficiently challenged by the task provided and, as a result, produced only a limited amount of writing. Year 2 pupils write stories of a good length for their age, although it is sometimes difficult to follow the meaning of what they have written. They are confident with their writing and use their knowledge of phonics well to write more difficult words. Most pupils use full stops and capital letters with reasonable accuracy and a few higher attaining pupils use speech marks and a good range of vocabulary. In the Year 1/2/3 class pupils are given a good range of writing opportunities, with, for example, practice in note taking, writing holiday diaries and redrafting well-known stories. Whilst work in their books shows pupils writing was below average earlier in the year, much progress has been made and more recent pieces of work, including that on display in the classrooms, confirms pupils are now reaching average levels. A strong emphasis placed upon spelling and handwriting ensures that pupils do well in these areas, with the majority writing neatly and joining their letters and spelling words with good accuracy for their age.
85. Pupils in Year 3 to 6 have a sound knowledge of a wide range of different writing formats and understand how to vary the style of their writing to suit different occasions or audiences. Pupils in the Year 3/4 class carefully analyse poems and discuss the significance of different lines. They make good use of the poems examined to help construct their own poems and, in this way, produce clear, structured and imaginative pieces of writing. The teacher who teaches literacy to both the Year 3/4 and Year 5/6 classes is very skilled in helping pupils to develop imaginative and expressive ideas. She has an excellent rapport with the pupils that results in all individuals trying their best with the challenging writing tasks set. Very good explanations, demonstrations and discussions about writing techniques accelerate pupils rapidly through the tasks. During the period of just over a year that she has been at the school, this approach has clearly made a strong impact on helping to improve pupils' English work and their

writing in particular. As a consequence, most pupils now produce sound quality, well-organised pieces of writing. A few pupils show very precise writing with imaginative choice of vocabulary intended to create interest for the reader. Pupils write satisfactorily in a range of different styles including explanations, reports, and stories and they have a good understanding of how authors manipulate words in order to intensify the meaning.

86. Across the school, good examples are seen of writing in other subjects and teachers making effective use of opportunities to extend pupils' skills further in this way. They also make good links with other subjects during literacy lessons – as noted above in the Year 1/2/3 class lesson that strongly featured aspects of geography currently being taught. Also, in history, pupils in Year 3/4 have written detailed accounts from the view points of people living in Tudor times. For instance, one pupil wrote a letter of complaint that stated ...'I am absolutely disgusted with Mermade Lane ... I can't even sleep because everyone is crying because they are so poor'. In these examples, and in other work where they are asked to write about their views or those of others, pupils progress well in developing their spiritual, moral, social and occasionally their cultural awareness.
87. In all classes all groups of pupils, including those with special educational needs, are catered for well and make good progress. Teaching assistants are well deployed and effective in helping lower attaining pupils and pupils with special educational needs and are effective in boosting attainment by ensuring these pupils remain fully on task. Overall, no differences were noted in the performance of boys or girls.
88. Overall, pupils behave well and concentrate fully in lessons. They often show enthusiasm and try their best. Taking into account a review of pupils' work and the lessons seen, the teaching of English is good in Years 1 and 2. It is very good in Years 3 to 6 and was excellent on one occasion. Teachers generally have a confident knowledge of the Literacy Strategy so that they know how to use it in a flexible way to enhance pupils' learning. They have a strong rapport with pupils and use this effectively to encourage confidence and self-esteem in tackling more challenging writing tasks for example. Teachers also mostly set high expectations for what should be achieved in sessions. In the Reception/Year 1, class expectations are not set high enough. Tasks are too undemanding and progress with learning is therefore too slow.
89. The subject is well managed by the co-ordinator who has worked closely with all staff and put together an action plan that provides a clear focus upon what needs to be done to improve standards. A suitable range of assessment procedures is in place and teachers carefully evaluate pupils' progress and adjust their planning accordingly. The school identifies rightly the need to make fuller use of assessment information as its system to track pupils' progress in English evolves. The school has invested wisely in improving its resources and now has a good range to support teaching and learning. Teachers prepare and use resources very well in literacy sessions. There is some good use of ICT to support literacy work; for example, Year 6 pupils constructed PowerPoint presentation slides containing detailed text information. However, generally insufficient use of ICT is made to support teaching and learning in the literacy lessons for pupils in Years 3 to 6.

MATHEMATICS

90. Standards at the end of Year 2 and Year 6 are in line with national expectations. At the time of the last inspection standards were above average. However, standards have improved significantly since 2001 when the results in national tests were well below

average. The reason for the decline in standards to 2001 was associated with a period of staff disruption. With greater stability in staffing mathematics results in national tests are rising. This is largely due to good teaching and good use of the national numeracy strategy.

91. At the end of Year 2, pupils count in tens, fives and other multiples. They are able to double large numbers mentally with confidence, for example, $60 + 60$ and $160 + 160$. They use a range of strategies to add 19 to a number, for example, $25 + 19$ by changing to $25 + (20 - 1)$ and add sums of money and work out the correct change from a fixed amount.
92. Year 6 pupils use good mathematical vocabulary such as denominator, and numerator to explain fractions and are secure in finding, for example, $3 / 5$ of 20, and $3 / 8$ of 24 and many convert decimals to fractions and percentages. They multiply three digit by two digit numbers, are secure in a range of metric measures and use graphs to show how pulse rate changes with great activity. They also demonstrate a secure understanding of rotational symmetry and can transpose shapes from one quadrant to another.
93. Pupils make sound progress throughout the school. For example, when exploring mathematical properties of shape and space pupils in Year 1 look for examples of symmetry around the classroom and create simple symmetrical patterns. By Year 2, pupils describe accurately simple two-dimensional shapes such as square, rectangle, triangle and hexagon in terms of their properties. By Year 4, pupils can define a point on a 2 dimensional shape by using coordinates and by Year 6 pupils deal with more sophisticated properties of shape and direction in terms of translation and rotation.
94. Throughout the school attitudes to mathematics are very good. Teachers' positive role models and their presentation of mathematics in a confident way results in pupils having a positive attitude to this subject. Pupils with special educational needs make good progress overall particularly where classroom assistants support pupils with work that is closely matched to their needs.
95. Mathematics makes good links with other curriculum areas, for example, science, English and information and communication technology were combined to create a presentation on how exercise affects the body. This supported report writing in English as well as using the mathematical concepts of speed and distance. The photographs used in the display had been downloaded from the Internet and cut and pasted into the presentation in an interesting and attention grabbing way.
96. Teaching of mathematics is good overall. Of the four Year 1 and 2 lessons seen two were good and two satisfactory. Of the three Years 3 to 6 lessons seen two were good and one was very good.
97. In the most successful lessons the pace was brisk expectations were high and work matched accurately to the range of ability across the class. For example, in a Year 6 lesson the good knowledge and understanding of the teacher ensured pupils were challenged to count in halves, quarters and thirds and to mentally make simple calculations using fractions that were not equivalent. Good teaching was also seen in Year 2 where pupils were challenged to recall the strategies they used to add 19 to 25 and 9 to 69. Work well matched to pupils' abilities and good pace in these lessons also ensured pupils were interested and involved and wanting to succeed. In the less successful lessons, objectives were not made explicit, the pace was slow and work set

was not well matched to the range of ability in the class resulting in higher attaining pupils not being sufficiently challenged.

98. There has been a concerted effort to raise the profile of mathematics across the whole school. A new system has been introduced for the Year 3 to 6 classes where the same teacher teaches mathematics to all classes. The use of this specialist teaching is a strength, and pupils benefit from the teacher's expertise by improving awareness of coverage, and continuity of approach. It also encourages high expectations across these older year groups. Although these changes are in their early stages, initial signs in quality of teaching, show a clear improvement. Leadership of mathematics by the coordinator is good.

SCIENCE

99. Standards by the end of Year 2 are below average and by the end of Year 6 average and represent unsatisfactory progress in Year 1 and 2 and satisfactory progress in the juniors. There has been satisfactory progress since the last inspection.
100. By the end of Year 2 pupils know that freezing can be reversed, identify similarities and differences between different animals, for example, humans and a giraffe, understand how to look after their teeth and can match young and adult, for example, chick to bird. They carry out simple investigations, for example, to find which paper soaks up the most water. However, pupils carry out few fair tests or know sufficient for their age about the physical processes identified in the National Curriculum.
101. By the end of Year 6 pupils identify foods that make up a healthy diet, can give examples of foods that belong to the main food groups and know that increased pulse and breathing rates are related to muscles requiring more oxygen to support increased activity. They know that higher temperatures result in increased evaporation and cooling in condensation. Higher attaining pupils understand that increased evaporation from rock pools results in increased salinity and organisms have mechanisms and structures that enable them to withstand this type of change. They know that light travels from a source and blocking it causes shadows and they can explain the apparent movement of the sun in terms of the earth moving around it. However, pupils show limited skills in raising their own questions to investigate and then planning, carrying out, recording evaluating and presenting their findings independently.
102. Pupils enjoy science. They talk enthusiastically about the subject and its practical aspects. This is exemplified in the good behaviour in lessons and the concentration and hard work pupils put in. Pupils with special educational needs are well supported, fully included and take a full part in all lessons. The good support of teaching assistants ensures all make progress.
103. Literacy is supported through pupils recording investigations for example, when in Year 6 pupils investigate whether, temperature of the solvent, how frequently stirred or the particle size of the solute affect the rate of dissolving. Numeracy is supported through measurement; for example, when Year 4 pupils measure temperature changes when investigating different thermal insulators. Information and communication technology is less well supported. Few examples were seen where pupils used a word processor, spreadsheets or digital cameras to present their work. However, pupils collaborate well, and, for example, in Year 4 express real excitement when they get a bulb to light. Pupils enjoy talking to visitors about their work, which contributes to their spiritual, moral, social and cultural development.

104. Overall, teaching in science is good. Three lessons were seen: one satisfactory and two very good. The good teaching is characterised by the very good relationships resulting in pupils' very good attitudes and behaviour, high expectations, imaginative approaches and good pace. Aspects of these were seen in Key Stage 2 lessons, for example, in Year 6 when higher attaining pupils were challenged to identify the effect of evaporation on the salinity in rock pools and the adaptation of bladder wrack sea weed to floating in order to maintain photosynthesis when the tide comes in and covers the rock to which it is fixed. Challenging methods were also seen in a Year 4 lesson on electricity where the teacher deliberately gave pupils the minimum equipment necessary to light a bulb to emphasise the concept of a continuous unbroken conductive circuit being necessary to light a bulb. However, a scrutiny of pupils' past work shows teachers have not systematically planned for the range of ability in their classes and work is not challenging enough particularly in Years 1 and 2.
105. Leadership of the subject is satisfactory. The school has identified science as an area for development and a new coordinator has been appointed from September. Assessment procedures are satisfactory but have not been in place long enough to track pupils' progress over time or to have an impact on curriculum planning.

ART AND DESIGN

106. At the end of Year 2 and Year 6, attainment in art is well above National expectations.
107. By the end of Year 2, pupils can produce work of high quality, much of it showing a mature thoughtful quality. For example, pupils in the Year 1/2/3 class examined their own designs and chose a small area to enlarge and focus upon. They then redrew this enlarged area to a large scale and discovering how each small element of the whole contributes to the effect of the whole. Pupils use a wide variety of media, and use a wide range of materials.
108. At the end of Year 6 pupils again produce high quality work. They look at art from different cultures and backgrounds and use this to influence their own work. Pupils explore the use of tone and texture and produce very effective black and white images. They research aboriginal art through its images and techniques and show great sensitivity in emulating the style through a range of media. During their visit to Wembworth residential centre woods they created a wide variety of 'land sculptures' using a wide range of natural materials such as stone, branches and leaves. Apart from using these wide ranging and imaginative material pupils also create very good quality landscapes using watercolour that show a very good level of skill as well as observation.
109. Pupils make very good progress at both key stages. For example, they weave simple patterns using natural materials in Years 1 and by Years 3 and 4 they create collages based upon aerial photographs and maps by reproducing the scene with fabrics woven or glued to a base. In Years 5 and 6 they combine many different elements to create more complex collages and displays; for example, in a Year 1/2/3 class where elements of different cultures and styles are taken from original patterns and modified and amalgamated to create new designs. In some cases these new combined patterns echoed prayer mats from the Islamic world. Pupils also make good progress in sketching and drawing, developing from simple line drawing in the youngest years to more complex studies of patterns and designs based upon traditional art from Africa and the Pacific with older pupils.

110. Pupils with special educational needs make good progress because they are offered a very wide range of opportunities, expectation are high and they are given good support during lessons. Pupils' attitudes to art throughout the school are very good. Pupils show an eagerness to finish their work and to give up break times to finish a piece that they are interested in. This enthusiasm and commitment shows in the high quality of the work the pupils produce.
111. Only one lesson was observed during the inspection. However, based upon this lesson, a scrutiny of pupils' work and displays seen, teaching is judged to be very good at both key stages. Teachers' subject knowledge is good and the subject coordinator brings enthusiasm and skills, which she imparts, to each year group. Expectations are very high, and the pupils respond accordingly. Art supports the shape and space aspects of numeracy through the creation of three-dimensional sculptures and forms from clay. They also illustrate stories meaningfully, thus adding another dimension to their literacy work. The application of information and communication technology skills are supported by the use of drawing programs and the presentation of their work. However, more use could be made of information and communication technology to explore shape, texture and form.
112. Leadership of art is very good. The coordinator's passion for art spreads to pupils and other staff. Subject knowledge is very good, and the school is well resourced in terms of materials.

DESIGN AND TECHNOLOGY

113. During the period of inspection, only one lesson of design technology was observed. Judgements are based upon this lesson, scrutiny of work, photographs, discussion with pupils and finished work seen and show that pupils' attainment throughout the school is good, and above national expectations.
114. Pupils in Year 2 prepare a reasonable plan of action in the form of a design, and then follow this through to completion of the project; for example, pupils designed a box for an Easter egg. They created a simple design, had a clear idea how to implement it and were able to evaluate its effectiveness when completed.
115. Pupils in Year 6 plan and design for a more complex project, looking at the needs for particular types of footwear. They make accurate drawings and plans and discuss the properties of the materials involved that are needed to complete their designs successfully. Pupils are given significant independence to look at various manufacturing requirements and decide upon their own approach. For example, pupils looked at the range of stitching in certain footwear in order to evaluate which might be most effective in their own designs. They then experimented with a range of possibilities with their own materials to establish the most successful. They created a range of biscuits by researching what was popular in various classes, created designs taking account of appearance and flavour, developed and produced the finished biscuits and had a great deal of pleasure in evaluating the finished products. The finished work is of a high standard.
116. Pupils with special educational needs make good progress at both key stages. There are examples of cross-curricular links. For example, numeracy is supported by the measurement and the two-dimensional plans of three-dimensional objects and literacy is supported through report writing to explain plans and evaluate the effectiveness of each artefact when completed. Pupils' attitudes are good across the school, which

has a significant impact on the range of techniques and materials pupils work with. This enables them to produce high quality work.

117. As only one lesson was observed it is not possible to make a secure judgment on teaching. However, from the lesson seen, a review of pupils' work and discussions with staff and pupils, teaching is at least good across the school.
118. Leadership in the subject is good, with good subject knowledge and high expectations. Design Technology has a high profile in the school and good displays show that the work is valued.

GEOGRAPHY

119. There was insufficient evidence during the last inspection to judge standards at Year 2, but during this inspection, work in pupils' books and one lesson seen show that pupils now attain average standards. As at the time of the previous inspection pupils in Year 6 reach the nationally expected levels.
120. By Year 2, pupils show a sound knowledge gained through local studies and they identify the human and physical features that establish the character of places. For example, they look at the differences and similarities of Beaford and a seaside area and focus carefully on highlighting the differences and similarities through reference to the human and physical factors. They establish their reasons why they think it would be attractive to live at the seaside. In the lesson seen for the Year 1/2/3 class the teacher usefully linked work in geography to history, with comparisons made between seaside places past and present. Pupils researched information provided to decide differences in transport, beaches and activities both now and also in Victorian times. Pupils realised that while the human features have changed significantly over time, many of the physical features have remained the same.
121. Pupils in Years 3 to 6 investigate a range of places and environments and by Year 6 they use their geographical skills to gain an understanding of contrasting localities. For example, during visits made, they have investigated the rural area of Beaford compared to the city of Exeter. In-depth field work during the Exeter trip involved pupils in planning the route to Exeter, recording details about the locality, making graphs of the results of surveys of types of buildings and comparing the traffic flow in different streets. Pupils know that the main differences between the two areas are in features such as Exeter having a cathedral, train stations, a hospital and an airport. Pupils are familiar with and use appropriate vocabulary in their writing such as 'urban', 'rural', 'inland' and 'coastal'. In a Year 5/6 lesson, the teacher made good use of ICT facilities to help pupils in a map-work problem solving exercise. Pupils progressed well with learning how to devise an alternative route between two places when the main route has been blocked. They used maps and then followed this up by using a route finder programme on the computer to complete the same task. The use of a recording of a radio traffic bulletin was a very effective way of starting the lesson and capturing pupils' interest. Very well prepared resources helped pupils to rapidly move ahead with the task of rerouting the journeys.
122. In the two lessons observed, pupils enjoyed the challenges provided for them and collaborated well with others to complete tasks. Teaching was satisfactory in the Year 1/2/3 class lesson, with resources being well prepared and clear guidance given to pupils. However, some group activities were not sufficiently well monitored, with a few pupils in these groups not working as hard as they could do. Teaching in the Year 5/6

lesson was good with very clear explanations and interesting tasks provided to help pupils expand their geographical skills.

123. Overall, pupils are provided with an appropriate range of geographical experiences to help them progress with their learning. However, the lessons and the work in the pupils' books indicate that pupils generally do the same work. There are not enough opportunities to match work more precisely to the differing levels of attainment in each class.
124. Geography is well managed. The subject is not currently a priority area for development, but nonetheless, the co-ordinator has rightly identified areas that it will be useful to develop further in the future. For example, he has identified the need to review the rolling programme of planning and to ensure that geographical skills are developed in a progressive way across the school. The school has a satisfactory range of resources, except there are not enough computer programmes to support teaching and learning. Residential trips for Year 5/6 pupils provide good enhancement to the geography curriculum and further extend pupils' experiences in using their practical skills.

HISTORY

125. Standards at the end of Year 2 and Year 6 are in line with national expectations. Evidence from an examination of school documentation, pupils' work and discussions with them, indicate that, overall, progress is satisfactory and standards have been maintained since the last inspection.
126. By the end of Year 2, pupils show sound understanding of the lives of nurses during the Crimean war and today. They also compare the lives of the Victorians and our lives today; for example, differences in clothing, how they spent their holidays and whether children built sandcastles and eat ice-cream as we do. Pupils learn about famous people, such as Florence Nightingale, Mary Seacole and Queen Victoria and how they affected the historical events of their day. Teachers' frequent use of timelines ensures that pupils develop an understanding of the chronology of the past.
127. By the end of Year 6, pupils are able to demonstrate they understand how people lived their lives in Tudor times. They are aware of the famous people such as Drake, Raleigh, and the Pope and how they affected our lives. They are also aware of the effect of Henry VIII split with Rome. They speak enthusiastically about the contribution the Greeks made to our lives today through mathematics, culture and democracy. Pupils also enjoyed researching how Britain had changed since 1948 through a range of topics; for example entertainment, fashion, food, shopping, toys, cars and household appliances.
128. Pupils with special educational needs are well supported and make similar progress to other pupils. From interviews with pupils, they enjoy the subject particularly learning how their lives have been affected by the past. This, combined with the range of visits and visitors to the school to support the subject makes a significant contribution to their spiritual, moral, social and cultural development. History makes a significant contribution to literacy through pupils writing about the past and presenting their work, for example, the taking notes of researches about the Tudors and then using these in English to write letters to Queen Elizabeth I on the plight of the poor. However, the use of information and communication technology is limited.

129. It is not possible to make a secure judgement on teaching, as history was not being taught during the inspection. However, from talking to pupils, reviewing their work and talking to staff it is at least satisfactory. The strengths are the enthusiasm the staff engender in the pupils for the subject and the good range of visits and visitors to extend pupils' range of experience to bring the subject to life. Planning is based on national guidance, but teachers do not sufficiently identify a range of expectations to ensure all pupils are fully challenged particularly higher attaining pupils. However, the school has already identified this as an issue and it is part of the school improvement plan to improve planning in the foundation subjects to ensure work is well matched to the needs of all pupils.
130. The subject co-ordinator has recently taken over management of the subject. She is enthusiastic about history and has a clear idea how she wants to improve the subject. She reviews planning and pupils' work and as part of the school's overall support for subject coordinators has resources to enable her to watch lessons and evaluate teaching of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

131. There were not enough occasions available during the inspection where direct teaching of ICT was taking place to enable an overall judgement about the quality of teaching to be made. However, from the work seen, it is clear that pupils attain standards that match the nationally expected levels in Year 2 and Year 6. This is broadly similar to the comments made about ICT standards in the last inspection report. However, there has been a significant upgrade in resources since the last inspection, with the school working very effectively to ensure that its facilities are as good as the constraints of funding will allow. The number of computers available matches the recommended levels nationally and the recent acquisition of an 'interactive white board, places the school in a strong position to pursue its current drive to widen the use of ICT across the curriculum.
132. Pupils in Years 1 and 2 use computers to support work in many of different ways. Particularly attractive repeating 'designs for wallpaper' have been constructed in Year 2, giving pupils a good awareness of how computers can be used as an alternative means to making designs manually. Pupils are familiar with researching for information by using the Internet and know how to type in the relevant website addresses as required. They know how to save their work in a file and retrieve it again when needed, although some need assistance in this respect. They know how to print out their work and have a reasonable knowledge of using the keyboard functions as well as navigating around some of the basic screen options, such as, using the 'undo' button.
133. Pupils in Years 3 to 6 use ICT appropriately to support their work in many areas of the curriculum. By Year 6, pupils learn to do particularly good work in making multimedia presentations, for example, preparing attractive and interesting slide shows with the PowerPoint program as part of a 'murder/mystery investigation project. Within this work, they use the full range of facilities including importing and resizing photos and clipart, using hyperlinks, embedding sound effects and using animation effects. Pupils in Year 5 and 6 also use art programs to graphically model attractive designs based on the work of famous artists. They know how to enter survey data onto the computer to make graphs and are familiar with using a range of Internet sites for research

¹ A white board onto which computer images are projected. The surface of the board is touch sensitive to enable all computer functions to be directly accessed.

purposes. In a geography lesson seen, the teacher gave pupils a clear understanding of how to use a route planning program and pupils made good use of this program as an alternative means of solving a geographical problem. Whilst pupils show confidence in talking about and using a range of applications, they do not have enough experience and skill in using ICT equipment for control and monitoring. Also their use of spreadsheets and databases is insufficiently developed.

134. During the inspection, pupils seen using the computers did so confidently and enthusiastically. They collaborated well with one another where required and concentrated well on the tasks provided. Teachers chose suitable programs/websites to support teaching and learning and in the geography lesson seen for Year 5/6 pupils the teacher made good use of the interactive white board to demonstrate the use of a particular program. Work samples, lessons and teachers' planning seen indicate that not enough attention is given to ensuring that ICT tasks are provided that match the different attainment levels of pupils in each class.
135. The subject is well managed by an enthusiastic co-ordinator who ensures that close collaboration with all staff ensures they are kept abreast of new developments. He is aware of the areas of the ICT curriculum that need fuller coverage in Year 3 to 6 and has identified rightly the need to upgrade staff knowledge about using the new interactive white board and ensuring that pupils' ICT skills are developed in a progressive manner as they move through the school.

MUSIC

136. As at the time of the last inspection Year 2 pupils reach above average standards. No lessons were observed for pupils in Year 5 and 6, so it is not possible to make judgements about teaching, learning and standards for these pupils. However, observations made of singing in assembly, where pupils sing very melodically and in parts shows that in this respect, standards exceed the national expectations.
137. In a very effective Year 1/2/3 lesson the teacher's very good voice provided a clear model for pupils to learn the songs. Most pupils showed a good ability to hold the tune and they sang with confidence and enthusiasm – one pupil, for example, was sufficiently confident to demonstrate the melody line on his own. Pupils read out notated rhythm patterns on cards held up by the teacher and clapped out the sequences very accurately. The teacher sustained a rapid pace of learning by varying her approach and changing to fresh activities at frequent intervals. This kept pupils interested, concentrating and participating fully. The work made a significant impact upon helping pupils to pitch notes accurately and learn new tunes quickly.
138. The music seen in the Year 3/4 class also incorporated very good teaching that helped pupils to progress very rapidly with learning new tunes and applying different musical techniques. Pupils showed a full understanding of terms such as 'diminuendo' and 'crescendo'. Confident, clear and tuneful singing from the class teacher helped pupils to quickly master complex melody lines and apply the dynamics taught. This work was very effectively followed through into composition work with pupils creating interesting and often complex arrangements that included the use of ostinati, drones and the dynamics learned in the earlier vocal work. Pupils' scores incorporated proper musical notation for the melody and rhythm accompaniment and included good quality lyrics. The interpretations were imaginative and crossed over well into literacy with pupils writing effective lyrics such as ...'smoking dragons flying high, pounding through the misty sky'.... The work involved pupils in intensive collaboration and all individuals involved themselves fully in the tasks throughout the session.

139. The subject is well managed. The co-ordinator shows a determined approach towards sustaining the high profile given to music in the school and through her very good teaching provides a strong supportive model for other staff. The school has benefited from its involvement in the 'Voices Foundation Scheme', which has clearly had an impact upon helping teachers to develop the good quality singing across the school. Music tuition sessions provided by the school's peripatetic music teacher are of good quality and provide good opportunities for individuals to learn how to play a range of different instruments. The school has a good range of musical equipment and the wide range of music learned by pupils incorporates songs from different countries and cultures. This is an effective strand within the school's promotion of pupils' spiritual, social and cultural awareness.

PHYSICAL EDUCATION

140. Observations of lessons and discussions with pupils indicate that standards are above those expected nationally at the end of Year 2 and Year 6. The school provides a wide range of extra-curricular activities for both boys and girls in Year 3 to 6 and pupils in Years 1 to 4 swim for one term, ensuring that the vast majority can swim at least 25 metres by the time they leave school.
141. Teaching overall is good in both Key Stages. Lessons are well planned with learning objectives clearly defined. These are regularly shared with the pupils at the beginning of lessons and this, coupled with frequent references throughout the lesson ensures that pupils remain focussed and achieve well. Teachers are confident, have high expectations and manage pupils well, always ensuring that a suitable 'warm-up' and 'cool-down' session is held at the beginning and end of the session respectively. Teachers also model well and encourage pupils to evaluate each other's work encouraging them to become self-critical and determined to achieve high standards.
142. In a Year 2 games lesson pupils developed a good standard of skill and accuracy in using bats and balls. This was achieved through good organisation and good use of classroom assistants which allowed small groups so pupils were actively practicing skills for the vast majority of the lesson. The good range and use of equipment allowed pupils to choose which bat and ball to use. This was challenging and enabled pupils to experiment and learn which combination was most effective. Good progress was apparent when a Year 6 lesson was observed where pupils showed significantly more sophisticated bat and ball skills. The good knowledge and understanding of the teacher ensured pupils were increasingly challenged as their skills developed. This was achieved through good assessment of pupils' ability and then matching the expectations to their needs through 'performance checks' during the lesson.
143. Pupils' attitudes and behaviour are very good. This makes a significant contribution to the good pace of lessons. Pupils listen well, discuss each others' work and are able to organise themselves into groups and work very responsibly even when not directly supervised. They take turns and have a good sense of fair play which makes a good contribution to their spiritual, moral, social and cultural development.
144. The senior teacher has kept a 'watching brief' over physical education until recently when a new co-ordinator was appointed. The new coordinator is knowledgeable and enthusiastic about physical education and has a clear idea how she wants to improve the subject. As part of the school's overall support for subject coordinator she now has resources to enable her to watch lessons and evaluate teaching of the subject.

145. The school's senior teacher is one of the Academic Councils' sports coordinators so the subject has a high profile in the school. This link also ensures pupils have a wide range of opportunities outside normal school hours, these include football, netball and sports but also opportunities not found in most primary schools, for example, girls football, tag rugby, basketball and there are opportunities in the community to take up judo. Some of these take place in combination with other schools so enriching pupils' spiritual, moral, social and cultural awareness. Good use is made of assessment and the coordinator is reviewing procedures to ensure pupils' progress can be tracked as they move through the school.

RELIGIOUS EDUCATION

146. It was not possible to see any formal religious education lessons for Years 1 and 2. Therefore judgements for Years 1 and 2 are based on discussions with pupils and staff and from the scrutiny of pupils' work and teachers' planning. It was not possible to make a direct judgement on the quality of teaching in Years 1 and 2, but teachers' plans show that they provide a broad and balanced programme based on secure subject knowledge. Work seen shows that teachers' expectations, and availability and use of resources are appropriate, indicating teaching is at least satisfactory.
147. Standards throughout the school are in line with those expected in the County Agreed Syllabus. Pupils are given a broad range of formal and informal opportunities to explore religious education and the spiritual dimension of life. Standards are similar to those found during the last inspection. Provision and progress for pupils with special educational needs are satisfactory.
148. All pupils studied elements of Christianity, several of which were chosen during the two assemblies seen. Pupils considered the significance and importance of the Bible to people of different times as they learned of the story of Mary Jones and her Welsh Bible. They learned how the Bible gives instruction on the way lives should be led in a Christian society. Pupils learned of and discussed the Ten Commandments and their implications. They looked at Churches, both practically, with visits to the local church, and with churches in general through discussion and illustrations. They learned of the role of the priest and were visited by the minister from their local Anglican church. They discussed what it was like to belong to a religion and to be involved in particular festivals, one of the most popular being pancake day!
149. All pupils make satisfactory progress in their understanding of religion and faith from studies in Christianity and through exploration of other faith systems. Older pupils listened to a tape of the call to prayer by a Muezzin, and learned of the rituals, which accompanies prayer in the Islamic faith. Pupils examined photographs, which showed the various minarets which adjoin mosques across the Islamic world. Pupils had studied aspects of Judaism including the festival of 'Shabbat'. Pupils learned of the Aztec faith and its underworld of Mictlan. They looked at the various ceremonies associated with growth, life and death in the Aztec world.
150. Only one Year 3/4 lesson was observed, however this, work seen and discussions with staff and pupils suggest that teaching is very good. Pupils are given accurate detailed accounts of different faiths, and are encouraged to be respectful and empathetic when dealing with sensitive subjects. All pupils are included in all activities, having equal opportunity and access to the curriculum.
151. Leadership of this area is good, and the new coordinator has plans to further enrich the religious education provision for the pupils. She coordinates well with other curriculum

coordinators to ensure that opportunities for religious awareness are not missed; for example the opportunity for pupils on a countryside study to consider the religious implications of the environment they found themselves in. Graphs showing the number of members of different religions around the world formed a useful link with numeracy, whilst written accounts of religious festivals provided for useful development of literacy skills.