

INSPECTION REPORT

BISHOPS NYMPTON PRIMARY SCHOOL

Bishops Nympton, Near South Molton

LEA area: Devon

Unique reference number: 113133

Headteacher: Mr R Blackmore

Reporting inspector: Mr T Neat
2007

Dates of inspection: 9 – 11 September 2002

Inspection number: 247310

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bishops Nympton South Molton Devon
Postcode:	EX36 4PU
Telephone number:	01769 550387
Fax number:	n/a
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Honeywill
Date of previous inspection:	10/01/98

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20007	Mr T Neat	Registered inspector	English Science Design and technology Information and communication technology Physical education Special educational needs Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
19322	Mrs J Bedawi	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
26519	Mrs M Hatfield	Team inspector	Foundation Stage Mathematics Art Geography History Music Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishops Nympton Primary School is at the centre of a small Devon village. It is much smaller than most schools. It serves the communities of Bishops Nympton, Rose Ash and Knowstone, as well as a number of hamlets. The school has started to attract pupils from the nearby town of South Molton. The attainment of pupils joining the school is broadly average. The majority of parents are engaged in agriculture, building and forestry. The local authority has identified the area as suffering from rural deprivation. There are 71 full-time pupils on roll, of whom 34 are boys and 37 girls. The school does not have its own nursery. Three children in the reception class attend full-time. All the pupils are white. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is also below the national average. The percentage having Statements of Special Educational Need is broadly in line with the national average. More pupils move into and out of the school during term time than in other schools nationally.

HOW GOOD THE SCHOOL IS

Bishops Nympton is an effective school which provides a sound education for its pupils. It strives to ensure that all pupils are given access to opportunities to grow academically and socially. The pupils achieve satisfactorily as they pass through the school thanks to the consistently effective teaching and the good support and guidance they receive. Leadership and management contribute effectively to pupils' achievements. The good provision made for pupils' personal development and the very good links with the community make it a place that pupils enjoy coming to. The school provides well for their personal development and its positive ethos is characterized by very good relationships. The school provides satisfactory value for the money invested in it.

What the school does well

- Pupils attain good standards in science and art by the time they leave.
- The quality of relationships is very good.
- Pupils are guided and supported well.
- Strong teamwork among the adults who work there helps to create a positive ethos.
- Very good links with the community and local schools enrich the range and quality of learning opportunities.
- There is very good provision of extra-curricular activities.
- The personal development of pupils, especially their moral understanding, is promoted well.

What could be improved

- The analysis of information about how well pupils learn.
- The assessment of standards in the foundation subjects* and religious education, and the use of the information gained.
- Provision for the youngest children.
- The contribution that teachers' marking of pupils' written work makes to raising standards.

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

***The foundation subjects are art and design, design and technology, geography, history, information and communication technology, music and physical education.**

The governing body should take such action as is available to it to ensure the safety of pupils on the roads adjacent to the school. Governors should also take appropriate steps to remedy other health and safety matters drawn to their attention during the inspection. They should meet all statutory requirements, including the publication of information for parents.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was first inspected in January 1998. Standards have risen at the same rate as the national trend. The quality of teaching and learning is better. No unsatisfactory lessons were seen in the current inspection and the proportion of good teaching has increased. The key issues identified for improvement in the last report have been addressed effectively. The organization of teaching is more focused on different attainment groups, the standard of behaviour in lessons is better and the presentation of pupils' work is now satisfactory. Subject co-ordinators now have clear guidance about performing their roles and the quality of annual reports to parents has improved, although some of the targets identified are too general. Many other aspects of the school's work have improved too. Pupils' listening skills in the junior part of the school, the quality of relationships and provision for pupils' personal development are examples. The provision for pupils with special educational needs is also better.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	A	B	C
Mathematics	C	C	B	C
Science	C	A	A	B

Key

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

The numbers of pupils taking the national tests at seven and 11 years of age each year is low. In 2002 only nine took the Year 6 tests. The results attained by different cohorts rise and fall significantly due to differences in the ability of individual pupils. Consequently, it is not statistically reliable to compare the results of one year with another. The analysis of the school's results over the last few years gives a better guide of its effectiveness. Using this method, and bearing in mind that the majority of children joining the school in the reception class have average abilities, it is clear that most pupils achieve satisfactorily. Standards have risen over the last five years at a rate that is close to the national trend of improvement. The school was given a Curriculum Award in 2001 in recognition of pupils' improved performance in the national tests. Boys and girls attain equally well. Pupils with special educational needs make satisfactory progress in achieving the targets set for them in their individual education plans.

Children in the reception class make satisfactory progress, and most of them achieve the nationally agreed goals set for their age group. They exceed the goals relating to their personal, social and emotional development. In the national tests of 2001 pupils aged seven attained average standards in reading, writing and mathematics in relation to all schools. Their standards in these areas were below average compared with similar schools. The

school assessed science standards as broadly average that year. The table above shows the results of 11 year olds in the national tests in recent years. There are no comparative data available yet for the 2002 tests. Inspection findings reflect the results of the tests at both seven and 11. Evidence from the inspection also shows that pupils attain above average standards in art and design by the time they leave the school. In all other subjects, seven and 11 year olds reach the standards expected for their age. There is not enough evidence to judge the standards of pupils aged seven in design and technology, music and physical education. The same applies to the standards of 11 year olds in music. At both seven and 11, pupils attain the standards expected in the locally agreed syllabus for religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and most listen carefully to their teachers.
Behaviour, in and out of classrooms	Good, overall. Behaviour in lessons has improved well since the last inspection.
Personal development and relationships	Very good. A strength of the school. Pupils learn from the very positive models provided by the teachers and other adults. Pupils enjoy taking responsibility and are kind to one another. No thoughtless behaviour was seen during the inspection.
Attendance	Good. Pupils attend regularly and usually arrive on time.

TEACHING AND LEARNING

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

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 and learning are always of satisfactory quality. More than a third of teaching is good. Good lessons were seen in every class. The best teaching was found in Years 5 and 6. Literacy and numeracy skills are taught effectively and result in pupils attaining average standards. The successful implementation of the literacy and numeracy strategies has brought about an improvement in the extent to which work is matched closely to the needs of different attainment groups, criticized in the last inspection. The school now meets the needs of pupils effectively. Teachers, and those who assist them, are hard-working and committed strongly to doing the best for their pupils, and including them all in the life and work of the class. They 'wear many hats' in such a small school, and work effectively with pupils with a wide range of ability and of different age groups. Teaching and learning are good in science and art. In other subjects they are satisfactory, except that in some foundation subjects there was not enough time for inspectors to see lessons. Pupils are often proactive learners, confident in asking questions to move their learning forward. The strong teamwork amongst all members of staff contributes well to the quality of teaching and learning. The lively approach adopted by the teachers enhances the interest shown by pupils. Homework is used well to support the learning in lessons. Teachers' marking of pupils' written work does not always show them how to improve. Sometimes teachers do not pay enough attention to letting pupils know how fast they need to work and do not maintain a brisk pace themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Very good links with the community and local schools enhance pupils' experience. The very good range of extra-curricular activities greatly increases learning opportunities, and compensates largely for lesson hours that are below the minimum recommended for junior pupils.
Provision for pupils with special educational needs	Satisfactory. The weaknesses in record-keeping and checking progress towards achieving targets have been addressed effectively. More appropriate work is now planned for these pupils. The support offered to pupils with Statements of Special Educational Need is good.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. Pupils' moral development is promoted very well. The school is good at helping pupils to become responsible, honest and sensitive young people.
How well the school cares for its pupils	The school gives good support and guidance to pupils. Procedures for monitoring and promoting constructive behaviour are good. Training for the person responsible for child protection is not up-to-date. There are no agreed procedures for assessing pupils' progress in subjects such as geography, history and design and technology.

The school has a good partnership with parents, who involve themselves well in its life. Members of the parent-teacher association raise considerable funds to help the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher's management of the changes forced on the school in recent years has been a strength of his work. His leadership is instrumental in creating strong teamwork among all the staff.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school and plays an effective part in directing its development, but it does not fulfil all of its responsibilities.
The school's evaluation of its performance	The school does not yet make effective use of data about the attainment and progress of pupils to set targets for year groups and to measure how effective it is.
The strategic use of resources	Satisfactory. Spending is directed carefully to achieve the objectives set out in the school's development plan. Financial control is effective and systems efficient. The school gives satisfactory value for money.

Staffing, accommodation and learning resources are satisfactory overall. There is too little space for older pupils in gymnastics and dance lessons, and more software is needed for the computers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school helps their children to become mature and responsible. • Their children like school. • They feel comfortable about approaching the school with questions or a problem. • The school expects their children to work hard and achieve his or her best. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • Some parents think that children do not get the right amount of homework. • Some of the parents whose children catch the school bus feel that they do not get the same information as others. • A few parents thought that boys do not make as much progress as girls. • A similar number believe that less able pupils did not make the same progress as other children.

The findings of the inspection confirm the positive views expressed by parents. Inspectors judge that the school's arrangements for homework are good. Inspection evidence shows that the parents of pupils travelling on the bus are sent the same information as others. There is no compelling evidence to indicate that there is any significant difference in the progress made by boys and girls. The inspection team finds that less able pupils achieve as well as other attainment groups.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children entering the school in the reception class show broadly average ability in all areas of learning. By the end of the reception year, most achieve satisfactorily and attain the goals recommended for children of this age in the areas of learning of communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. In personal, social and emotional development, children attain standards that exceed the goals set for them as a result of the good teaching in this area.
2. The numbers of pupils taking the national tests at seven and 11 years of age each year is low. Only nine took the Year 6 tests last time. The standards attained by different cohorts rise and fall significantly due to differences in the ability of individual pupils. Consequently, it is not statistically reliable to compare the results of one year with the next or the last. The analysis of the school's results over the last few years provides a better guide of its effectiveness. Using this method, and bearing in mind that the majority of children joining the school in the reception class have average abilities, it is clear that most pupils achieve satisfactorily.
3. A number of factors affect the standards that are achieved. Although the number of pupils known to be eligible for free school meals is below the national average, the majority of parents have low incomes earned in agriculture, forestry and the building industry. The local authority has identified the area served by the school as one of rural deprivation. An above-average percentage of pupils moves into and out of the school during term time. Two teachers have left and three have joined the staff in the last two years, some part way through the school year. The present compliment is four teachers. Notwithstanding these difficulties, the rate of improvement in the test results of pupils leaving the school over the last five years is broadly in line with the national trend, and for the last year for which comparative data are available [2001] their attainment was above the average for all schools and close to the average for similar schools. The satisfactory progress made by pupils is due to consistently satisfactory teaching and the appropriate demands made on them by teachers.
4. Overall, boys and girls appear to achieve equally well at both seven and 11. The school's evidence indicates that the passage of a group of more able girls through the school created the discrepancy in results over the last three years. Analysis bears this out. No significant differences in attainment or progress were found during the inspection. Pupils with special educational needs make satisfactory progress in relation to the targets set out in their individual education plans, thanks to the effective support of both adults and other pupils.
5. The inspection took place in only the second week of the new school year. Consequently, inspectors' judgements of the standards seen in pupils' recorded work are based largely on the examination of last year's books and folders. Standards of speaking and listening, reading, physical education and those relating to children in the reception class are based on the new school year.
6. Results in the national tests in 2001* show that, at the age of seven, pupils' standards in reading and writing were average compared to all schools and below average judged against schools with similar proportions of eligibility for free school
**No national comparative data are available yet for the 2002 tests.*

meals. At age 11 that year standards in English were above average in relation to all schools and average set against the results of similar schools. Inspection evidence shows that currently the levels of attainment of pupils aged seven and 11 are in line with those expected for their age in the different aspects of the subject – speaking and listening, reading and writing. Pupils’ literacy skills develop appropriately as they pass through the school.

7. In mathematics, the results of the national tests of 2001 for seven year olds showed standards as average in relation to all schools and below average compared with similar schools. The 11 year olds that year attained standards that were above average in relation to all schools and average when judged against similar schools. Inspectors find that, at the time of this inspection, both seven and 11 year olds attain standards that are in line with the levels expected for their age. A significant minority of the present Year 6 work above the level expected. Throughout the school, pupils attain equally well in the different areas of mathematics, and numeracy skills develop satisfactorily.
8. In 2001, teachers assessed the standards of pupils aged seven in science as close to the national average, but below average compared to schools with a similar proportion of pupils known to be eligible for free school meals. In the junior part of the school science is clearly the strongest subject. In the national tests of 2001, pupils aged 11 attained standards that were well above the average for all schools and above the average for similar schools. Taking the results of the tests over the last few years together, the standards attained by 11 year olds in science are above average. Limited inspection evidence shows that currently, at the ages of seven and 11, pupils’ attainment is similar to the level expected for their age.
9. The provisional results of the tests for 11 year olds in 2002 are likely to be much poorer in English, mathematics and science than those for 2001. Inspection findings show that in all three subjects most pupils worked at the level expected for their age.
10. In other subjects the standards attained by pupils aged seven are average. There is not enough evidence to judge the standards in design and technology, music or physical education. The standards of pupils aged 11 in these subjects are average, except in art and design where they are above. Not enough evidence was found to judge standards in music. In religious education, at both seven and 11, pupils’ standards are in line with those expected in the locally agreed syllabus. Overall, standards have been maintained since the last inspection.
11. Most pupils make satisfactory progress as they pass through the school, thanks to the consistently effective teaching in all year groups. The gains made in the lessons observed in the inspection were at least satisfactory and often good. Suitably challenging targets are set for achievement by pupils leaving the school. They are usually met. The inconsistency in the quality of teachers’ marking of written work and the lack of agreed assessment procedures for subjects other than English, mathematics and science detract from the school’s efforts to increase pupils’ progress.

Pupils’ attitudes, values and personal development

12. Pupils’ attitudes to learning are good and they enjoy school. Their behaviour is good at work and play, with care and tolerance being a strong feature. The quality of relationships and pupils’ own personal development are very good, adding much to the positive sense of a family community. Pupils now have more opportunities to work independently, an improvement since the last inspection. Attendance is good.

13. The new children in the reception class have settled into school life remarkably well. They are at ease with the older pupils in the class and are building very good relationships with them, their teacher and the other adults who help. The children's attitudes to the activities provided are good. They are eager and interested. In a mathematical development activity they persevered in cutting out different sized teddies carefully. They listen well to their teachers' instructions, doing their best to respond. The children thrive on encouragement and praise readily offered for their efforts. Members of staff encourage independence as much as possible, so that confidence grows as the children realise how much they can do. The children's behaviour is good, supported through the positive staff role models and the gentle reminders, such as putting hands up to answer rather than calling out. These children are happy and confident in starting full-time education.
14. Older pupils also have good learning attitudes. They listen carefully, an improvement since the last inspection. They settle to work quickly and are well organised. They understand what they are expected to do, because lesson objectives are discussed clearly and displayed prominently. This enables pupils of all abilities to work steadily, with a good degree of independence. Support is always available when it is needed. There are good examples of co-operation. In a Year 4 literacy lesson, one pupil quietly and carefully explained to another the difference between present and past tenses, giving sentences as examples. Pupils enjoy the work provided and concentrate well, paying attention to ensuring that their work is neat and tidy.
15. Behaviour is good throughout the school. Pupils are polite and good-humoured. They are proud of their school and do their best to keep to the rules that they have devised. Pupils almost always act thoughtfully and sensibly. When there is occasional individual misbehaviour, pupils clearly and openly express their disapproval, encouraging the child concerned to behave properly. Classroom staff are consistent in the way that they manage behaviour, using their good knowledge of individual pupils effectively to resolve any potential difficulty. At play, pupils of all ages mix happily and are caring and protective towards younger children and those needing more attention. Pupils treat each other with kindness and understand well the impact of their actions on others. No thoughtless behaviour was seen during the inspection.
16. The quality of pupils' relationships and their personal development are very good. Teachers and their assistants provide positive role models, based on supportive teamwork, to encourage pupils to be tolerant and caring. Pupils show this in the way they help and respect each other. Their relationships with all adults in the school are equally very good; teachers are interested in their pupils and pupils have no hesitation in asking for help or advice if it is needed. Responsibility is readily accepted; pupils enjoy running errands or tidying their class. Pupils show much respect for the plight of others. They were visibly moved when a teacher spoke of his personal experience of visiting 'Ground Zero', and the impact of terrorism on countries around the world. From Year 4 upwards, pupils go on regular residential visits and outdoor pursuits. These are organized on a three year cycle to Dartmoor, Fowey and Brixham, providing very good opportunities for raising self-esteem and confidence.
17. There is positive improvement in opportunities for independent learning since the last inspection. Pupils organise their own work well and take decisions. They are confident in discussing their views, based on sound reasoning, clearly expressed. However, there is no formal way for pupils to contribute ideas to develop their school.
18. Attendance is good. Pupils arrive at school happy, relaxed and usually on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching and learning is always satisfactory and often it is good. At the time of the inspection, pupils in reception and Years 1 and 2 were taught in one class. Of the two other classes, one catered for Years 3 and 4 and the other Years 5 and 6. More than a third of lessons are good and the rest are satisfactory. This is an improvement on the performance during the last inspection, when some teaching was unsatisfactory. The proportion of good lessons has increased. Good teaching was seen in all three classes, with the highest proportion being in Years 5 and 6.
20. The quality of teaching in the reception year is satisfactory, varying between satisfactory and good. Good teaching was observed in the key area of learning of personal, social and emotional development. This, and the very good relationships between adults and children, have a positive effect on the behaviour and attitudes of the children. Staff work very well together and good teamwork is evident, promoting equal opportunity. Lesson planning is appropriate overall, but often identifies activities rather than learning objectives. The school is aware of the need to build on children's learning in small steps, to enable them to make good progress towards achieving the goals set for children of this age.
21. The school's successful implementation of the national strategies for literacy and numeracy have brought about improvement in the issues raised in the last inspection to do with providing appropriate work for pupils of different abilities. Suitable demands are now made on pupils to work collaboratively in groups and appropriate work is set for pupils with special educational needs. Discipline is firm in all classes, leading to good behaviour and appropriate noise levels in nearly all lessons. This was an area of concern in the last inspection report. A lack of emphasis on using praise and rewards to achieve and maintain good conduct in lessons detracts from pupils' personal development.
22. Literacy and numeracy skills are taught effectively and result in pupils attaining broadly average standards in English and mathematics. Teaching and learning are of good quality in science and art lessons, helping pupils to attain above average standards in these subjects. There was too little time for inspectors to judge the quality of lessons in all the other subjects, but taking these as a whole, teaching and learning are satisfactory.
23. The teachers are hard-working and strive continuously to do their best to fulfil the many responsibilities they bear in this small school. They work effectively with classes containing pupils with a wide range of abilities and several year groups. They ensure that all pupils, including those with special educational needs, feel part of the class and are given access to opportunities to develop socially and academically. Generally teachers make appropriate demands on pupils, and as a result they make satisfactory progress. Pupils often work well to support their learning by asking questions and commenting in class discussions. Occasionally opportunities are missed to stretch more able pupils. Teachers provide good role models in the quality of the relationships they develop with their classes and with individual pupils. A particular strength of the teaching is the strong teamwork that exists among staff members. The co-operation between teaching assistants and teachers adds much to the quality and effectiveness of pupils' education.
24. The content of pupils' books and the observation of lessons show the lively approach adopted by teachers to engage and motivate their classes. This brings about the good levels of interest seen in all classes during the inspection. A telling example of this was found in a science lesson for pupils in Years 5 and 6, in which the teacher

confronted them with a glass of dirty 'Tudor' drinking water. The pupils' curiosity was quickly aroused and they learned about filtering well as a result. Teachers use homework to good effect to support the work of lessons, especially in science, mathematics and English. While the pace of teaching is satisfactory, little brisk or dynamic teaching was seen and pupils were not often told the teachers' expectations of how much work they should complete in a given time. Consequently, some written remarks made when teachers mark pupils' books show disappointment that more has not been achieved by the few concerned.

25. Pupils' books are marked regularly and there are some good examples of teachers giving clear guidance about what pupils need to do to improve. However, practice is inconsistent and opportunities are missed to raise standards. In science, too little attention is paid in marking to how well pupils are acquiring skills, knowledge and understanding. In all subjects, including English, teachers do not do enough marking for the purpose of helping improve skills of spelling, handwriting and punctuation.
26. Teachers use learning resources well and make the most of the help they get from teaching assistants. Both these elements came together well in a science lesson for pupils in the reception, Year 1 and Year 2 class. The teaching assistant took a small group of children to find materials, which were used well in conjunction with a ramp, when the class tested how quickly a wooden block would travel on different surfaces. As a result, pupils made good progress in learning about friction.
27. Teaching assistants work effectively with, and relate well to, groups and individual pupils. Those assisting pupils with special educational needs do so with patience and consideration.

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

28. Sound curricular provision has been maintained for children in the reception year. For pupils in the infant and junior classes curricular provision is satisfactory, overall. For both infants and juniors, the curriculum meets statutory requirements for the National Curriculum and for the locally agreed syllabus for religious education and provides equal opportunities for all pupils.
29. The curriculum for reception children is broad, balanced, covers all the recommended areas of learning, and links smoothly with the National Curriculum. It is currently being reviewed in the light of the latest planning advice issued nationally. The school has identified that its planning needs to be firmly based on small, structured steps in learning to help children of different levels of attainment achieve the nationally agreed goals for this age group. However, the planning to implement the new programme of work for this age group has only just begun. The plans are drawn up for each new week as it approaches. As a result, nothing is in place to guide supply or relief teachers. This is an area for development. Learning through purposeful practical experiences is promoted successfully and makes a significant contribution to the children's satisfactory progress. There is a good balance of individual choice and guided activities, leading to greater independence. Reception staff work closely together and good team work is evident. Excellent liaison between the reception class and the playgroup adjacent to the school ensures a smooth entry into school.
30. The previous report highlighted the need to provide more suitably matched work to pupils of varying attainment levels, and to provide a range of activities to give variety

and improved pace in the long infant sessions. The school has made sound progress in addressing these weaknesses and has made effective improvements. Work throughout the school now generally matches pupils' differing abilities. A wide range of suitable activities is now provided in the lessons for infant pupils.

31. The interesting range of work observed throughout the school demonstrates the breadth of curriculum opportunities the staff and governors are committed to providing. Lesson hours are below the recommended minimum for junior pupils, but the very good extra-curricular provision compensates for this in large part, with nearly all pupils taking part and learning well in these sessions.
32. The quality of curriculum planning is satisfactory. Appropriate use is made of national planning guidance to supplement school's own programmes of work and provide helpful guidelines for staff in planning. Comprehensive detailed long and medium-term plans clearly reflect the agreed programmes of work and relate appropriately to the curriculum the school has devised. Structured short-term plans are produced for English and mathematics. However, this good practice is not always consistent across all subjects. This limits the quality of the assessment of attainment and progress and its use to guide the planning of new work. Long-term planning includes topic plans in a two-year cycle, effectively addressing 'mixed' age classes. The national strategies for literacy and numeracy have been implemented successfully. Daily, well-organised literacy and numeracy sessions, which follow the national framework, are taught in each class. Pupils' literacy skills are used effectively in other subjects, for example, in written recording of geography work. Numeracy skills are enhanced in, for instance, history through using 'time lines'.
33. The school provides valuable extra support by organising early literacy support groups, additional literacy and mathematics support groups, when needed. These arrangements have a positive effect on the progress made by the relevant pupils.
34. The provision made for pupils with special educational needs is satisfactory. The weaknesses identified in the last inspection report have been addressed effectively. The work planned for these pupils is now more closely matched to their needs, especially in English and mathematics. The records kept now are up to date and allow easy checks to be made on progress. The co-ordinator's file is organized well and information is readily accessible. Pupils' individual education plans are of good quality, with well-specified targets made up of small, achievable steps. The provision made for pupils with Statements of Special Educational Need is good. All members of staff and the pupils do their best to help them.
35. Links with the community are very good. This is a strength of the school, and this provision has improved since the last inspection. The school plays a significant role in the life of the community, both informally and through organised events. It is highly committed to maintaining and strengthening its community involvement. Links with the church are strong and the school welcomes clergy from the local churches to lead assemblies regularly. Pupils benefit from numerous visitors to school, such as local police, firemen and senior citizens, for whom they prepare a Harvest Festival lunch and entertain with Christmas performances.
36. Relationships with the local secondary school are very good. These links have improved since the last inspection. Members of staff liaise closely with the secondary school teachers, who visit school to work with Year 6 pupils before they transfer. Liaison with the secondary special educational needs co-ordinator is particularly good, and positive curricular links are developing. Transition arrangements are smooth. Very positive links with local schools are maintained through local cluster

meetings, and the school works co-operatively with the Area Academic Council. Excellent links with the playgroup on the same site, which most children have attended, facilitate a very smooth introduction to school. The playgroup children visit twice weekly, before starting school. Bishops Nympton participates fully in all local sporting activities and is involved in competitive sports matches with other local schools.

37. The school provides a wealth of extra-curricular activities. These include a very good range of after-school clubs, such as sports, games, musical and art clubs, and other activities including gardening, computers, embroidery and country dancing. Involvement in local festivals and Prom Concerts adds considerably to pupils' experience of the arts. The school is particularly proud of its Christmas performances in which all pupils are actively involved and everyone has a speaking part. All Year 5 and 6 pupils enjoy violin tuition provided without charge by the school. Pupils enjoy a wide range of visits, for instance, to Ilfracombe and Braunton Burrows, as well as residential visits for older pupils. Visitors include artists in residence, theatre groups and musicians. This very good provision enriches the quality of pupils' education in great measure.
38. Good arrangements are in place for pupils' personal, social and health education. A helpful policy, guidelines and a well-planned programme of work ensure that this aspect of the school's work is addressed well. Effective provision is made for promoting awareness of substance misuse, and sex education is provided through science lessons and the personal, social and health education programme. Opportunities for pupils to take part in many visits, to be involved in various activities, performances and school concerts, together with very good community links also effectively support personal development and their understanding of citizenship.
39. The provision for spiritual, moral, social and cultural development is good and has improved since the last inspection. It is a strength of the school.
40. Provision for spiritual development is good, an improvement since the last inspection. Parents are happy with the values and attitudes the school promotes. Good opportunities for pupils to appreciate the wonders of nature are provided. For example, in an infant science lesson, reception children expressed wonder and delight on seeing and handling an egg shaped pebble. Collective worship meets statutory requirements and provides effective opportunities for pupils to reflect on their own and others' lives. This was demonstrated well in an assembly about 'peace', when pupils reflected on a teacher's moving experience in New York after the September 11th tragedy. This aspect is promoted through effective displays, such as a Year 3/4 display of 'Our tree of dreams'. Pupils are given insight into different values and qualities in assemblies and lessons. For example, the teacher encourages pupils to think about 'respect' in a good Year 5/6 personal, social and health education lesson. Learning about Judaism and Hinduism in religious education help pupils to understand and respect others' beliefs. Personal, social and health education lessons provide good planned opportunities for pupils to express feelings, for instance when the oldest juniors write about 'bullying'.
41. Very good provision is made for moral development. The school's approach to managing good behaviour ensures that staff have a consistent attitude towards, and high expectations of pupils' involvement and conduct in lessons. As a result, pupils clearly understand the difference between right and wrong. Pupils' involvement in creating the '11 Commandments', the school rules, displays of these, celebrations of good work and efforts in a weekly 'reward' assembly contribute very well to their moral development. Most parents are happy with the school's management of, and

standards of, behaviour. The school promotes the values of caring, respect, co-operation, equality of opportunity and responsibility. Many activities and stories teach reception children to show respect for others and to know the difference between right and wrong.

42. Good provision for social development has been maintained since the last inspection. Adults provide good role models, showing respect for pupils and fostering their self-esteem, contributing well to very good relationships within the school. Good opportunities are provided for pupils to think of others through fundraising for charities, such as the 'Marie Curie Organisation'. Community awareness is effectively promoted through positive links with the police, the Fire Service and the church. Very good extra-curricular activities and appropriate opportunities to collaborate in group work, compete in team games, experience out of school visits, residential visits and school productions promote this aspect well. Positive strategies to develop responsibility include older pupils helping younger ones at lunchtime, organising musical instruments, preparing art materials and keeping the physical education storage shed tidy. Foundation Stage children are taught to take turns and to share equipment.
43. Provision for cultural development is good, an improvement since the previous inspection. Pupils' appreciation of their own culture develops effectively through literature, history, geography, religious education, drama, music, art, assemblies and very good provision of extra-curricular activities. It is enhanced through visitors to school, such as artists, theatre groups and story tellers, and visits. Multicultural education has improved and is now good. Numerous planned curricular opportunities include learning about others' beliefs in religious education, studying Aboriginal and North American Indian art and life in Chembakoli, an Indian village, in geography. The provision of learning resources which reflect other cultures also helps. Pupils enjoy playing instruments of other cultures and listening to African and Indian music. Reception children become aware of different heritages through stories, for example, 'Elizabetti and her doll', and by celebrating festivals, such as the Chinese New Year. Recognising the distance of the school from ethnically diverse communities, the school has wisely forged links with one in the West Midlands which has pupils from many racial backgrounds.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Pupils' needs are always put first by the caring and committed team of staff. The guidance and personal support offered to pupils is good. The monitoring of behaviour and procedures for preventing bullying are good. The monitoring of pupils' personal development is good too. Attendance monitoring is satisfactory. Some procedures and practices related to health and safety do not meet stated school policy.
45. Staff know children in the reception class well and respond effectively to their needs. Informal assessments, undertaken when children start school, are used to plan suitable programmes of work. Procedures to assess and record children's attainment and progress, based on the recommended learning goals for children of this age, are developing appropriately in mathematical development. In other areas of learning they are not securely established. This is an area for development. All adults play a part in checking progress, but systems lack a sharp focus on the small structured steps in learning, leading to achieving the Early Learning Goals. The school is aware of this and plans to improve this aspect of reception class provision.

46. For infant and junior pupils, effective assessment and recording procedures are in place for English and mathematics. The regular testing in science has a positive impact on standards. The lack of formal, agreed assessment or record keeping procedures for other subjects makes it difficult to meet the learning needs of different groups and individuals. Teachers do not formally evaluate lessons and there are no systems to promote the use of assessment information in adapting planning should it be necessary. Infant and junior pupils, with their teachers, set their own individual targets for literacy, numeracy and one other area, for example, in behaviour, or swimming. This is a positive development that is already beginning to improve standards. Pupils' own assessment of the progress they make towards attaining their targets is developing appropriately. This helps them to understand what they are doing, how well they have done and how they can improve their work.
47. The assessment of pupils with special educational needs is satisfactory. The small size of the school and the good knowledge that teachers have of individuals facilitates the early identification of pupils with particular needs. Suitable use is made of external agencies to assess pupils when required. Good records are kept and targets reviewed regularly.
48. The monitoring of behaviour and the prevention of bullying is good. Members of staff are consistent and clear about their expectations of behaviour, and the school policy is applied fairly. Pupils want to retain the respect and approval of adults and do their best to behave with maturity and kindness. Good behaviour is shared and celebrated. All staff work as a close and united team, so that if any inappropriate behaviour occurs it is dealt with immediately. A lunchtime supervisor quickly reprimanded an older boy who was attempting to damage a young tree and he responded to the guidance offered. Parents are always informed of any misbehaviour. Harassment in any form is not tolerated. Pupils are made aware of the impact of racism through, for example, assemblies and circle time discussions.
49. The monitoring of personal development is good. Members of staff know their pupils and their backgrounds well. This knowledge and the very good quality of relationships are used to good effect to build on individual strengths and help pupils improve weaker points. As a result, pupils are confident and secure young people and have the ability to communicate well with people they meet. Pupils regard the school community as an extension of their own families. Although pupils are well able to express their views, no formal forum such as a school council exists. Nor do pupils have the opportunity to comment on progress made over the year in their annual school report.
50. Attendance monitoring is satisfactory. If there are any attendance concerns the educational welfare officer is involved. The completion of attendance registers do not comply with regulations because entries are made in pencil, daily and termly absence totals are not always completed and a few pupils are listed by first name only. The format of registers provided to the school discriminates against pupils with special educational needs, since a column is provided for "handicapped pupils". In addition there is no space to record authorised and unauthorised absences. This hinders the school procedures for monitoring.
51. Pupils using the school bus are escorted on and off and checks are made to ensure that all are present and wearing seatbelts. Parental parking presents a hazard to pupils and parents entering or leaving the narrow school entrance. Visibility is very restricted and there are no pavements or yellow road markings. Some pupils are not very aware of safety and run into the road despite warnings from school staff who do

their best to supervise. Vehicles sometimes block the area designated for the school bus to park.

52. The designated person has a satisfactory basic awareness of child protection procedure, but has not had any updated training since 1997. This requires urgent attention because there have been changes to procedures and best practice in recent years. The school policy needs review to ensure that it is up-to-date and provides more explicit guidance for staff to follow. There is an appropriate physical restraint policy, but no staff have had formal training in its implementation. No children are currently on the 'at risk' register. There are satisfactory links with external agencies.
53. The school has an appropriate health and safety policy. Minor accidents are recorded and the school has trained first aiders. Fire extinguishers are checked. However, not all procedures, practices and records meet the requirements contained in the school's policy. The governors need to ensure that this is addressed promptly. The headteacher has been informed of issues noted during inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school enjoys a good partnership with its parents. Parental involvement and support for the school, including the highly successful parent-teacher association, is good. The quality of information provided for parents is satisfactory. Overall, parents express satisfactory opinions about the school. Parents show good commitment to, and interest in, their children's learning.
55. The school works well with parents. The teachers are readily accessible to parents at the start and end of the day, to talk informally. Parents who visit the school receive a warm and friendly welcome. A good number, including grandparents, help in class when they can. Parents and the village community provide strong support for the parents' association fundraising events. The funds raised make a significant contribution to what the school can provide. Parents help supervise on trips and with extra-curricular activities, particularly sports fixtures. Parental involvement contributes significantly to school life.
56. Admission arrangements are smooth and very effective. Pre-school meetings are organised to help new parents to become involved in their children's education. Relationships between staff and parents of children in the reception class are very positive. Staff encourage parents to be closely involved as partners in the education of their children. A number of parents are committed to supporting the reception class as helpers. They are briefed well by the teacher.
57. The quality of information provided to parents is satisfactory. Annual pupil reports have improved since they were criticized in the last inspection report and are now satisfactory. All subjects are reported and targets provided, mainly in English and mathematics. The targets are, however, sometimes too general, especially for the infant pupils. The comments made in the foundation subjects are often brief and sometimes the same for pupils of differing abilities. The reports are individualised by delightful pupil drawings on the front cover, but there is no space for pupils to write about their own progress, nor is there space for parents to comment. Parents of pupils with special educational needs are kept fully informed and involved. Newsletters are regular and friendly, with an interesting format and much useful information, such as contributions about the curriculum written by teachers. As at the last inspection, the annual governors' report and the prospectus do not contain all of

the required information. The governors' report to parents does not contain a full financial statement. The prospectus has no information about rates of authorized and unauthorized absence, and neither includes the national test results so that comparisons can be made with the school's own performance. Parental concern about information not reaching those whose children use the school bus is unfounded; all parents are sent the same general school information.

58. Parents make a good contribution to their children's learning. They are keenly interested in their children's education. They help with reading and homework that is based largely on literacy and numeracy, but which increases to include other subjects and independent research as pupils get older. The homework policy indicates that parents are informed about homework, for example, through the prospectus and the home-school agreement. Although a number of parents expressed concern about homework, the inspection team finds that the provision is good. Events involving the children are always well attended, as are parents' meetings.
59. The views expressed about the school by parents are satisfactory. A number of parents felt they were not involved in school life, and some would like homework diaries. Parents are, however, pleased with pupils' behaviour and know that their children are happy at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the school contribute effectively to pupils' achievements, as they did at the time of the last inspection. The headteacher continues to bear a heavy teaching commitment and works very hard to create a school which pupils enjoy attending and staff are pleased to work in. He leads by example and is successful in creating a clear vision for the development of the school and in communicating it to staff. A good feature of his leadership is the effectiveness with which all members of staff work as a team. There are very good relationships throughout the school. These factors have a positive effect on the quality of education, with pupils benefiting from the close co-operation between teachers and support staff. It also brings about a strong, shared commitment to do the best for pupils.
61. The headteacher's management of the many changes thrust upon the school in the last few years by teachers leaving, and class organization changing as the number of pupils in different year groups rises and falls, is also a strength of his work. His ability to teach different age groups and take responsibility for any subject has minimized the disruption caused by these events. The headteacher's belief in both serving the community and making full use of it as a resource for learning, considerably enriches the quality and range of experiences offered to pupils. Great importance is placed on experiences, such as field trips and pupils cooking food for the older people of the village.
62. A comprehensive set of aims guide the work of the school and these aspirations are reflected well in its everyday life. Bishops Nympton is clearly committed to giving pupils, including those with special educational needs, opportunities to fulfil their potential and strives to promote racial tolerance. The provision it makes to help pupils understand and appreciate other cultures is good. The links it has made with a school in the West Midlands, which has pupils from many different racial backgrounds, is testament to this.

63. Since the last inspection, successful steps have been taken to address the issue of helping the subject co-ordinators to work more effectively. Job descriptions have been improved and further clear guidance provided. This has resulted in co-ordinators monitoring the work in their subjects satisfactorily. Planning for school development has also improved. A three year plan is now in place.
64. The school sets suitable targets for improvement and, overall, takes effective action to achieve them. Good use is made of the detailed knowledge of individuals that teachers develop as pupils pass through the school to set challenging whole-school targets for the results gained in the national tests. Shorter-term objectives for achievement by individuals over a number of weeks in English are also used to good effect. 'Progress books' in which samples of writing are kept each half term and assessed by teachers, clearly illustrate how well individuals' skills are developing in this area of work. This is having a positive effect on standards. However, the collection and analysis of data about how well individuals and groups of pupils learn year on year has begun only recently. As a result, the school does not yet have a sufficiently useful measure of its overall effectiveness, and the use of attainment data for predicting how well each pupil will achieve and setting targets for them to strive for each year is underdeveloped.
65. The evaluation of the quality of teachers' work is addressed appropriately in the school's policy for performance management. Appropriate action has been taken to monitor and enhance the quality of teaching and learning, resulting in clear improvement since the time of the last inspection. The school follows the local education authority's procedures for self-assessment, but this is at an early stage of development.
66. The governors are very supportive of the school and, since the last inspection, have improved the means by which they learn about its strengths and weaknesses. The annual reports of the subject co-ordinators and regular visits by governors – nearly all the present body have done this – help them to learn more. In addition, governors now include the monitoring of lessons as part of their information gathering. The governing body is appropriately involved in formulating plans for developing the school, but does not fulfil all its statutory responsibilities. It fails to ensure that risk assessments are carried out, registers marked correctly, electrical equipment, including fire alarms, tested at the appropriate intervals and all the necessary items of information provided for parents.
67. The school makes effective use of the resources it has to raise standards and provides satisfactory value for the money it receives. Although the costs associated with targets identified in development planning are not always clearly identified, the headteacher and governors know well how they intend to spend the money at their disposal. They make sensible use of funds, including those given for specific purposes such as boosting pupils' attainment. The governors monitor spending well and support the headteacher effectively in financial planning for the future. The administration of finance is efficient and effective. No serious concerns were raised in the auditors' report published only a few months ago. New technology is used satisfactorily to support financial control and administration.
68. There are sufficient qualified and experienced teachers and support staff. The good provision for the induction of the newly qualified teacher is helping him to settle quickly into professional life. The accommodation is satisfactory overall. The school does its best with the accommodation it has. The mixed reception, Year 1 and 2 class has benefited from the reduction to three classes and now has an additional room for quieter activities, such as story time. The outdoor provision is good with a

large field, including an adventure play area and a level hard surface games pitch. There are sufficient learning resources to allow the National Curriculum to be taught effectively. More software is needed to enable pupils to make optimum use of computers in different subjects. Resources for art are good and include a kiln.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on the improvements made since the first inspection, the headteacher, staff and governors should:

- [1] make better use of information about how well pupils perform in order to measure the effectiveness of the school and raise standards by:-
 - a) building a record of the tests and assessments made of individuals year on year in order to demonstrate that they make optimum progress;
 - b) analysing data to identify groups and individuals who need intervention to attain the expected standards;
 - c) using the data to set on-going targets which challenge individuals and raise overall levels of attainment; and
 - d) analysing the data to ensure that different groups, such as boys and girls, are performing as well as they should;(See para 64)
- [2] devise efficient procedures for assessing how well pupils achieve in subjects other than English, mathematics and science;
(See paras 11, 46, 113, 117)
- [3] improve the provision for children in the reception class by:-
(See paras 29, 45)
 - a) retaining the planning done as this academic year progresses;
 - b) reviewing the effectiveness of these plans at suitable intervals;
 - c) publishing a full set of curriculum plans for this age group to guide adults working in the school;
 - d) extending the good practice in assessing mathematical development to the other areas of learning, linking the assessments to the small steps described in the national guidance for this stage of education;
- [4] increase the effectiveness of teachers' marking of pupils' written work in raising standards by:-
 - a) marking to improve skills of spelling, handwriting and punctuation in subjects other than English;
 - b) improving the consistency with which teachers' comments show pupils how to improve their work, and/or achieve the objectives set for the lesson or activity;(See para 25)
- [5] the governing body should:-
 - a) ensure that it fulfils its responsibilities in relation to those matters brought to its attention, including the publication of the full range of information for parents;
 - b) take whatever steps are available to it to ensure the safety of pupils on the roads adjacent to the school;
 - c) address the health and safety matters brought to its attention during the inspection.(See paras 51, 52-53, 57, 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	9	15	0	0	0
Percentage	0	0	37.5	62.5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	71
Number of full-time pupils known to be eligible for free school meals	n/a	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	8

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	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	88 [71]	88 [100]	94 [100]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	88 [71]	88 [100]	94 [100]
	National	85 [84]	89 [88]	89 [88]

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	11	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	13	12	14
Percentage of pupils at NC level 4 or above	School	87 [75]	80 [88]	93 [100]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a [63]	n/a [75]	n/a [100]
	National	72 [70]	74 [72]	82 [79]

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

In order to ensure that the performance of individual pupils cannot be identified, only the totals for boys' and girls' results have been included for both seven and 11 year olds.

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	71	3	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	20.9
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	69

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.7
Number of teachers appointed to the school during the last two years	2.7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	209,047
Total expenditure	211,364
Expenditure per pupil	2,936
Balance brought forward from previous year	4,308
Balance carried forward to next year	1,991

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	50	3	0	0
My child is making good progress in school.	41	47	6	6	0
Behaviour in the school is good.	27	61	9	0	3
My child gets the right amount of work to do at home.	26	50	12	12	0
The teaching is good.	31	59	3	0	6
I am kept well informed about how my child is getting on.	44	38	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	26	6	0	0
The school expects my child to work hard and achieve his or her best.	59	35	3	0	3
The school works closely with parents.	45	33	12	6	3
The school is well led and managed.	47	41	6	3	3
The school is helping my child become mature and responsible.	26	74	0	0	0
The school provides an interesting range of activities outside lessons.	47	47	0	0	6

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

69. The sound provision for children in the *Foundation Stage has been maintained since the previous inspection. The quality of teaching is satisfactory. As a result, children's achievement is satisfactory, overall.
70. Three reception children currently attend school on a full-time basis in the 'mixed' infant class, with 12 Year 1 pupils and seven Year 2 pupils. Reception children are well supported by teaching assistants. Staff work well together and good teamwork is evident. No children have been identified as having special educational needs at present.
71. On entry into school, children's attainment is broadly average, in all areas of learning. By the end of the reception year, most children achieve satisfactorily and attain most of the **Early Learning Goals recommended for children of this age, in the areas of learning of communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. In personal, social and emotional development, children attain standards that exceed the Early Learning Goals, as a result of the overall teaching in this area.

Personal, social and emotional development

72. Teaching is good in this area of learning. By end of the reception year most children are on course to exceed the Early Learning Goals. They achieve well as a direct consequence of good teaching and the high expectations of staff in the reception class. Staff value children, encouraging them to feel confident about what they can achieve. Adults provide very good role models, treating each other and children with courtesy and respect, leading to very good relationships between children and staff. This contributes effectively to the development of positive attitudes to learning and good response to well-established routines. Adults promote children's personal development and independence well, through ensuring that resources and apparatus are easily accessible to them, and providing opportunities for children to make choices, for example, when they select from a range of planned activities and materials in art. Staff manage children well so that most are aware of what is acceptable behaviour in the classroom and playground, and of what is right and wrong. They enjoy school and are beginning to play and work well together, for example, sharing constructional apparatus fairly, and learning to take turns when playing 'matching number' games.

Communication, language and literacy

73. Teaching is satisfactory in this area of learning and progress is sound. Most children are on course to attain most of the Early Learning Goals by the end of the reception year. Attainment meets expectations for their age. Although planning is mainly effective, it does not show the small steps in learning to help children with different levels of understanding to attain the Early Learning Goals. Staff provide effective opportunities to encourage children to develop their speaking and listening skills.

** The Foundation Stage is the period of education for children aged three to the end of the reception year.*

*** The Early Learning Goals are nationally agreed levels of attainment which children are expected to achieve by the time they finish the reception class.*

Some children are good at negotiating with others. For example, in the 'Role Play' corner a group debated who would be the first to give the teddies a cup and saucer each.

74. Children enjoy listening to stories. The teacher's expressive reading of books such as 'Knock, knock.....Who's there?' enhances children's enjoyment of literature and maintains their concentration and interest. Staff encourage them to handle books carefully and they become aware that print tells them what the story is about. They begin to put events into the right sequence and know how a book is organised. Staff use language games and activities effectively to help children recognise letters of the alphabet, initial sounds, familiar words and simple sentences. Some recognise simple words and read simple texts with growing confidence. Children take home reading books and worksheets to share with parents and carers.
75. Staff encourage children to use pencils to form letters correctly and practise writing patterns in their books. By the end of the reception year, many attempt to write for various purposes, such as writing captions, simple sentences about their activities, and stories. For example, many write individual letters and whole words which convey the intended meaning in writing the story of 'The Bear and the Scary Night'.

Mathematical development

76. Teaching is satisfactory, overall, with some good features. Children achieve appropriately and some achieve well. Most are likely to attain the Early Learning Goals by the end of the reception year. Good class management results in children behaving and responding well. Effective group organisation provides a suitable variety of interesting activities, which maintain children's attention and interest so that most try hard to do their best, an improvement since the previous inspection. Teachers have appropriately high expectations of children and work matches the needs of the children effectively. Staff use elements of the National Numeracy Strategy appropriately, with a suitable balance of activities taught by staff and those chosen by the children. By the end of the reception year children begin to recognise numerals one to nine, some beyond this, with support. They count, order and match through the appropriate provision and use of number games, activities and resources. Songs such as 'When Goldilocks went to the house of the bears' help them to understand numbers, and also comparing 'bigger than' and 'smaller than'. Children recognise and recreate patterns. Through using shapes and structured apparatus they develop a sound understanding of space, shape and measures. When work is well matched to children's level of attainment, learning is successful. Where learning is less effective, children spend too long at an activity without adult support so that pace is lost, adversely affecting progress.

Knowledge and understanding of the world

77. Overall, teaching is sound, children achieve appropriately and are on course to attain most of the Early Learning Goals. However, planning is very broad and does not identify the small steps in learning to help children to achieve the Early Learning Goals. To encourage children to learn more about the world in which they live staff provide a range of interesting and purposeful activities. For example, they encourage children to use their sense of touch to investigate materials and to understand how some materials can slow down a brick sliding down a ramp. Effective opportunities are given for children to develop their sense of time and place. They learn about ships of long ago, and begin to identify features in their environment, for instance, when they begin to create their own simple maps. However, opportunities are missed for assessing children's attainment and progress. They share equipment, take turns,

and explore the use of constructional apparatus with growing skill and awareness of safety. Appropriate opportunities to use computers help to develop basic information technology skills. They become aware of other cultures through celebrating festivals such as the Chinese New Year and through stories, for example, 'Elizabetti's doll'.

Physical development

78. By the end of the reception year, children achieve satisfactorily and are on course to attain the expected outcomes for their age. Teaching in this area is sound. Appropriate opportunities are provided to promote the development of children's fine physical skills. Staff teach skills such as cutting, weaving and handling small tools, for example, writing implements, paintbrushes and scissors, to help children gain safe control of these finer movements. In physical education lessons, children are developing a sound awareness of space and are encouraged to show respect for others. The teacher plans effectively for children to experiment with various ways of moving and to devise ways of combining movements. They run, jump, slide, slither and climb with growing confidence. The teacher encourages the understanding of positional language, for example, 'high' and 'low'. Children are beginning to move confidently, safely and imaginatively around the hall and in the playground, with increasing co-ordination and control.

Creative development

79. Teaching is satisfactory overall and children achieve appropriately and are on course to attain the Early Learning Goals by the end of the reception year. To encourage creative development and independence, staff plan an appropriate balance of activities that adults teach directly, and some that children choose themselves. Effective group work ensures all are included and have equal opportunities to work at all activities. The teacher fosters children's curiosity and interest through effective use of a range of interesting resources. For example, when the children were encouraged to observe the 'marbled' patterns on an egg-shaped pebble they expressed wonder and delight on handling the object. They are encouraged to observe patterns, and they paint pictures with developing skill and confidence, and begin to differentiate colours and explore texture, colour and shape. With good support they create effective weavings, pastel tree pictures and collage pictures. Children join in singing familiar action songs and rhymes, such as 'Dingle, Dangle, Scarecrow' with enjoyment. They join in happily, remembering some of the words and expressing feelings appropriately through the actions. The Home Corner encourages role-play but opportunities to develop sustained conversation and imaginative play are missed by insufficient staff intervention and the lack of a structured approach.

ENGLISH

80. Pupils attain average standards and achieve appropriately. Listening skills, standards of presentation and handwriting have improved since the last inspection. The school's results over the last few years show that at seven and 11 standards are broadly average. Test results have risen over the last five years at a rate similar to the national trend. The difference between the results of boys and girls is broadly similar to the national picture. Inspection findings reflect the test results.
81. The children starting in the reception class show a wide range of ability. Overall, their attainment is average. Consistently effective teaching ensures that, by the time they

leave, the great majority of pupils have made satisfactory progress and attain average standards in all aspects of English.

82. The good provision of opportunities for pupils to practice speaking and listening skills promotes the achievement of average standards by the age of seven and 11. Greater awareness on the part of teachers of how these skills can be fostered in different subjects and better management of pupils have contributed to rectifying the weaknesses noted in the last inspection report. Pupils in Year 2 listened carefully before commenting confidently on a story, "Knock, knock.....Who's there?". In Year 6, the pupils use the vocabulary associated with the different subjects they study effectively, for example, to sharpen their evaluation of portraits presented by the teacher. The ability of pupils throughout the school to frame questions helps their learning in other subjects.
83. The provision of regular opportunities for pupils to practice, sometimes twice a day, helps seven and 11 year olds to achieve average standards in reading. Average and above average Year 2 pupils enjoy reading, especially humorous stories such as "The Rabbit said Miaow". They read confidently and for the most part accurately. They use their knowledge of letter sounds to make sense of words they do not know, and are beginning to look at the meaning of the sentence to help too. By 11 years of age, pupils have developed particular tastes and talk readily about their favourite authors. Below average readers show good levels of persistence, and are firmly committed to improving their skills. Average and above average pupils read fluently, but sometimes lack expression a little. They know how to use books to find information and above average pupils understand how to scan a text to find key points. Most pupils handle different kinds of texts effectively, but teachers sometimes overestimate the ability of pupils with special educational needs to understand passages given to the whole class.
84. The school responded positively to the weaknesses in standards of presentation and handwriting identified during the last inspection. Regular teaching, the provision of frequent practice sessions for pupils, celebration of good quality work and other steps have brought about improvement. Pupils now reach the standards expected of their age groups, but the failure of teachers to insist on good handwriting in all relevant recorded work results in inconsistencies. Average pupils can sometimes lapse into printing even though the script in their handwriting books is fluent and joined.
85. Demanding tasks set for a wide range of writing purposes result in seven year olds attaining average standards. They communicate clearly in letters, poems and descriptive work such as 'The Ship's Dog.' Their writing is easy to understand, but average pupils do not use enough interesting vocabulary to enliven their output. Above average pupils do include more sophisticated words, such as 'hypnotised'. The lively, varied approaches used by teachers help 11 year olds acquire appropriate writing skills. "You are a theatre critic. Write a preview of the school's Christmas production" is how one task was framed. Average pupils in Year 6 begin to choose words more purposefully. In a piece in which they imagine life as a kitten, one pupil wrote: "I proudly pounced out of my basket." Above average pupils write confidently using more complex sentences. Most pupils do not proof read what they have written. This leads to omissions that mar their work, such as "It was the most terrible thing that had ever to me."
86. Spelling standards are average. Seven year olds spell single-syllable words accurately, but tend to have difficulty in doubling consonants in words such as "rubbish." Pupils aged 11 spell the vast majority of the words they use correctly. Occasional lapses, such as using 'off' instead of 'of', occur. Many do not look closely

enough at new words or check them. This results in, for example, ‘membrances’ being written in science books.

87. Pupils punctuate their work effectively. Capital letters and full-stops are used appropriately by average seven year olds, and above average pupils begin to write dialogue with speech marks. By the time they are 11 more sophisticated conventions such as abbreviations appear in their writing.
88. For the most part, pupils’ achievements reflect the consistently satisfactory quality of teaching and learning. Teachers exploit the work done in other subjects effectively to provide good writing opportunities. Pupils in Year 2 write recipes as part of their design and technology lessons. In a piece entitled, “An argument in Chembakoli”, Year 6 pupils applied their knowledge of geography and improved their ability to put forward opinions in prose. High expectations of pupils in Year 3 are clear from some of the tasks set, including one in which they are asked to summarise the paragraphs in a text they are given. Stimulating teaching results, in most classes, in imaginative responses. A pupil in Year 4 wrote about a ‘soap dog’ which drinks cordial and soap solution together. Drama is used effectively in many subjects to enliven and improve learning. Pupils in Year 6 were seen enacting the death of Richard III in their history lesson.
89. Teaching and learning are of satisfactory quality. Good relationships promote positive attitudes to learning, with pupils listening and concentrating well. Good questioning and clear explanations ensure that pupils know what they are expected to learn. Teachers work hard to include all pupils. This is clear from the way in which they include as many as possible in discussions. They ensure that pupils with special educational needs are fully involved in lessons, sometimes taking a leading part in assisting the teacher to make key learning points. These pupils have detailed individual education plans in which appropriate targets, broken down into small achievable steps, help them to make satisfactory progress in relation to their prior learning.
90. In the lessons observed, teachers did not make clear their expectations of how quickly pupils should work. The scrutiny of pupils’ written work shows that this can result in a slow work rate which detracts from the performance of some, especially when they are asked to write at length.
91. The use of ‘Progress’ books in which individuals’ performance in writing is assessed and recorded is having a positive effect on standards. The pupils are involved in evaluating what they have done and learn what they need to do to improve.
92. The management of English by the subject co-ordinator is satisfactory. The organization of visits, such as one to a bookshop to meet an author, and other forms of provision, including the involvement of parents reading their favourite poems in lessons, add considerably to the quality of learning. The checks made by the co-ordinator on the work produced by pupils are informal. More rigour is needed if this process is to help to raise standards. The school library is small, but pupils make appropriate use of it to develop satisfactory skills in finding information. Their access to reference material is supplemented effectively by stock from the county library collections and the Internet.

MATHEMATICS

93. Pupils attain average standards and achieve appropriately. Standards have been maintained since the last inspection. The school's results over the last few years show that at seven and 11 standards are broadly average. Test results have risen over the last five years at a rate broadly similar to the national trend. Boys and girls achieve equally well. Inspection findings reflect the test results.
94. On the limited evidence available so early in the school year, from discussion with Year 6 pupils and the observation of attainment in lessons, most pupils in the current Year 6 cohort attain average standards, with a significant minority reaching above average standards. This is due to a focused and consistent approach to teaching the National Numeracy Strategy and good subject leadership and management.
95. Pupils with special educational needs are supported effectively and make satisfactory progress. All pupils are included in all activities and receive equal opportunity and access to the curriculum. To help to raise standards, personal targets are set in mathematics. Pupils are involved in setting these targets with their teachers. This helps them to understand what they are doing, how well they have done and how they can improve their work.
96. By the age of seven, many pupils have a satisfactory knowledge of the composition of numbers to 100. They use apparatus effectively to identify, for example, that 65 is six tens and five ones. They are becoming confident about ordering numbers to 100 but few solve problems using numbers to 1,000. They count in fives and tens as a group and some double and halve to ten. Most recognise odd and even numbers. Through playing number games, younger pupils count and sequence numbers and begin to add and take away, solving problems with up to ten objects. Pupils identify common shapes and develop a sound understanding of shape, space and measures.
97. By the age of 11, pupils extend their knowledge of the value of numbers effectively and use the four number operations with increasing confidence. Many pupils work out calculations in their heads quickly and use calculators effectively to check their answers. They understand fractions, and recognise approximate proportions by using fractions and percentages to describe them. They develop sound measuring skills. Many calculate the area and perimeter of a rectangle but some lack confidence in this. Higher attainers measure and draw angles accurately and know the angle sum of a triangle. Pupils use and interpret a range of diagrams and charts but in some work on graphs the emphasis is on the drawing of the graph and less upon what it can tell you. Throughout the school pupils are gaining confidence in applying their mathematical knowledge to problems. Overall, the setting of work involving real life problem solving is appropriately addressed. The school has identified the need to further develop independence in problem solving.
98. The quality of teaching and learning throughout the school is satisfactory overall, varying from satisfactory to good. Planning is effective and teachers' expectations of their pupils are appropriate. Work matches the differing abilities of pupils, so that their achievement is satisfactory and they make sound progress. Teachers' subject knowledge is secure and they manage pupils well, resulting in pupils' good behaviour and efforts. Group work is now more appropriately organised to take into account the pupils' differing levels of attainment, an improvement since the last inspection. Pupils' work is regularly marked. Some helpful examples of written comments that help pupils to improve their work were seen, but this good practice is inconsistent across the school. Homework is effectively addressed to reinforce skills. Features of the good teaching seen include the very brisk oral introduction in a lesson for Years 5

and 6 about multiplying and dividing by ten, 100 and 1,000, which resulted in very quick recall of mental number facts. Effective teaching is observed when pupils' different levels of attainment are well addressed, as in a lesson about partitioning for pupils in Years 3 and 4. In a good infant lesson about the value of tens and units, the teacher used pupils' errors constructively. A Year 2 pupil wrote 1 ten and 11 ones on his card. With positive teacher intervention, he and his group were quick to understand and correct the error to 2 tens and 1 unit. Less successful features of teaching are seen where opportunities are missed to assess pupils' understanding and progress. Sometimes lesson introductions are too long and the pace is slow and, as a result, pupils lose interest.

99. The teachers are familiar and secure with the National Numeracy Strategy, which they apply confidently. The three-part lesson structure is well established and planning is effective. The use of clear questions at the end of sessions to reinforce what pupils have understood is an appropriate feature of teaching. Identifying what is to be learnt in a lesson is clearly defined in the planning and often shared with pupils when lessons begin, particularly in Years 5 and 6. Teachers use a good range of mathematical vocabulary. This results in pupils being able to explain their work using correct terminology. Although most oral and mental sessions are appropriate, some lack briskness, so that motivation is lost and pace of learning is slowed down. The main teaching activities involve pupils practising their skills. In this part of the lesson teachers manage pupils and resources well.
100. Little evidence was seen of the use of information and communication technology to develop pupils' mathematical knowledge, skills and understanding. Pupils use mathematics to support learning in other subjects. For instance, Year 2 pupils use their numeracy skills when creating graphs on different transport in the village in geography. Literacy skills are enhanced by reading simple 'word' problems and by using and extending their mathematical vocabulary. Pupils' work presentation has improved since the last inspection and is now mainly good. Very good relationships motivate pupils well. Most have positive attitudes, concentrate well and enjoy lessons.
101. Teachers use informal observations and regular tests, including non-statutory tests, to assess pupils' attainment and to track progress. However, the information gained from assessments is not used consistently to guide the planning of new work. Subject co-ordination is good. The co-ordinator has very secure subject knowledge, has attended in-service training and checked colleagues' plans. He has been involved in the monitoring and evaluation of teaching and learning and carries out an annual subject review, so that he has a clear overview of strengths and areas for development in the subject. The school has carried out some analyses of the results of national tests to improve pupils' performance and has provided information to governors and parents. The school has already identified the need to improve the analysis of test data, to review and ensure consistency in planning and assessment, and its use.
102. The school has made sound improvement in mathematical provision since the last inspection. The National Numeracy Strategy is well established, teachers are confident, subject co-ordination is good, infant lesson organisation has improved and standards are rising.

SCIENCE

103. In 2001, teachers assessed the standards of pupils aged seven as close to the national average, but below average compared to schools with a similar proportion of pupils known to be eligible for free school meals. There are no national comparative data for the 2002 assessments, but it is likely that standards will be average. Year 2 had a change of teacher late in the last school year and only a small part of their science work was kept. Limited inspection evidence broadly reflects the results of the teacher assessments. In the national tests of 2001 pupils aged 11 attained standards that were well above the average for all schools and above the average for similar schools. The provisional results of the tests in 2002 are likely to be much poorer. Inspection findings confirm these results and show that most pupils work at the level expected for their age, but a significant proportion do not. Taking the results of the tests over the last few years together, the standards attained by 11 year olds are above average.
104. The teacher of seven year olds makes good demands on them to think about how scientific tests should be carried out. As a result, average pupils involve themselves well in this aspect of their work and begin to recognise the need to carry out tests fairly. Above average pupils understand clearly what is involved in doing this. Some aspects of pupils' knowledge of materials and physical processes are above the level expected for their age. Most understand why some materials are more suitable for use as flooring than others. Average pupils begin to recognize cause and effect in situations where shoes do not grip well because there is too little friction.
105. Pupils aged 11 show a good understanding of how creatures such as snakes are adapted to their surroundings. Average pupils know about the presence of oxygen in many substances and carry out tests with chalk to show this. Above average pupils recall the gases that make up air. Discussion with pupils currently in Year 6 indicates that they do not have enough experience of suggesting how experiments might be carried out. Some lack of rigour is evident in the way pupils record experiments, with their predictions sometimes being written after the results have been recorded. Most show a well-established understanding of forces. Above average pupils use terms such as "centrifugal" in their work.
106. Teaching and learning are satisfactory; often they are good. The work is frequently presented in interesting ways, such as the 'mini-beast safari' undertaken by pupils in Year 2. This contributes to the good attitudes that were seen in all lessons, which in turn support pupils' learning well. Most pupils are active learners who pose questions readily to further their knowledge and understanding. The teaching contributes well to pupils' social development thanks to opportunities for collaborative work. Teachers work well to involve all pupils in questioning and practical tasks. The first-hand experience is enjoyed greatly by pupils with special educational needs, who receive good support from both pupils and adults. Sometimes teachers do too much for pupils, especially in saying how experiments should be done. This reduces the chances of pupils learning from their mistakes and thinking for themselves. Teachers do not concentrate enough on the development of skills, knowledge and understanding when marking pupils' work. The regular setting of homework tasks throughout the school has a positive effect on standards.
107. The work of the subject co-ordinator has a positive impact on standards. Regular checks are made on how well pupils are learning. Tests are set at the end of a series of lessons and suitable records kept. This helps teachers to adapt their planning should it be necessary. However, teachers do not record the development of pupils'

investigative skills. All the weaknesses identified at the time of the last inspection have been successfully addressed.

ART AND DESIGN

108. The attainment of seven year olds is as expected for their age, with some good quality observational drawings seen. Their achievement is satisfactory overall. Standards of work for 11 year olds are above those expected for this age group and pupils, including those with special educational needs, achieve well. Standards are similar to those found at the time of the previous inspection.
109. Both infant and junior pupils explore ideas, work with a wide variety of materials and tools, and record investigations in a range of media. All have sketch books and use them effectively to practice drawing. Those of the youngest pupils are particularly impressive. Pupils enjoyed the visit of an artist in residence. This resulted in some very effective collage pictures. The work shows that the pupils have considered different colours and textures and have used a variety of materials to create a pleasing effect. Junior pupils have created masks from clay, as well as papier mâché. Both infant and junior pupils have made appropriate clay models, exploring three-dimensional shapes and form with increasing confidence.
110. By the end of Year 2, pupils' previous learning is appropriately built on and most make sound progress. The teacher provides suitable opportunities to explore colour, texture, shape, line, form and pattern, for example, using pastels to make pictures of trees, and also teddy bears. Pupils demonstrate appropriate understanding of the elements of art through investigating pattern, mixing paint with oil to create marbled effect. They also make cut-out pictures, prints and paintings of symmetrical patterns, effectively using numeracy skills. They study the work of Eva Roos and paint pictures in her style. Teachers encourage pupils to closely observe flowers, resulting in some good quality detailed and careful paintings. By the end of Year 6, pupils work with improving accuracy to represent things. Their skills, knowledge and understanding are built on and extended well as they move through the juniors.
111. Pupils in Years 3 and 4 apply their understanding of line, tone and texture to make effective sketches of famous ships, such as the 'Santa Maria', linking well with history. The needs of more able pupils are well met and they develop a sound understanding of perspective, for example, in work on bridges. In a good lesson on 'portraits', Year 5 and 6 pupils explored visual qualities in faces, studying work by Picasso and Van Gogh. Some develop a good idea of proportion. Most evaluate, modify and improve their work. Studying Aboriginal and North American Indian art contributes well to pupils' spiritual and cultural development and to their multicultural understanding.
112. The overall quality of teaching is good, particularly in Years 5 and 6, where the teacher's subject knowledge is very secure, enabling pupils to achieve well. His high expectations and good levels of challenge result in pupils trying very hard, and producing above average standards of work, as seen, for example, in a Year 5/6 lesson on portraits. Teachers provide effective opportunities for pupils to collaborate and to take responsibility for equipment. Effective links with information and communication technology help pupils use computer skills to good effect in developing artwork. Developing pupils' vocabulary enhances literacy skills, particularly for upper juniors, who use terms such as 'profile, sketch, abstract', with good understanding. Pupils have very good attitudes and enjoy art.

113. Subject co-ordination is good. The co-ordinator has secure subject knowledge and supports other staff well. Portfolios of pupils' art work have been collected and these are useful in checking subject coverage, as well as assessing pupils' attainment and progress, although this is not systematic. Resources are adequate and the kiln is used effectively to fire pupils' ceramic work. Art documentation is helpful to staff in their planning. The curriculum is enriched by visitors to school, such as an artist in residence. All pupils are included in activities and have equal access to the curriculum. Art contributes well to pupils' spiritual and cultural development, including their multicultural understanding. Teachers use art well to support learning in other subjects, such as in geography, when infants create a large village map and when juniors design and make anti-bullying posters for personal, social and health education. A very effective extra-curricular art club is well attended and makes a significant contribution to the art curriculum.

DESIGN AND TECHNOLOGY

114. Since the inspection took place at the beginning of the second week of the new school year and the products made last year have been taken home, there is not enough evidence to judge the standards of seven year olds. The scrutiny of pupils' books, discussions with them and examination of some products suggest that pupils aged 11 attain average standards. This was the case when the school was last inspected. Since the last inspection, suitable improvements have been made. The programme of work has been enhanced by the inclusion of elements of the national planning guidance and the role of the subject co-ordinator has been strengthened.
115. Pupils in Years 3 and 4 work together to evaluate the quality of pop-up books. They understand why materials are chosen carefully by designers, realizing that card is better than paper if young children are to handle the book in question. Average pupils in Year 4 produce well-designed bridges, with pillars supporting the joins in the walkway. They pay good attention to finishing their product with paint. Sawing and joining are done accurately. Pupils in Year 6 know much about mechanisms. They apply this knowledge in making windmills and using construction kits to create power transmission systems to operate mechanical hammers. They make good use of cams to design and make 'jumping soldiers' from wood, card and plastic sheets. Average pupils produce good, detailed drawing for model houses, incorporating electric lighting, but they do not show how the components will be joined.
116. The school makes appropriate provision to teach design and technology, but it was only possible to observe one lesson. This was satisfactory and was characterized by good questioning and the correct use of technical language such as 'linkages'. Homework was set as useful follow-up to what was done in the lesson. These strengths enhanced pupils' learning, as did their good attitudes to this subject. Pupils' past work shows that teachers make good links between subjects, such as studying shelters across the world to support learning in geography. Good use of the local area, for example, work on Dartmoor's clapper bridges, adds to the quality of pupils' work. It is not clear that pupils are asked to evaluate their finished products.
117. The subject co-ordinator works effectively to audit work in design and technology and plan its development. The lack of agreed assessment procedures makes it difficult for teachers to chart the progress made by pupils, especially in the development of skills. Plans are in hand to use a digital camera to record work in progress, so that both teachers and pupils can judge its quality.

GEOGRAPHY

118. Pupils at the ages of seven and 11 attain standards expected for their age. Most pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those found at the time of the previous inspection.
119. By the end of Year 2, pupils study the local environment and develop appropriate knowledge and understanding of local scale studies. They make simple plans for a village hall and 'My House' and record their work pictorially, labelling the various types of features. They create pictures first, looking down on the town, then a simple plan, identifying local features. The teacher organises effective fieldwork in the immediate environment for the pupils who identify various types of buildings and local features. They record their observations appropriately and go on to create a large class map of the town, talk about their journey to school and identify and locate familiar landscape features using keys. They contrast the features of the countryside with features in a city. They progress to studying a map of Britain, identifying Wales, England, Scotland and Ireland, then a map of the world to find out where a variety of their toys are made. They demonstrate an awareness of localities beyond their own through studying, for example, a Hebridean Isle in Scotland or a Caribbean island.
120. Junior pupils consolidate and extend their previous learning appropriately. By the time they leave the school, pupils develop sound geographical skills, knowledge and understanding. Year 3 and 4 pupils learn about Ordnance Survey maps and complete simple mapping grids, effectively using numeracy skills and applying them to real life situations. They develop satisfactory understanding of the effect of water and people on the landscape, including physical features of rivers. They study maps of both Britain and the world and can locate and identify important rivers. By the end of Year 6 pupils know that different places may contain similar and different characteristics. Pupils in Years 5 and 6 compare and contrast different localities in the British Isles, Cheddar or Dartmoor, with an Indian village, Chembakoli. They describe the physical and human features of these localities, discussing environmental influences on these settlements and demonstrating sound understanding. This contributes effectively to pupils' cultural development. Teachers provide a wide range of field studies and these make a positive contribution to the development of geographical skills, demonstrated in the detailed Dartmoor' books produced by pupils. Through learning about coastlines, pupils make good use of atlases, maps and plans at varying scales. They develop appropriate geographical vocabulary, using words such as 'estuary', 'headland', 'coastline' and 'atlas', with confidence. Pupils' numeracy skills are effectively enhanced in using grids and maps, and literacy skills are effectively used in written recording and labelling. The use of information and communication technology to support the subject is developing positively. Pupils' presentation of their work is mainly good and has improved since the last inspection.
121. The quality of teaching is satisfactory. Effective features of teaching are good class management which keeps pupils on task, maintaining interest and concentration. Planning is effective and teaching assistants are well deployed, supporting pupils where most needed. Resources are used appropriately and contribute to the pupils' enjoyment and to the development of sound geographical skills, knowledge and understanding. Teachers' expectations of pupils are appropriately high and have a positive effect on their pace of working and pupils' good attitudes. However, opportunities are missed for assessing pupils' attainment and progress, and to use this to guide the planning of new work.

122. The co-ordinator provides good leadership of the subject, thanks to his very good subject knowledge and commitment to providing effective fieldwork experience for pupils. Short-term planning, assessment and recording procedures are informal and inconsistent. Assessment is not sufficiently used to guide the planning of new work. Good use is made of the environment to provide both local and field studies, including trips to farms, forestry and a sawmill, and residential visits to, for example, Dartmoor or Fowey. All pupils of all abilities are fully involved in and have equal opportunity and access to all activities. There is no significant difference between the attainment of boys and girls.

HISTORY

123. At the end of Year 2 and Year 6, standards are in line with those expected for pupils of these ages and are similar to those found at the time of the last inspection. Pupils, including those with special educational needs, achieve satisfactorily.
124. Only one junior lesson was observed during the inspection. Judgements are based on discussions with pupils and staff, a scrutiny of pupils' work and teachers' planning. No overall judgement can be made on the quality of teaching, but teachers' plans throughout show that they provide a broad and balanced programme. Teachers' planning is mainly appropriate, however, some learning objectives focus on activities rather than on what pupils will learn. Levels of challenge in work show that teachers' expectations and the use of resources are appropriate, suggesting satisfactory teaching.
125. By the age of seven, pupils develop appropriate knowledge and understanding of the lives of people in the past by using terms concerning the passage of time and by re-telling stories to imagine how people lived in the Middle Ages. For example, they find out about farming then, and about life in a medieval castle and how different life was long ago. By actually experiencing writing with a quill, in contrast to writing with modern pencils and pens, they begin to understand life in the more distant past, compared to their own lives. Pupils study the lives of famous explorers, for example, Christopher Columbus and Captain Cook, and develop a satisfactory understanding of how life at sea in the past was different from the present. They find out how people travelled by sea long ago and know they can obtain information about the past from books and videos. Through using a simple world map to trace the voyages of various explorers, they make effective links with geography.
126. By the end of Year 6, pupils have developed a satisfactory knowledge of historical periods and events. They start to organise their work appropriately, with sound use of terms and dates when studying 'Empires', including the Egyptian, Roman, Byzantine, Napoleonic and British empires. They study Britain since 1930, developing a sound understanding of the impact of the Second World War on British society and describe in detail, for example, the Blitz, and the evacuation of people from large towns, becoming aware of cause and effect. They are aware that history involves using evidence about the past.
127. Teaching and learning were satisfactory in the one lesson seen, introducing the topic of Ancient Egypt. Teaching built appropriately on pupils' own experiences and what they already know about the country. Appropriate explanations about a time chart showing 'B.C., A.D., ancient and modern' divisions of history helped pupils to develop appropriate recognition that past time can be divided into periods with similarities and differences between them. Their understanding of the passage of time was encouraged by using appropriate time words and dates. Teachers encourage pupils

to collaborate, for example, when listing what they want to find out, in group work. Teaching is less effective where opportunities for assessing pupils' attainment and progress are missed, and when assessment is not used to guide future planning. Talking with pupils reveals many have positive attitudes to the subject.

128. The co-ordinator has secure subject knowledge but a lack of opportunities to monitor teaching and learning means she does not have an overview of the subject, to identify strengths and areas for development. Short-term planning is informal and assessment is inconsistent, making it difficult for teachers to track pupils' progress. Assessment is not sufficiently used to guide the planning of new work. Opportunities to improve reading and writing skills in history are developing appropriately. Numeracy skills are used effectively, for example, in time charts. The use of information and communication technology is developing positively to support the subject. All pupils have equal access to all activities. There is little difference between the attainment of boys and girls.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. The standards of both seven and 11 year olds are average, as they were at the time of the last inspection. At that time a classroom support assistant took responsibility for teaching. Currently, pupils are taught by their own teacher. Suitable improvements have been to the quality and quantity of computers and related equipment. The acquisition of a co-ordinated set of programs to use on the machines has lagged behind other developments. All the computers provide access to the Internet, but technical problems mean that a high proportion of attempts to use the world wide web are unsuccessful. No significant weaknesses were identified in the last report.
130. The examination of work from last year shows that pupils aged seven use computers for a wide range of purposes. Their art work is particularly good. They take digital photographs of compositions made with leaves, stones and other natural objects. With assistance, they import the pictures and manipulate the images to vary the colours. They also produce work after the style of Kandinsky. They present and exchange information by recording surveys about toys in the form of databases and sending electronic mail to pupils in a school in the Midlands. They create stories such as 'I Met a Witch' and give instructions to electronic toys. The extent to which they use computers to try out imaginary situations is not clear.
131. Pupils in Year 3 and 4 use computers to present information about their favourite books, pop stars and teachers in the form of pie charts. In Year 6, pupils use computers effectively to support their work in other subjects. Rainfall graphs are produced in mathematics, hyperlinks are incorporated into books about Victorians for history, and the Internet is searched for information about Chembakoli in geography. Pupils also create keys to help identify different creatures in their science work. They give instructions to control 'screen turtles', but equipment failures have prevented them from using the computer to sense physical data, such as temperatures. Pupils' use of the word-processing facilities of computers is not consistently efficient. Sometimes they copy existing stories onto the machine to print a 'best copy', rather than composing and redrafting them on screen.
132. The limited time available meant that inspectors could only observe one lesson. This was taught effectively and resulted in pupils making suitable gains in their ability to edit text. The teacher's ploy of pretending to make mistakes served well to increase the pupils' existing good levels of interest in learning about computers. His good

knowledge of what to teach, and how best to do this, gave authority to his teaching and significantly enhanced learning. Pupils are given much encouragement to develop their skills, for example, they are allowed to use the machines at playtimes.

133. Information and communication technology is managed satisfactorily by the subject co-ordinator. His running of an extra-curricular club enhances the progress that pupils make and he has well-advanced plans to improve the records that are kept of pupils' progress. The procedures for assessing how well pupils' skills develop are at the moment informal and lack consistency.

MUSIC

134. During the inspection, only one junior music lesson was observed. Evidence was also gathered from a short singing session for infants, and singing in assemblies, discussions with teachers and pupils, and teachers' planning documents. This is insufficient to make secure judgements about overall standards of attainment and the quality of teaching and learning for infants and juniors. Teachers' plans show that they provide a broad and balanced programme. Levels of challenge in the planned work show that teachers' expectations and the use of resources are appropriate. This indicates that teaching is satisfactory.
135. The singing of infant pupils is similar to that of most pupils of this age. In assemblies it is tuneful and pupils sing songs from memory, keeping in time to the beat. They are developing an appropriate repertoire of songs. They sing such hymns as 'Who put the colour in the rainbow?' with enjoyment and enthusiasm. In a classroom singing session, pupils sang with gusto and began to maintain the melody appropriately. Although most sang in time to the teacher's guitar accompaniment, some lost concentration when performing actions to accompany the song and tended to sing too loudly. The teacher provides a good role model. The modulation of her singing voice and appropriate instruction result in pupils improving their performance.
136. Junior pupils' singing is of average quality. In assemblies they sing tunefully and with expression. Pupils follow and maintain the beat, with improving control of diction and phrasing. They sing such hymns as 'Peace, perfect peace' with a growing understanding of tempo, pitch and duration. In the one lesson seen, the teacher planned suitable activities to enable most pupils to recognise and explore relationships between sounds, and the way in which music reflects different intentions. Pupils listened attentively to a variety of fanfares. The teacher encouraged them to describe, compare and judge the different kinds, using appropriate language. After listening to Aaron Copeland's 'Fanfare for the Common Man', an above average pupil said, 'It was exhilarating and powerful'. Most followed the graphic score of this particular fanfare, with confidence and growing understanding of rhythm, dynamics and structure. Pupils composed and performed their own fanfare, improvising appropriate rhythmic phrases within a group and effectively playing a variety of tuned and untuned instruments. Effective use of resources and good relationships motivated pupils well, eliciting positive attitudes and efforts. However, some pupils found it difficult to maintain concentration throughout the lesson.
137. The subject is led and managed effectively. Documentation provides appropriate guidance for medium-term planning, an improvement since the last inspection. However, short-term planning is informal. This makes it difficult for teachers to track progress and to assess attainment systematically. Assessment procedures are informal and inconsistent, so that assessment is not used sufficiently to guide the planning of new work. Subject co-ordination is satisfactory. The curriculum is

enriched by activities such as the junior performance of 'Jonah Man Jazz', a 'Drum Crazy' workshop for all pupils, music and country dance festivals and concert performances. All Year 5 and 6 pupils receive violin lessons from a peripatetic teacher, financed by the school, enriching the curriculum well. Pupils have equal access to the curriculum. They are given opportunities to listen to music from other cultures, such as African and Indian music, and use appropriate instruments. This contributes well to their spiritual, social and cultural development.

PHYSICAL EDUCATION

138. The school adopts a proactive approach to physical education. Pupils enjoy good opportunities to take part in sports activities laid on at lunchtime and after school. They are encouraged to achieve awards available through national schemes, such as one for athletics. The school regularly sends teams to local tournaments and other competitions, where its pupils do well even when playing against bigger schools.
139. There was not enough time to observe any lessons in the infant part of the school. As a result, no judgement is made of the standards attained, the quality of teaching and learning or the pupils' response to what is provided. The standards of pupils aged 11 are at least average. Standards have been maintained since the last inspection. The weaknesses in pupils' behaviour and response to lessons, noted in the last report, have been dealt with successfully. A satisfactory programme of work has been put into place.
140. Pupils attain good standards in swimming. School records show that between 90 and 100 per cent of pupils swim 25 metres unaided by the time they leave school. Many can do much more. Nearly all the Year 6 pupils observed in a gymnastics lesson worked at a level expected of their age group. They show appropriate control in adopting long shapes such as shoulder stands. Most combine jumps and balances in short sequences of movement safely and with some precision. Above average pupils experiment successfully with rolls incorporating a half twist. Discussions with pupils indicate that they have a good understanding of the changes that happen to the body when exercise is done.
141. The teaching in the lesson seen was of good quality, resulting in pupils learning well and improving their performances. The strong features included:
- a) firm discipline enabling pupils to concentrate, apply themselves well and take out mats safely;
 - b) effective planning to ensure that skills were gained progressively during the lesson;
 - c) good warm-up and plenty of vigorous exercise;
 - d) high expectations of the quality that pupils could achieve and clear instruction about how to realize this; and
 - e) suitable opportunities for pupils to evaluate the performance of others.
- Better instructions about how to stretch during the warm-up and a lack of attention to the needs of above average pupils detracted from the progress that was made.
142. Gymnastics and dance are taught in the village hall which is too small for the older pupils. This restricts the scope of the activities which they can undertake. Some of the mats used for gymnastics are in an unsatisfactory condition. Their curled up edges present a hazard. Indian dances included in the school's programme of work promote pupils' cultural development well. The management of physical education is satisfactory. The co-ordinator has carried out some informal monitoring of pupils'

work, and is aware of the need to devise a system for assessing how well pupils learn.

RELIGIOUS EDUCATION

143. It was not possible to observe any religious education lessons during the inspection. Judgements are based on discussions with pupils and staff, a scrutiny of pupils' work and teachers' planning. No judgement can be made on the quality of teaching, but teachers' plans show that they provide a broad and balanced programme. At the end of Year 2 and Year 6, standards meet the expectations of the locally agreed syllabus and are similar to those found at the time of the last inspection. Pupils, including those with special educational needs, achieve satisfactorily.
144. By the end of Year 2, pupils gain sound understanding of Christianity. They hear stories from the Old Testament, such as the story of Adam and Eve. They learn the importance of religious objects, practices and celebrations and relate some of these to their own experiences of celebrating Christmas, Easter and baptisms. They discuss special times when food is important in festivals, for example, Shrove Tuesday and Harvest Festivals. Pupils are developing a sound knowledge of the life of Jesus, for example, stories about His birth and death. Other faiths are suitably introduced and they begin to develop an appropriate understanding of aspects of Judaism and Islam when learning about what is special to these faiths.
145. By the time they leave the school, junior pupils know Christianity is the main religion in Britain. They develop sound understanding of the life of Jesus, and the events leading up to the crucifixion and begin to understand the significance of the Easter story to Christianity. The teaching of religious education demonstrates how pupils are expected to think for themselves and to make connections between stories they hear and real life. For example, through hearing the story of 'The Ten Lepers', they begin to understand how religion can change people's lives, relating this effectively to events that have changed their own lives. Pupils discuss the story of 'The Creation' in the Old Testament in detail. They study Islam and Judaism, gain sound insight into other cultures and faiths and respect that other people's beliefs are important to them. They compare the major faiths and know they have similarities, for example, their special symbols and their sacred texts. This enhances pupils' spiritual and cultural development. Links with literacy are appropriate regarding the development of vocabulary, for example, when junior pupils study religious symbols and infants visit a church and identify its features. However, opportunities are missed to extend pupils' writing skills.
146. The religious education co-ordinator who is a part-time, newly-qualified teacher has only recently taken over subject co-ordination. He has secure subject knowledge but has not yet had time or opportunities to monitor teaching and learning. The school has plans to address this. Assessment is informal and little evidence was seen to show that it is used to guide the planning of new work. Visitors, for example, ministers of local churches who regularly take assembly, and visits to local places of worship, as well as a visit to Exeter Cathedral, enrich the curriculum. However, opportunities to promote cultural development and links with other religions are missed, through the lack of visits and visitors involving other faiths.