

# INSPECTION REPORT

## **CHULMLEIGH PRIMARY SCHOOL**

Chulmleigh

LEA area: North Devon

Unique reference number: 113142

Headteacher: Mr RJ Sampson

Reporting inspector: Dr John Collings  
20752

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> November 2002

Inspection number: 247311

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Beacon Road  
Chulmleigh  
Devon

Postcode: EX18 7AA

Telephone number: 01769 580535

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Appropriate authority: Governing Body

Name of chair of governors: Mrs R Mohun-Kemp

Date of previous inspection: 9 - 11<sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20752	John Collings	Registered inspector	Science Information and communication technology Art Design and technology	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11096	Margaret Davie	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	Margaret Hatfield	Team inspector	English Religious education Music Foundation Stage	
23907	Tony Clarke	Team inspector	Mathematics Geography History Physical education Special educational needs Equal opportunities	How good are curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Chulmleigh Primary School is situated on the edge of the village of Chulmleigh in North Devon and is a mixed primary school for pupils aged between four and 11. It serves both private and local authority housing. A measure of its success is that nearly half its population apply for places from outside the school's catchment area and it is over subscribed. With 163 pupils the school is smaller than the average of 242. Although the pupils represent the full ability range, overall, the attainment of pupils is below average on entry to the reception class. The number of pupils eligible for free school meals is below the national average and the number of pupils whose mother tongue is not English is a little higher than most schools. While the number of pupils with statements is broadly in line with national averages the number of pupils with special educational needs, including statements, is well below the national average. The school identifies a further two pupils as gifted and talented and requiring support. The overall socio-economic status of pupils is average. Attendance is above the national average, and has significantly improved since last year when it was affected by the foot and mouth crisis.

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

Chulmleigh Primary School is a very effective school, which provides a very good quality of education. All adults associated with the school work well together, providing a stimulating curriculum and an ethos that stimulates and encourages learning. Pupils with special educational needs are well supported and included in all aspects of school life. Teaching is good and there are examples of excellent teaching. As a result the quality of learning is good and pupils make very good progress overall. Standards at the end of the juniors are well above average in English and science and above average in mathematics. Pupils' behaviour is good. The school is very well led by the headteacher, ably supported by the deputy headteacher, all staff and governors. The school provides very good value for money.

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

- The attainment of pupils in English, mathematics, science, information and communication technology and art is well above expectations and pupils make very good progress.
- The overall quality of teaching is good, with three quarters of the lessons seen being good or better, of which over one in five were very good or excellent.
- The very good, broad and balanced curriculum gives pupils a wealth of opportunity to apply and consolidate concepts and skills learnt in one context, to others.
- The school's provision for spiritual, moral, social and cultural education is very good.
- Provision for pupils with special educational needs is very good and the school is very successful in meeting its aims of inclusion.
- The leadership of the headteacher, deputy headteacher and the effectiveness of the governing body are very good.
- As a result of very good assessment to ensure work matches the individual needs of pupils, a stimulating curriculum and good teaching, pupils' attitudes and behaviour are very good.
- The school has been successful in being awarded the status of Investors in People and an Eco school.
- The well qualified and experienced teaching assistants make a significant contribution to the good progress pupils make.

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

- The school has no significant issues to be addressed.

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

The school has no significant issues, which need to be addressed. However, in the light of the school's many strengths the governors may wish to include in their action plan minor areas, which are identified in the body of the report.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1998. Since that time the school has made good improvement. It had no key issues at the last inspection. It has continued to maintain high standards in English, mathematics and science and has significantly improved standards in information and communication technology and art. The good standards of teaching have been maintained and pupils' attitudes to school have improved. The stimulating curriculum continues to inspire pupils and the level of care and partnership with parents continues to be very good.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

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

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

The table shows that, since 2000, the standards pupils achieved by the end of Year 6 in English, mathematics and science have been at least above average and often well above average. When compared with similar schools results are average. However, it should be noted that when the school is being compared with similar schools it is being compared with the best eight per cent of schools in the country. When compared with the lower than average attainment on entry to the school, and overall very good progress of Year 6 pupils in 2002, from when they took tests at seven in 1998, pupils' achievement is very good. Over the last four years, standards at the end of the junior stage have shown variation but, overall, show improvement particularly in mathematics and science. Trends over the last four years in the infant stage, in reading, writing and mathematics test results for seven-year-olds, have risen faster than the national trend. The school's targets in English tests were exceeded and met in mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Are very good. Pupils are enthusiastic, enjoy their work and make positive contributions to all aspects of school life.
Behaviour, in and out of classrooms	Are good. Pupils are polite, considerate and well behaved in and around the school.
Personal development and relationships	Are very good. This leads to very good relationship between pupils, and pupils and staff.
Attendance	Good. Pupils are keen to be in school.

Pupils' attitudes contribute greatly to the purposeful and orderly atmosphere existing in the school. They display a genuine interest, involvement and pleasure in their learning.

## TEACHING AND LEARNING



Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7 - 11 years
Lessons seen overall	Good	Satisfactory	Good

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

The quality of teaching is good overall. Three quarters of the lessons seen were good or better, of which over one in five were very good or excellent. The teaching of English was at least good with a significant amount of teaching that was very good or excellent. The majority of teaching in mathematics was also good. The strength of the teaching in English is the way it is used and extended in other areas of the curriculum, giving pupils opportunities to apply and consolidate their learning. This is less apparent in mathematics. The needs of all pupils are met very well. Pupils with special educational needs make good progress because they are very well supported by experienced learning support assistants.

Pupils in all classes learn effectively because most lessons are planned and well organised with a clear focus on what pupils are going to learn. There are very good, well-planned cross-curricular links that bridge and support learning so that the range of experiences contributes to the learning of a concept or skill. Teachers' knowledge and understanding are also good and this enables them to make these cross-curricular links effective. Teachers have high expectations, not only of what they expect pupils to learn, but also of behaviour. Combined with a stimulating curriculum and good pace in most lessons pupils find learning interesting, often fun, are fully involved, and consequently make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A strength of the school.
Provision for pupils with special educational needs	Good. Pupils have very clear targets, which enable them to make good progress based on their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision the school makes is very effective.
How well the school cares for its pupils	Very good. The school is a very caring environment where pupils are treated as individuals and looked after well.

The well-planned cross-curricular links are a significant factor in supporting pupils' learning and in the overall very good progress they make. The school provides a very good range of extra-curricular activities; the community makes a very good contribution to pupils learning; and the relationships with partner institutions are excellent. The school's partnership with parents is also very good. Parents rightly feel that this is a very good school and find it hard to find anything to criticise. They feel that teachers are very positive about listening to any concerns they may have.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Despite a heavy teaching commitment, the headteacher provides very effective leadership. He is very well supported by the deputy headteacher and other staff.
How well the governors fulfil their responsibilities	Very well. The governors are very supportive, take an active role in the management of the school and fulfil their statutory requirements well.
The school's evaluation of its performance	Very good. The school analyses its results very methodically and knows in detail the achievements of all its pupils.
The strategic use of resources	The school makes very effective use of all staff, material resources and accommodation, particularly the school grounds.

The strength in leadership is the very clear vision that a full, well-balanced integrated curriculum where all subjects are valued is the best way to engage pupils in learning. This enables knowledge, understanding and skills learnt in one subject to be applied and consolidated in others. The school applies the principles of best value very well when seeking services for the school, when comparing standards achieved and when monitoring the effectiveness of its spending. This is demonstrated well by the high number of very effective teaching assistants.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They think the teaching is good.</li> <li>• They feel comfortable approaching the school.</li> <li>• They think the school expects their children to work hard.</li> <li>• They think the school is well managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents think that their children do not get the right amount of work to do at home.</li> </ul>

The inspection team do not agree with the negative comments. While the amount of homework is challenging the team did not feel it was excessive.

## **PART B: COMMENTARY**

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

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

1. Overall standards in the school are very good and pupils make very good progress.
2. The 2002 National Curriculum tests, results for 11-year-olds in English and science are well above average and above average in mathematics. Overall, pupils made very good progress in English and science and good progress in mathematics from their previous attainment at the end of the infants. The school is in the most demanding band when being compared with similar schools and is average in English, mathematics and science. Standards have improved since 2001 particularly in English and mathematics. Trends of the last four years have shown variation but overall show improvement particularly in mathematics and science.
3. In the 2002 National Curriculum tests, results for seven-year-olds are above average in reading and writing and well above average in mathematics. Compared to similar schools results are average in reading and writing but above average in mathematics. Standards have improved since 2001. Trends over the last four years in reading, writing and mathematics test results for seven-year-olds have also risen faster than the national trend.
4. Over past years, attainment on entry to school has been broadly average. Recently there has been a decline in what pupils can do when they first join the school. Inspection evidence found that children starting school in the Foundation Stage show very wide-ranging attainment but are below expectations in all areas of learning. Many children start school with immature behaviour and find it difficult to listen and concentrate for very long. However, most children make good progress and enter the infants attaining most of the Early <sup>1</sup>Learning Goals recommended for children of this age. The good quality of teaching and teamwork, good adult role models, carefully structured activities and very good support from teaching assistants enable children to make good progress and achieve well.
5. Infants make good progress in speaking and listening, reading and writing, mathematics and science to be above average by the time they are seven, because teaching is well directed to pupils' needs and opportunities to apply and consolidate learning are well planned and exploited. There was no evidence to suggest that the performance of boys and girls was significantly different. Standards in art, geography, history, and religious education are above those expected; in design and technology and physical education they are in line with expectations. Standards in information and communication technology are well above expectations. There was insufficient evidence to make a judgement in music.
6. In the juniors, pupils continue to make good progress and, as a result of the school's emphasis on the development of pupils' speaking and listening as paramount to its provision for English, standards are well above average. Attainment in reading is also well above average. There are many highly attaining readers who discuss a wide

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<sup>1</sup> Early Learning Goals: these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and persona, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

range of literature, state preferences for particular authors and show a mature understanding of the texts. The school greatly values the use of home/school diaries to encourage parental involvement. Standards in writing are well above average and progress is very good. Pupils are excited about language and the power of story. This is a direct result of stimulating and very well informed teaching, which enables reading and writing to build on speaking and listening skills very effectively. A strength of the subject is the wide range of opportunities the school identifies in its planning to apply, consolidate and extend speaking and listening, reading and writing.

7. Standards in the juniors in art and information and communication technology are well above average. In geography, history, religious education, design and technology, standards are above those expected and in physical education they are in line with expectations. There was insufficient evidence to make a judgement in music.
8. Standards of handwriting and presentation in the infants are good and are particularly good in pupils' workbooks. By the end of the infants, pupils' handwriting is legibly formed and joined. By the end of the juniors, pupils produce above average writing that is clear, joined and fluent.
9. In mathematics, inspection evidence indicates that seven and 11-year-olds are attaining standards that are above those expected nationally. The proportion of older pupils attaining higher levels is well above that found nationally. This indicates that pupils have made good progress throughout infants and juniors as a consequence of good teaching. The school's very effective introduction of the National Numeracy Strategy has had a positive impact upon pupils' computation and mental calculation skills and attainment in these aspects. The school has concentrated on number and algebra, and space, shape and measure, which has raised standards considerably. However, inspection evidence indicates that in both infants and juniors the practice of using and applying mathematics is not as well developed as numeracy. Consequently pupils' ability to use and apply their mathematical knowledge in extended investigations across the curriculum is limited.
10. Inspection evidence shows infant standards in science are above national expectations and juniors are well above expectations. This is a result, of good teaching, and also the emphasis on science investigations. These are very well used to apply the knowledge and understanding gained in other practical activities such as problem solving. This gives ample opportunities to consolidate learning and also deepens understanding.
11. Pupils' attainment in information and communication technology is well above expectations and is significantly better than at the last inspection. The strength of the subject is in the specialised teaching and the well-planned opportunities to learn and practise skills across the curriculum. Standards in art are well above expectations in both infants and juniors. This is largely as a result of the enthusiasm of the art co-ordinator and the very well organised arts week, which involved many local artists.
12. At the end of infants and juniors, standards of attainment in religious education exceed the expectations of the locally agreed syllabus. Pupils make good progress in their understanding of a range of faiths through a good range of visits and visitors. Visits, good teaching and very good cross-curricular links are also responsible for the higher than expected standards in history and geography. Whole school topic work on, for example, the Tudors linking the majority of subjects including English and mathematics, ensures all subjects are fully implemented and support each other in the application and consolidation of similar knowledge, understanding and skills.

13. Provision overall for special educational needs and for those pupils who have statements of special educational needs is very good. This is a strength of the school. Reference to the Record of Need, to individual education plans, school tracking records and discussions with the special educational needs co-ordinator (SENCO), class teachers, and teaching assistants indicate that most pupils are making good progress towards meeting their individual learning targets. Provision is made very well for those pupils who have specific learning difficulties in English and mathematics through the Additional Literacy Strategy, Early Literacy Strategy, Reading Recovery and Springboard programmes. The provision for those pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and they make the same very good progress towards targets set for them.
14. The school's targets in English tests were exceeded, and met in mathematics. The school continues to set itself demanding targets and these are clearly defined in the school's development plan.

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

15. Pupils' attitudes to learning and their personal development are very good and are better than at the time of the last inspection. These make a significant contribution to how well they achieve.
16. In lessons, pupils behave well and listen carefully. They show particularly good motivation when teachers plan interesting work such as in an art lesson for Year 3 and 4 pupils. Their interest was immediately captured by the way the teacher talked about the work they had done so far making collages of Tudor portraits, and they were awe struck by the way she showed them how they could get interesting visual effects with their materials. They were keen to get on with their tasks and worked with a high level of concentration, which meant that they made very good progress.
17. Behaviour around the school and in most lessons is good and makes a strong contribution to learning. Pupils have gained a good reputation for behaving well on visits; for example, when some visited Bristol Cathedral the staff there made a special point of complimenting their behaviour and politeness. Parents feel that behaviour is good because the school keeps on top of it. Girls and boys of all ages play well in the playground, and make good use of the many resources at their disposal. They are keen to use the adventure playground, and delight in riding the scooters or pushing friends around in the wheelbarrows. Pupils are friendly and easy to talk to, happily discussing their work and interests. They do not see bullying as a feature of their school, but are sure of what to do if it happens and know that teachers will take it seriously. There have been no recent exclusions. In a small number of lessons, a few pupils sometimes become restless, particularly if they are sitting and listening for long periods, but these situations are always well managed by teachers and do not disrupt learning.
18. Relationships between pupils and adults and amongst the pupils themselves are very good. Parents are particularly pleased with how caring the pupils are towards each other. Adults provide very good role models in the way they deal with each other and value pupils' achievements.
19. Pupils work well in pairs and groups, never complaining about the children with whom they are asked to work. Those with special educational needs are treated well, valued by their classmates and play a full part in school life. They are keen to participate and to be involved in school life.

20. Pupils show maturity in the way they handle their responsibilities around the school. The school council makes a strong contribution to day-to-day routines, for example, by helping formulate playground rules, as does the Eco committee, caring for the environment. Committee members are particularly proud of the work they put into helping to make the Millennium garden and appreciate the opportunity it gives them for quiet reflection.
21. Generally, pupils' attitudes to learning are good. The behaviour of those pupils without specific difficulties is good, with pupils showing good responses to their teachers and learning support assistants. The response of other pupils towards pupils with special educational needs is also good. Special educational needs' status appears to have no negative effect on relationships within the school; indeed sometimes the opposite is true.
22. Attendance is above the national average and significantly improved since last year when it was affected by the foot and mouth crisis. However, a significant number of pupils are taken out of school during term time to go on family holidays despite efforts by the school to make parents aware of the detrimental impact this has on their children's learning.

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

23. The high standard of teaching has been maintained since the last inspection and continues to be good overall. The few weaknesses identified at the last inspection were not apparent. Improvement since the last inspection is therefore good. Three quarters of the lessons seen were good or better of which over one in five were very good or excellent and the rest satisfactory. Teaching was good in the under-fives, satisfactory in the infants and good in the juniors. The vast majority of the very good and excellent teaching was seen in the juniors.
24. All teachers are very hardworking and are extremely committed to the welfare of their pupils. The relationships between pupils and teachers, and between pupils are very good and teachers care for their pupils as individuals. The contributions pupils make to discussions are valued, helping to build self-confidence. The ability to listen to and respect the views of others is very good. This encourages the pupils' very good attitudes to school and, in turn, contributes to the very good progress and high standards achieved.
25. Particular strengths of the teaching noted in observations and in the examination of pupils' previous work are:
  - a. **Teaching of basic skills.** There is very effective teaching of basic numeracy and literacy skills throughout the school. The level of challenge is high for all pupils. There is very good support for pupils who have special educational needs and they make good progress. The challenging nature of the work in numeracy and literacy enthuse and excite the pupils. For example, Year 5 pupils when developing mathematical problem solving skills were continually encouraged to use the correct vocabulary, make realistic estimates, identify the strategies used and relate these to other areas of mathematics to consolidate learning. In literacy, the excellent teaching of Year 6 pupils when discussing the 'openings' of books inspired pupils to suggest alternative words to those used, identify words as colloquial, and use a thesaurus to develop their own vocabulary.

- b. **Teacher's knowledge and understanding and planning.** This is good across all subjects and very good in English and mathematics, particularly in junior classes where teachers' specialist skills are used very effectively. Pupils are inspired by the very good selection of appropriate resources and challenging questioning to make them think and respond by using appropriate vocabulary. For example, Year 4 pupils are motivated by links with history when developing good sentence structure through the use of non-fiction texts on the Tudors. This linking of subjects and applying knowledge, understanding and skills developed in one area to another to consolidate learning is a real strength in the school. This is a result of very good planning and teachers' very good knowledge and understanding to find and use the opportunities available. This is also apparent in other areas, for example, science where pupils were encouraged to apply their knowledge and understanding of circuits and conductors to create a 'burglar' alarm. This not only consolidated work in science but also it had applications in design and technology and developed speaking and listening skills. The strength of the planning is that the interrelationship between subjects is explicit.
- c. **Teachers challenge pupils well.** The vast majority of the lessons seen were challenging for all. This included those in which there were mixed ages. Teachers are very careful to ensure work is well matched to pupils' age and ability. For example, Year 3 pupils were very secure about what makes a fair test when they considered how to conduct an investigation to find the strongest magnet from a selection. The teacher consistently challenged pupils to explain their answers at their level of understanding of why, for example, it might be a good idea to repeat a test and whether the results would be different if a different experimental method was used. Another good example was when children under five were challenged to use correct vocabulary to explain the difference between small and smallest. Infant pupils were also challenged in information and communication technology when the teacher asked pupils to interpret graphs they had created in relation to the age of their houses and the materials used in their construction and were able to make the deduction that the majority of older houses were made of 'cob'.
- d. **Teaching methods and organisation are good.** The main strength is in the cross-curricular planning that ensures the relationships between subjects is explicit and many of the methods used rely on links to other subjects and previous learning. A particularly good example was a link in a Year 4 lesson where work in geography was introduced through a novel link between Phillip of Spain and Henry VIII. The question posed was 'The Armada floundered. Why?' A storm had blown the ships off course. The geography topic for the day was the weather. The use of visiting artists during the arts week in the summer term clearly inspired pupils to produce work well above expectations in primary schools. The very good emphasis on investigative science involves pupils not only in developing high standards in experimental work but is also systematically used to apply and consolidate learning. Teachers explain and model expectations well and consequently pupils are very clear on what to do and work hard to achieve it. This clarity of expectation and the continual application and consolidation that is systematically planned throughout the curriculum is a strength of the school and a major contribution to pupils' learning.
- e. **The strategies for managing behaviour are good and relationships are very good.** Generally, the work is interesting and well matched and lessons have good pace. Lessons are challenging and pupils are so involved, concentrating and working hard at what they are doing, they do not have the time to misbehave. On the rare occasions where behaviour was not up to the usual high standard, pupils were quickly challenged and reapplied themselves to the task in hand.

- f. **The quality of the marking throughout the school is of high quality.** Comments are constructive and relevant, and in many cases there is dialogue between teacher and pupil, showing that the marking is used to ensure further progress. This information, in turn, is used very effectively in planning future work.
  - g. **Learning assistants are used very effectively in classes.** The learning assistants and the special educational needs support staff are closely involved in lesson planning and the support and management of behaviour, as well as supporting learning. They are well qualified, experienced and their expertise has a significant effect on the rate at which pupils learn.
26. The most significant factor that prevented satisfactory lessons being good was a lack of pace. For example, rather long introductions in a few lessons meant some pupils did not then benefit as much as they could from the subsequent individual work.
27. Good use is made of homework to support pupils' learning. Pupils take reading books home to read with parents, and also problems and tasks to complete at home. The use of information technology to support learning has improved significantly since the time of the last inspection. Many opportunities are provided to enable pupils to use this tool, for example, use of the Internet to research famous Tudors in history, Benin designs for design and technology and African designs for art. It is also well used in science for recording their work, recording the level of reflective light from materials as well as interpreting graphs in mathematics and e-mailing to the British Antarctic Expedition to support geography.
28. The teaching of pupils with special educational needs is good. All teachers are aware of the pupils on the Record of Need and all make reference to providing suitable activities to promote learning. Teaching is well based on pupils' prior attainment and attention is given to ensuring that the work set is appropriate and progressive.

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

29. As at the last inspection the school's curriculum for both infants and juniors is very good. It is very broad and balanced and meets fully the requirements of the National Curriculum. The quality and range of the learning opportunities are extensive with many excellent elements arising from the school's exciting whole school cross-curricular topic foci. Confidence to embark on a whole school project on Antarctica led to many examples of practical and creative learning experiences for pupils across all subjects. The school's success in creating a range of sporting and creative activities outside the normal school lessons is commendable. This makes for a rich, varied and exciting curriculum that is open to all pupils regardless of ethnicity, gender or ability. Chulmleigh is an inclusive school.
30. A range of recently revised policies ensures that National Curriculum statutory policies are met. The provision for religious education meets the requirements of the locally agreed Devon syllabus. The school gives high regard to the provision of pupils' personal, social and health education. The current policy is to be reviewed, to incorporate sex education and drug awareness more fully and to include the race education requirements. Parents, teachers and governors have agreed that members of the school staff should teach sex education. Personal development is promoted on a day-to-day basis through the good care and attention the staff pay to all pupils.



31. The school's planning to deliver the basic skills in English and mathematics to mixed aged classes is very good and the strategies for teaching numeracy and literacy skills are very effective across both infants and juniors. However, insufficient priority is currently given to allow pupils to use and apply their numeracy skills in practical situations. A two year rolling programme in most foundation subjects and a four year rolling programme in history topics are linked to work in English, mathematics and science ensuring that all pupils cover appropriate content in lessons. Good long-term plans are in place and specific medium term plans are monitored by the curriculum co-ordinators. These plans indicate what pupils should know and be capable of doing at the end of particular periods. Such information is important to teachers when planning short-term goals, to ensure consistency between classes containing pupils from two different age groups. A particular strength of the planning is the cross-curricular links that are made to enable pupils to apply and consolidate the knowledge, understanding and skills learnt in one subject to another.
32. Appropriate use is made of the Qualifications and Curriculum Authority materials to support and enhance the planning of science and the foundation subjects. Daily plans follow a common format. They list the learning objectives and pay due regard to ensuring that all pupils have appropriate learning tasks.
33. The curriculum promotes the school's caring ethos and the intellectual, physical and personal development of the pupils very successfully. It prepares pupils very well for the next stage of their education and the excellent links with partner institutions ensure the effective transfer of children at the Foundation Stage and at the end of Year 6 when pupils move on to secondary schools.
34. The very good curriculum for the Foundation Stage has been maintained since the last inspection. It is a strength of the school and provides a wealth of experiences within and outside school. It is broad, balanced and covers all the recommended areas of learning, linking smoothly with the Infant National Curriculum. Planning is developing positively in terms of the structured steps leading to attaining the Early Learning Goals by the end of the Foundation Stage. The inclusion of all children is well addressed. All Foundation Stage staff work closely together to plan and adapt the curriculum to meet the needs of all children. The curriculum successfully promotes learning through purposeful play and first-hand experiences. Good opportunities are provided to develop children's skills and knowledge through a good balance of adult directed and self-chosen activities.
35. Provision for Special Educational Needs is very good. Provision for those pupils with Statements of special educational needs is equally comprehensive. The provision is a strength of the school. There is a detailed policy document. Individual education plans, compiled by the teachers, support staff and parents, give clear attainable learning targets. The headteacher, as the special educational needs co-ordinator is most effective and liaises well with other teachers, support staff, parents and involved agencies, such as educational psychologists and social services. All staff are very committed to ensuring that all pupils are included in activities and that they achieve as well as they are able. All make good progress as a result and some make very good progress. A Record of Need is kept up to date; pupils' progress is tracked as part of the whole year group; and the statutory requirements of the Code of Practice are met. However, currently much of the documentation is rather disorganised and informal and would benefit from being incorporated into the school's very good use of information and communication technology.

36. A very good range of extra-curricular activities including dance, board games, music, art and competitive games enhances the curriculum and widens learning opportunities. Many pupils are involved in these clubs organised by teachers and parents. The curriculum is further enhanced and enriched by visiting performers and speakers, such as the joint leader of the Antarctic Expedition, visiting artists and the Torrington 1646 historical group. Good use is made of the locality to support topic work such as Settlements and when comparing Chulmleigh to Brixham. Pupils' experiences are further widened by visits to theatres, to the Eden Project and other places of interest.
37. Very good use continues to be made of the community to enhance pupils' learning. They study the local environment and make observational drawings in the streets of Chulmleigh. The postman and doctor regularly visit, as do clergy from all of the local churches. The Young Farmers' club helped to build the large sandpit in the playground and pupils in Year 3 are visiting a local manor house to enhance their work on the Tudors. Artists in residence worked with the children to make willow arches and figures and a potter from the community college also worked with pupils. During the North Devon Festival Arts Week, recently held at the school, pupils were shown how to recycle plastic bags into figures. Parents were highly delighted with the results and deemed the Arts Week "fantastic". Pupils starting in Year 3 through to Year 6 are given the opportunity to go on residential visits, which make a strong contribution to their personal development. They have gone as far afield as London to visit the Dome and a theatre performance and Bristol where they visited the zoo, suspension bridge, Jamil Mosque and the ship "Matthew". Social and personal skills develop well as a result of these residential visits. Year 6 pupils were most enthusiastic and so keen to talk of their visit to Bristol – it clearly had a great impact.
38. Links with partner institutions are excellent and make a significant contribution to how well pupils settle and thrive during different phases of their education. The pre-school group is once again located within the school after having moved to the community college for a short time and allows close liaison with new parents and their children to help them become familiar with the school and its routines. The pre-school children regularly use the hall and are invited to take part in school festivals. Close cooperation between staff continues to make a very strong impact on how quickly the children settle when they transfer to the reception class and the progress they make.
39. Relationships with the neighbouring community college are excellent and make a strong contribution, particularly to the achievements of the pupils in Year 6. By the time they transfer they have made many formal and informal visits and therefore move with ease. Through work with the sporting development officer of the community college pupils have had sports sessions in golf and athletics to give them a "taster" of what will be on offer to them. Setting them some work from the secondary programmes often supports academically gifted pupils and occasionally they take the standard assessment tests normally given to 14-year-olds, which benefits the learning of these talented pupils.
40. Very good provision is made for pupils' spiritual, moral, social and cultural development and it remains a strength. School has maintained its very good social and cultural provision and improved its provision for spiritual and moral development, which are now very good.
41. Spiritual development is very well promoted and is currently being developed in curriculum planning. School's very positive spiritual ethos pervades every aspect of its life, and mutual respect between adults and pupils flourishes. Acts of collective worship meet statutory requirements. Assemblies and lessons give insight into

different values and qualities and provide very effective opportunities for reflection, for example, in revision time at the end of lessons. A very good assembly about 'Pilgrim's Progress' emphasised making choices throughout life in a very effective way, to which pupils could easily relate. This encouraged them to think about and question their own experiences. Teachers have very high expectations and value pupils' contributions, as seen in a junior literacy lesson, when the teacher respected pupils' ideas in discussing the Birdman's feeling of loneliness in the book 'Why The Whales Came'. Religious education lessons provide very effective, planned opportunities for pupils to understand feelings and how they affect other people, for example, when junior pupils write about moods and emotions. Studying Judaism, Hinduism and Islam helps them to understand and respect others' beliefs. Very good opportunities are given to appreciate wonders of various natural phenomena, for example, reception children expressed amazement on observing the thawing of a bottle of frozen water. A butterfly garden and a millennium garden provide calm areas for pupils to enjoy quiet reflection.

42. Provision for moral development is fostered by the school's very clear, positive approach to managing good behaviour. This ensures that all staff have very high and consistent expectations of pupils' involvement and behaviour in lessons. As a result, pupils clearly understand the difference between right and wrong. Pupils' involvement in drawing up rules, displays of these and the awarding of certificates for good achievement and efforts in celebration assemblies, contribute very well to this aspect. School promotes the values of tolerance, responsibility, respect, motivation, self-discipline, independence and citizenship. Most parents are happy with the school's standards of, and its management of behaviour. Reception children learn the difference between right and wrong and to show respect for others through many activities and stories. Close links have been developed with the county behaviour support team.
43. The very good provision for social development is enhanced by a wealth of extra-curricular activities, excursions, residential visits, school productions and charity fundraising opportunities. The school council and eco committee provide particularly effective opportunities for pupils to develop initiative, responsibility and decision-making skills. They enable pupils to work co-operatively, have their say in developing the school grounds, increase awareness of, and consider the sustainability and conservation of the environment. As a result of the hard work undertaken by these groups, school was awarded 'Eco School Status'. Very good provision for personal, social and health education and community links and involvement in 'Healthy Schools' initiative add to pupils' understanding of citizenship. Adults are very good role models, respect the pupils and foster their self-esteem, promoting very good relationships. Opportunities for taking responsibility, such as answering the telephone, taking messages to the Community College, clearing lunchtime chairs away, older pupils caring for younger ones, and collaborating in group work develop social skills very positively. Reception children are taught to share equipment fairly and to take turns. Parents are happy with the values and attitudes the school promotes.
44. Appreciation of pupils' own culture is developed very well through the school's rich curriculum, particularly in literature, drama, history, geography, religious education, music and art. It is enhanced through a wealth of extra-curricular activities, including a French club. Events, for instance, 'Arts Week', book exhibitions and clubs, working closely with the National Trust on history drama at Buckland Abbey, school productions and acting in 'Macbeth' on the 'Play in a Day' visit make invaluable contributions to this aspect. Visitors, such as musicians and theatre groups, residential visits, and excursions, for example, to the Eden Project, 'Shakespeare 4 Kidz' and the Brannam Pottery promote cultural development very well. Multi-cultural education is fostered

through visitors, such as a poet and an author from the West Indies and African drummers. Planned curricular opportunities to aid pupils' understanding of different cultures include learning about others' beliefs in religious education, celebrating festivals such as Divali, studying life in ancient Egypt in history and African village life in geography, playing musical instruments and investigating patterns in African art. Playing with multi-cultural dolls and listening to stories such as 'Handa's Surprise', help reception children become aware of other cultures.

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

45. The school continues to provide a very high level of care for all of its pupils, carefully monitoring and supporting their academic and personal development. Parents are pleased with the progress their children are making and the attitudes and values that the school promotes.
46. As at the time of the last inspection, the school's statement of intent is successfully implemented by creating a happy and caring environment in which pupils learn tolerance, responsibility and respect for others. Behaviour management is approached very positively and is now supported by written guidance. Pupils are involved in drawing up the golden rules and the school council regularly monitors them to ensure they are still appropriate. The headteacher takes all aspects of behaviour management very seriously and encourages a team approach in which all staff are successfully taking an active part. Good attendance remains a high priority and there are very good monitoring systems in place. Parents are conscientious about informing the school about any absences but in all cases the school makes first day contact if not advised of an absence.
47. Staff are committed to the pupils and know them and their families well. All teachers are available for a quick word in the morning and this good day-to-day contact helps keep lines of communication with parents open, ensuring that individual needs can be sorted out. The headteacher has designated responsibility for Child Protection issues and he ensures that all staff are aware of their own responsibilities in these matters. The outdoor accommodation is stimulating and very well maintained giving pupils plenty of opportunity to occupy themselves at lunch and break times. A rota of days on which children can bring some toys from home has been drawn up with the help of the school council. Teachers and meals supervisors are highly vigilant, ensuring that break and lunch times run smoothly.
48. Pupils are encouraged to do their best because all staff have high expectations of them. Their hard work in all aspects of school life is rewarded with class stickers or team points or with certificates, which are given out during celebration assemblies. The care with which work is shown and achievements discussed during these celebrations boosts the self-esteem of those who are rewarded and encourages other pupils to try hard.
49. Pupils are given very good support in understanding how to lead healthy and safe lives. A well-planned and regularly monitored programme of personal, social and health education ensures that all facets are covered. Regular visits from the safety services are used to enhance their learning. Year 6 pupils visit a life skills programme in Barnstaple during which they are challenged to sort out real life, potentially dangerous situations. Circle time, during which pupils are given the opportunity to explore and discuss their feelings, is provided in each class, dealing with issues such as learning strategies to cope with bad moods or how their actions impact on others. Drugs and sex education is appropriately provided by teachers.

50. The school's procedures for monitoring and assessing pupils' academic progress in English and mathematics are very comprehensive and very good. For example, the school carefully tracks pupils' progress in English, mathematics and science through the results of national tests, Qualifications and Curriculum Authority optional tests, and carefully analyses questions in tests to identify any areas that need particular emphasis in the future.
51. Day-to-day assessments in the core subject of science, use a similar procedure to those in the foundation subjects. This systematically records pupils' progress across these subjects well. The information gathered from assessments is most carefully analysed, collated and used well to provide a detailed overall picture of pupils' achievement and set clear learning targets. The headteacher and other members of staff have ensured that the high quality of information about pupils' attainment and progress and portfolios of pupils' work have been maintained since the last inspection and continue to exemplify the standards achieved and inform the staff and pupils of pupils' progress.
52. The special educational needs co-ordinator ensures that all pupils have access to any necessary support and that their needs are met in lessons and in withdrawal sessions. The co-ordinator liaises well with fellow teachers and support staff and is in regular contact with concerned external agencies such as the learning support service, educational psychology service, social services and relevant medical personnel. Early contact is made with all parents as soon as concerns are noted about their children, and there is evidence of parental involvement in all stages of the Code of Practice. Parents' comments are invariably very supportive. The records compiled by the co-ordinator, including the Record of Need, are suitably detailed. Particularly notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress by teachers and support staff.
53. In the Foundation Stage staff know the reception children very well and recognise and respond very effectively to their needs. Informal assessments, undertaken when children start school are used well to plan suitable programmes of work. Assessment and recording procedures are very good, and are used well to enable staff to gain a clear picture of what children know, understand and can do in order to plan the next steps in learning, and to track children's progress. This has improved considerably since the last inspection.

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

54. As at the time of the last inspection the school's partnership with parents is very good. Links are very well supported by a good range of information, open evenings and workshops. Parents rightly feel that this is a very nice school and say they would find it hard to find anything to criticise. They are very happy with the help the school gives their children and find all the staff very approachable. They feel that teachers are very positive about listening to any concerns they may have.
55. Admission arrangements are smooth and very effective. Relationships between staff and parents in the Foundation Stage are very positive. Staff encourage parents to be closely involved as partners in the education of their children. A number of very well briefed parents are committed to supporting the reception classes as parent helpers.

56. Parents are happy with the information they receive from the school. They feel that the homework diaries are used well as a means of two-way communication and value the opportunities they are given to discuss their children's learning in detail at parents' evenings. Weekly newsletters are much appreciated and help to keep them well informed about school life. They are kept informed about what their children will be learning by regular newsletters and annual written reports on progress give them good information about how their children are doing, particularly in English, mathematics and science and what they need to do to improve or move on to the next step. A workshop to help parents continue to support reading in Years 3 to 6 is planned to take place shortly and the forthcoming annual general governors' meeting will be used to address the concerns that some parents have about the large class sizes. A range of initiatives such as allowing them to bring games and toys from home on pre-agreed days are addressing parents concerns about their children not enjoying playtimes.
57. Morning arrival procedures make a strong contribution to parents' involvement in the school and their child's learning. They are encouraged to come into school with them and to help get them settled and involved in an activity, thus providing good opportunities for them to keep abreast of what their child is doing at school. Teachers are readily to hand and available for a quick chat if necessary. A very friendly atmosphere prevails from which both parents and their children benefit. Parents are invited to and very supportive of events such as the Harvest assembly, concerts and curriculum workshops.
58. Parents are very supportive of the work of the school. A good number help in Class 1, and occasionally with the older pupils. They are very helpful on all school trips and an essential support on the residential visits. They are supportive of the work their children are asked to do at home, although a small number of them feel that there is too much homework. While the amount of homework is challenging the team did not feel it was excessive.
59. A very active Parent Teacher Association makes a valuable contribution to school life by encouraging parents to take part in social events such as the Christmas and summer fayres. They successfully raise extra money, which helps to pay for swimming transport, theatre visits and visitors to the school such as "Shakespeare in a Day". Parental support was instrumental in the building of class 5, which now provides a stimulating learning environment for the oldest pupils.

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

60. Leadership and management of the school are very good and have been maintained since the last inspection. The headteacher, who is very well supported by the deputy headteacher, is inspirational. He has a firm vision and conviction that a fully integrated curriculum is one that allows the knowledge, understanding and skills learnt in one part of the curriculum to be applied and consolidated through others to enhance and enforce learning. This approach not only develops a school ethos where pupils want to come to school because they enjoy learning, but also results in very high standards where pupils make very good progress. These aims and values are combined with the very good care and the inclusive nature of the school where all are valued make the school very effective. This has been recognised with the school being awarded Investors in People status. All key staff are fully committed to implementing this philosophy through good leadership of their subjects, the very good planning to ensure the cross curricular nature of lessons and very careful monitoring of pupils' progress.

61. The senior management team is strong and works very effectively to meet the school's wholly appropriate aims so that a very positive and inclusive ethos pervades the school where all are equally valued. This has a very positive impact on pupils' attitudes and behaviour, and results in pupils working very hard, wanting to learn and enjoying applying their knowledge, understanding and skills and explaining it to others. The school is very committed to developing good relationships not only between staff and pupils and between pupils but also with parents and the wider community. The school development plan is clear and focuses on the core subjects of English mathematics and science. However, high priority is also given to all other subjects to ensure a very good curriculum where subjects are mutually supportive to develop common knowledge, understanding and skills.
62. The governing body is very effective. It fulfils its statutory duties well and shares the philosophy of the headteacher and staff of a fully inclusive school where a fully integrated curriculum ensures very good learning and all contributions are valued. The governing body is very well informed. It is very clear about the strengths of the school and challenges the headteacher to ensure that standards continue to improve. The governors are very aware of the effect that changing demographics will have on the school and are making longer term plans to address it.
63. The headteacher, deputy headteacher, literacy and numeracy co-ordinators monitor planning, pupils' work, lessons, test results and talk to pupils about their work. This is very effective. There are insufficient resources to monitor science and non-core subjects in the same detail. However, co-ordinators are very aware of standards and what they need to do to continue to improve their subjects. Performance management is fully in place. The school is clear about further developing the integration of subjects and maintaining the status of non-core subjects and their intrinsic value as well as their value in enhancing standards in English, mathematics and science. The school meets its targets well.
64. The special educational needs co-ordinator is experienced, enthusiastic and most diligent in his co-ordinating role. The records compiled by the co-ordinator, including the Record of Need are suitably detailed. However, the organisation of the records lacks formality. For ease of access the school should consider storing assessment information electronically.
65. The co-ordination of the Foundation Stage is good. Very good support is provided for the reception classes in the form of experienced teaching assistants. All staff work very well together as a very good team and are all involved in every aspect of provision. Accommodation is very good and resources are good and impact positively on the quality of the learning opportunities the school offers in the Foundation Stage.
66. The budget is very well planned and linked closely to the priorities identified in the school development plan. Expenditure is monitored carefully with support from the local education authority, and all grants are spent prudently to the benefit of all pupils. Those funds delegated for specific purposes, mainly special educational needs, are spent appropriately and supplemented from school funds. A surplus carried forward to address issues arising from falling rolls is expedient and reasonable.
67. The finance committee of the governing body is most effective in its role and consequently financial planning is very good. The school and governing body have addressed well the few recommendations of the most recent financial audit. Day-to-day administration of the finances is very efficient. The school administrator is extremely competent and pivotal in the good organisation of the school finances and

day-to-day organisation. As a result, members of staff and governors are able to concentrate on pupils' education. The budget is managed very well and resources are carefully considered before purchase. The school applies the principles of best value very well when seeking services for the school, when comparing standards achieved and when monitoring the effectiveness of its spending. This is demonstrated well by the high number of very effective teaching assistants.

68. The school has an appropriate number of suitably qualified and experienced teachers. The good number of well-qualified and experienced teaching assistants provides very effective learning support for pupils, particularly those with special educational needs and children in the Foundation Stage. Teachers and teaching assistants work very well together as a team and are very well deployed. The specialist expertise of teaching staff is used very effectively, particularly in the juniors in literacy and numeracy and this is a strength. Professional development arrangements are based firmly upon the needs of the school, as prioritised in the school development plan, on the professional targets of the staff, identified through very effective performance management procedures and on national or county initiatives. Teaching assistants also benefit from positive appraisal procedures to set targets for staff development.
69. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the special educational needs register. They are given very good, skilled assistance from the large numbers of well-qualified, experienced and committed teaching assistants. The combined expertise of teachers and assistants is crucial to the good progress that the pupils make.
70. Procedures for the induction of all teaching and non-teaching staff, and governors are very effective. Local education authority guidelines are followed for the induction of newly qualified teachers who are very well supported, as are staff who are new to the school. The school has already experienced taking responsibility for the initial training of potential teachers. Given the nature of the management of the school and the expertise of the staff, this is a good school for nurturing new teachers because of the opportunities to observe and learn from good practice. Administrative staff and lunchtime support staff contribute very well to the smooth running of the school.
71. Accommodation is good, overall. Internal accommodation is satisfactory and enables the curriculum to be taught effectively. The wide corridors are used appropriately for teaching and learning, for example, as computer and library areas, as well as an administration area. However, these are rather cramped for the number of pupils, because they are also used, to a large extent, as storage space. The small extra room is used very well for individual and small group work, particularly for special educational needs and for instrumental tuition in music. Although hall accommodation is appropriate for acts of worship it is insufficiently spacious for physical education. Staff have worked hard to create a stimulating learning environment, enhanced with effective displays of work and artefacts. The school is meticulously clean and tidy and the caretaker and cleaning staff work hard to maintain high standards.
72. External provision is very good with playgrounds, field and an adventure play area. It is a strength of the school. It has been improved since the last inspection, by the addition of two valuable new outside areas, a butterfly garden, and a millennium garden. These promote both the curriculum and pupils' personal development. The covered outside areas provide extra space for teaching and learning, when required, or for play. The grounds are used effectively as a learning resource, for example, for investigative activities in science. The fenced off conservation area is currently being reviewed for further development as a learning resource. The addition of colourful 'totem poles' and



very effective, realistic, life-size 'statues', which the pupils have created as part of their art work, greatly enhance the school environment. The outside play area for the Foundation Stage can be fenced off, when needed. It provides ample space for reception children to experience free play and practical activities and is used very effectively as an outdoor classroom.

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

73. There are no significant weaknesses that, in the opinion of the inspectors, require key issues for action.
74. The school's own development plan and its targets for the future make appropriate and sufficient provision to enable it to improve.

Paragraphs 14, 61, 66, 68, 108.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	48

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	6	19	9	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Reception - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	163
Number of full-time pupils known to be eligible for free school meals	-	5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Reception - Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	6

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### 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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	9	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	9	9	9
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (100)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	9	9	9
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	100 (96)	96 (96)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	9	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	18
	Girls	9	7	9
	Total	24	22	27
Percentage of pupils at NC level 4 or above	School	89 (75)	81 (80)	100 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	7	8	9
	Total	21	22	25
Percentage of pupils at NC level 4 or above	School	78 (75)	81 (85)	93 (90)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	163	1	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)	5
Number of pupils per qualified teacher	163
Average class size	32.6

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	151

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2
	£
Total income	359721
Total expenditure	354968
Expenditure per pupil	2207
Balance brought forward from previous year	17598
Balance carried forward to next year	22354

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	152
Number of questionnaires returned	90

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	59	39	2	0	0
Behaviour in the school is good.	52	43	2	1	1
My child gets the right amount of work to do at home.	31	38	22	4	4
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	48	43	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	70	28	0	2	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	58	34	6	1	1
The school is well led and managed.	67	28	1	3	1
The school is helping my child become mature and responsible.	57	38	4	0	1
The school provides an interesting range of activities outside lessons.	43	34	17	3	2

## **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**

75. The very good provision for children in the Foundation Stage has been maintained since the previous inspection. The quality of teaching ranges from satisfactory to very good and is good, overall. As a result, children's achievement is good.
76. Six reception children attend school full-time in a mixed age infant class with nineteen Year 1 pupils. They are well supported by well-briefed teaching assistants. Staff work well together and good teamwork is evident. No children have currently been identified as having special educational needs.
77. Over past years, attainment on entry to school has been broadly average. Recently there has been a decline in what pupils can do when they first join the school. Currently, when they start school, children's attainment is very wide-ranging but below expectations, overall, in all the areas of learning. By the end of the Foundation Stage, most children achieve well and are on course to attain most of the Early Learning Goals recommended for children of this age, in all the areas of learning, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative, physical development and personal, social and emotional development.

### **Personal, Social and Emotional Development**

78. Many children start school with immature behaviour and find it difficult to listen and concentrate for very long. By the end of the reception year most are on course to attain the Early Learning Goals. They achieve well as a result of good teaching and very good support provided by high quality teaching assistants. Children enjoy school and are beginning to play and work together well through, for example, learning to share apparatus in wet sand activities, and taking turns to speak in small group work. Adults provide good role models, treating each other and the children with respect and courtesy. This leads to trusting relationships and the development of positive attitudes. Children respond positively to well-established daily routines, developing confidence and a sense of security. Staff encourage independence, fostering children's personal development well, through ensuring that equipment is easily accessible to them. Adults manage children well and have high expectations of their behaviour so that most become aware of what is right and wrong. Staff use 'milk and fruit' sessions effectively to develop social skills and to encourage listening and conversation. Where teaching is less effective, activities provide insufficient opportunities for children to make choices. This limits independence in learning. Staff are aware of the need to establish a secure, but stimulating environment, some lessons lack enthusiasm and pace, so that progress is slower.

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

79. As a result of good teaching, children progress well. By the end of the reception year most are likely to attain the Early Learning Goals, with the more able exceeding the goals. All adults use talk to good effect and are good, active listeners. They show children they value their efforts, encouraging them to feel confident in their efforts to communicate. Most enjoy listening to stories and rhymes and respond to simple instructions. Some have very limited concentration spans and listening skills. They gain confidence with very good support and talk to people unfamiliar to them with increasing ability.



80. Staff use elements of the National Literacy Strategy to good effect. Planning is effective and is developing positively in terms of the structured steps leading to attaining the Early Learning Goals. Staff have high expectations, and the good levels of challenge in activities enable children of different abilities to try hard and achieve well. Through sharing books, such as 'BAABOOOM' with the teacher, they attempt to 'read' the story with her. High attainers understand that print tells them what the story is about. Carefully structured activities and very good adult interaction help average and lower attainers to become aware of story structure and sequences of events. The teacher uses effective strategies to raise children's awareness of the right way to hold a book, for example, by placing it upside down, then back to front, on the easel. This caused great merriment and was effective in helping them to know the correct way to hold a book and handle it carefully. More able children recognise some initial sounds and read some familiar words with growing skill. Children 'make marks' in various ways and know marks have meaning. The teacher provides numerous opportunities for children to 'write', for instance in the 'Chulmleigh DIY Builders Shop'. Average attainers begin to draw lines and circles and practise holding pencils correctly, with effective support. Staff provide good opportunities for lower attainers to develop hand-to-eye co-ordination. High attainers write over the teacher's writing with some success. Where activities are too adult directed, independent learning is limited.

### **Mathematical development**

81. Children make good progress, reflecting the good teaching. By the end of the reception year children who attain more highly are on course to exceed the Early Learning Goals but overall attainment is likely to be as expected for their age. Effective planning and use of number games and activities maintain children's interest in numbers and counting. They count to 3 reliably, and as a group to 5, to 10, together with an adult, but this is by rote and with limited understanding of number concepts. Through reading the story of 'Jasper's Beanstalk' and effective use of differently sized teddy bears, boxes and cylinders, children begin to order three items by size, with support. Higher attainers begin to understand 'bigger than, smaller than', also enhancing literacy skills. Many have low attention spans and are unable to concentrate for long but staff manage children well and encourage them to persevere, with some success. They experience effective purposeful weighing activities in the 'DIY Builders Shop'. With very good support from teaching assistants they begin to learn the meaning of 'heavier than, lighter than'. Through using shapes, structured apparatus and sand trays, they develop a sound understanding of shape, space and measures.

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

82. Teaching is good and most children achieve well. They enter school with limited general knowledge. Staff build in a structured way on what children already know and can do, to help them understand more about the world. By the end of the reception year, attainment is likely to meet expectations, with higher attainers exceeding the Early Learning Goals. Planning is effective, with a good balance of activities taught by teachers and those that children choose themselves. Effective use of a good range of interesting resources and purposeful play activities foster curiosity and interest. For example, staff encourage them to investigate 'What happens when things are frozen?', through using their senses. Observing the thawing of containers of frozen liquid, encourages children to raise questions. They explore constructional apparatus, and join and balance equipment with growing skill and awareness of safety. Children show an interest in using the computer and, with support, develop basic information technology skills. Looking at houses from long ago encourages a sense of time. They

become aware of place and direction through playing with 'road map' mats. Good use is made of a wealth of visits, for example, to Exmoor Zoo for children to become aware of the wider world. They gain cultural awareness through learning how a Muslim family lives, celebrating festivals such as Divali, playing with multi-cultural toys and listening to such stories as 'Handa's Surprise'.

### **Physical Development**

83. Teaching is good. As a result most children achieve well by the end of the Foundation Stage and are on course to attain the expected outcomes for their age. The very good outdoor play area and effective use of large equipment and wheeled toys provide very good resources for children to develop their large body skills of running, jumping, balancing and climbing. Children develop growing awareness of space and of others and begin to move around the hall with increasing confidence. Many children lack imagination, although this is developing, with effective support. They learn how to throw and catch a big ball, some with success and improving co-ordination. Adults encourage understanding of positional language, for example, 'down, over, across', enhancing numeracy skills. Good opportunities are provided to promote the development of children's fine physical skills. Staff teach skills such as cutting, gluing and handling small tools and encourage children to handle paintbrushes, glue sticks, writing tools, scissors and small constructional apparatus to gain safe control of their finer movements. Many find this difficult but are very well supported.

### **Creative Development**

84. Children achieve well, reflecting good teaching. Most are likely to attain the Early Learning Goals by the end of the Foundation Stage. To encourage creative development and independence, staff plan a good balance of activities that adults teach directly and activities that children choose themselves. Most children enjoy creative activities, begin to differentiate colours and explore texture and shape, for example, when they make firework pictures, create effective collage pictures of houses and make model houses from recycled materials. With good support they explore clay, investigating through their senses. Good group work ensures all are included and have equal opportunities to work at all activities. Children clap simple rhythms and sing familiar action songs and rhymes, such as 'Oranges and Lemons', which they sing from memory but some lack confidence and need support. The 'Chulmleigh DIY Builders Shop' encourages role-play. Adults support these opportunities well to develop children's imaginative play and sustained conversation. Learning is less successful when lessons lose pace and children's progress becomes slow.
85. The overall quality of teaching in the Foundation Stage is good, varying between satisfactory and good. This impacts very positively on the good progress made by the children. Staff work very well together and promote equal opportunity, continuity and progression. Good relationships have a significant impact on the quality of learning. Lesson planning is effective, with detailed learning objectives. These build on children's learning in a structured way, in small steps, to enable them to make good progress and achieve well.

### **ENGLISH**

86. When pupils enter the infants, their literacy skills are as expected for their age. At the end of the infants, pupils' standards in speaking and listening, reading and writing are above the national average. Pupils at the end of the juniors, attain well above average standards in all aspects. Inspection findings reflect the 2002 statutory test results.

Since the last inspection standards in both infants and juniors have improved. This is because of improved teaching, very effective implementation of the National Literacy Strategy, development of very good assessment procedures, thorough analysis of results and strong subject leadership and management. Infant pupils make good progress, and junior pupils make very good progress, reflecting the quality of teaching at both infants and juniors. Little difference was observed between the attainment of boys and girls.

87. School considers the development of pupils' speaking and listening as paramount to its provision for English. A wealth of planned opportunities promotes these skills, for example, circle time, expressing art preferences, 'hot seating' in history, and activities when questioning is central to the task such as in science investigations. Numerous literacy activities foster oracy: debating, interviewing, describing texts, assembly presentations, improvised or scripted drama, representing a class on the school council, an excellent forum for discussion and debate. A particularly enriching experience for older pupils was the opportunity to act in 'Macbeth', with a visiting theatre company, enhancing drama and writing skills and enjoyment of Shakespeare. This rich provision is paying dividends as pupils respond very positively to the importance placed on oral language development.
88. By the end of the infants, pupils listen attentively and talk confidently, clearly explaining tasks, for example, giving sequenced instructions on 'How to build a Tudor house model'. Taking part in drama teaches them to use language skills in various situations, for instance, when Year 2 pupils enact Old Testament stories in religious education. By the end of the juniors, pupils' standards are well above average. They achieve very well and use standard English naturally. They have a good sense of audience when reading aloud, seen when Years 4 and 5 pupils read their own high quality poems to the class, with clarity and very good diction. Most pupils speak expressively, with assurance and use apt and varied language. For example, when debating what sort of opening features were included in the first paragraph of the novel 'Why the whales came', one Year 6 pupil answered spontaneously, "The features are miscellaneous, using words to catch the reader's attention. They are also descriptive, describing the Birdman". Another pupil described the language in the book thus: "It is child-friendly. Although mature, it is not too complicated".
89. Standards in reading at the end of the infants are above average and progress is good. Average and below average pupils use their knowledge of letter sounds to make sense of unknown words. By the end of the infants, many read fluently and independently, with enjoyment. Higher attainers read a wide range of fiction and non-fiction books and talk about favourite stories with good understanding. Many pupils develop the ability to use their alphabetical knowledge to locate library books. Attainment at the end of the juniors is well above average and pupils progress very well. By the end of juniors, there are many highly attaining readers who discuss a wide range of literature, state preferences for particular authors and give thoughtful evaluations of books read. This is also well demonstrated in detailed written reviews of a wide variety of books in their work over time, in which they show mature understanding of the texts. Most pupils know very well how to find information in reference books in the library. School greatly values, and places high emphasis on parental support in hearing pupils read, both in school and at home. Home/School Diaries are used effectively to encourage parental involvement.
90. By the end of the infants, writing is good. It is structured, and full stops and capital letters are used mainly accurately. Pupils are encouraged to become independent writers. Year 1 pupils become aware of the use of full stops and are developing the

ability to write simple sentences. Good use is made of guided writing sessions to model writing styles and provide opportunities for pupils to extend their understanding of writing structure and forms. Most pupils know the format for writing instructions, and sequence these well, for instance, when writing about how to play a game called 'Stick in the mud'. They show good awareness of the reader when writing, for example, a newspaper report about 'Guy Fawkes', or 'A visit to the Fire Station'. At the end of the juniors, standards in writing are well above average and progress is very good. Pupils are excited about language and the power of story, as a direct result of stimulating and very well-informed teaching, which enables reading and writing to build on speaking and listening skills very effectively. Pupils write in a lively, varied and interesting way in a range of forms, for different audiences. Notable examples are letter writing, reports, lists, book reviews, imaginative stories and poetry. Lower junior pupils use appropriate punctuation with developing understanding and accuracy. They use connectives sensibly, to join short sentences to make their writing more interesting. For example, when the teacher gives them a first short sentence, 'In Tudor times only rich people had glass in their windows', pupils quickly extended the sentence, by adding, 'because it was expensive'.

91. By the end of the juniors, pupils use a wide range of punctuation accurately and writing is effectively structured into paragraphs. Pupils organise their ideas very well. Year 3 pupils learn how to take notes, following this up with research, using reference books, video films and CD ROMS, to write about 'A Tudor Kitchen'. Year 6 pupils plan, draft and redraft their work, edit and proof-read it, before producing well-presented, accurate copies. These carefully structured opportunities help pupils to improve their writing and achieve very well. Words are chosen imaginatively and used with precision, as seen in a book review of 'Why the whales came', when a Year 6 pupil wrote, 'The author put effort into weaving mystery and suspense into one beautiful tapestry'. In a Year 5/6 literacy hour writing session pupils use correct terms very well when searching for 'precise words'. They use a thesaurus confidently, to select exact words, such as 'bawled' or 'bellowed', instead of 'shout'. These had 'slang' written after them, and one pupil with special educational needs exclaimed, 'That means a colloquialism'. Pupils write poems, are confident with words, explore ways to create effects and select colourful and highly descriptive language. For example, in work over time on composing a poem titled 'The Magic Box', one Year 6 pupil wrote,

*'I will put in my box -  
A potion for everlasting life,  
A microchip drum kit with vibrating cymbals,  
A peaceful world with no war.'*

Another pupil adapted his title to The [Black] Magic Box, and wrote,

*'Sorrow from every corner of the world,  
Death and decay live in it.  
It is made from a skull.  
I climb in and view all this with despair'*

92. Standards of handwriting and presentation are of a good standard and are particularly good in pupils' work books. Younger pupils regularly practise forming letters correctly. Older pupils develop personal styles and regularly complete 'A personal evaluation of my handwriting' sheets to self-assess their progress in this aspect. This helps them to see how they can improve. By the end of the infants, pupils' handwriting is legibly

formed and joined. By the end of the juniors, pupils produce above average writing that is clear, joined and fluent, across subjects. Infants' spelling is good. Through using 'word families' and spelling patterns, for example, 'ar', to learn to spell words like 'car', 'are', 'farm', 'large', average and below average pupils improve their spelling skills. More able pupils spell common polysyllabic words, such as 'suddenly', 'holiday' correctly. Year 2 pupils use their knowledge of sounds, vowel-blends and consonant-blends well, to aid their spelling. For example, they spell accurately when creating individual 'zig-zag' books about animals, such as 'Munching Milly', with words containing 'ou', 'ow'. By the end of the juniors, pupils go on to develop very good knowledge of prefixes, suffixes, word 'roots' and homophones, and use dictionaries with confidence and understanding to check spellings.

93. A particular strength of provision is the way language development is effectively addressed in other subjects of the curriculum, much of it planned. For example, some very good cross-curricular links were made when pupils use their research skills to find out about 'Life at Sea in Tudor Times' in history, resulting in high quality extended writing. Numeracy skills are effectively supported, for example, using line graphs to chart levels of tension in the book 'Hartwell House', and collecting and presenting information in tables. Pupils make good use of their information and communication technology skills to produce a wide range of writing, for a variety of different purposes.
94. Pupils with special educational needs make very good progress towards meeting the targets in their individual education plans, and achieve very well in relation to prior attainment as a consequence of very focused teaching. The very good number of high quality teaching assistants provides skilled, well-structured support, resulting in many of these pupils reaching average standards. School provides valuable extra support in the form of early literacy support groups, additional literacy support and 'Reading Recovery', where needed. These arrangements have a very positive effect on the progress made by the relevant pupils.
95. Teaching is very good overall, with 60 per cent of lessons being very good or better and 40 per cent being excellent. Infant teaching is consistently good. Junior teaching is never less than very good, with examples of excellent teaching seen. In the main, pupils' achievements reflect the quality of the teaching. Throughout, teachers have very secure knowledge of how to teach reading and writing. They have created a 'literate environment', where pupils are encouraged and expected to be both readers and writers. This, with the school's strong, positive ethos, contributes very effectively to pupils' learning, as well as to spiritual and cultural development. Lessons are very well-planned. They usually start with lively introductions, recap previous learning and share aims, so that pupils know what is expected of them. Teachers are skilled at questioning and adapt their questions very well to meet the needs of individual pupils, ensuring all are included.
96. Infant teachers manage classes well, and deploy assistants effectively. Expectations of their pupils are appropriately high, resulting in good behaviour and attitudes. However, infant teaching is not as brisk or exciting as it is for older pupils. Junior teachers' expertise is deployed exceptionally well and pupils benefit from high quality specialist teaching. This has a very positive effect on their progress in acquiring language skills. Teachers' enthusiasm, excellent class management and very high expectations of involvement stimulate pupils' interest and enjoyment to a high degree, resulting in mature spoken and written language and a 'thirst for knowledge'. Teachers use rich and wide vocabulary to promote pupils' interest in new words and encourage them to select descriptive words accurately. They insist that proper terms are used. For instance, in an excellent Year 4/5 lesson, the teacher talked about various genres

and styles of writing. Pupils responded eagerly, confidently using and explaining the meaning of terms such as 'metaphor, acrostic style, synonym'. Where teaching is very good or excellent, lessons are very brisk, promoting outstanding pace of learning. For example, in an excellent Year 5/6 literacy lesson, pupils of all levels of understanding were very well challenged to make exceptional intellectual and creative efforts in 'reading between the lines' when discussing Birdman's loneliness in 'Why the whales came', because of the teacher's expertise and ability to inspire them. Where teaching is less effective, pace is slow, introductions are too long and pupils lose interest and concentration, adversely affecting progress.

97. The National Literacy Strategy, has been very well adapted to ensure that all aspects are taught in a structured way, building carefully on what pupils already know and understand. Teachers have tailored the literacy hour to meet very effectively the needs of all pupils. This has a significant impact on the standards they achieve. The end of literacy sessions are used effectively to encourage pupils to identify what they have learned and to encourage them to reflect on what they need to learn next. Assessment is very good. It is very well used to guide planning of new work. Teachers keep detailed records of pupils' progress. Regular standardised tests are used to help give a clear picture of progress being made. Individual 'Progress Books' clearly demonstrate progress over time. Pupils and teachers set targets for improvement, displayed in their books. These are constantly referred to, assessed and reviewed, so that pupils understand how well they have done and how they can improve. Teachers assess and 'level' pupils' work samples regularly and the school has a portfolio of assessed work to support teachers' judgements. Marking is very helpful and shows pupils how to improve their work.
98. Subject co-ordination is very good. The conscientious and well-informed co-ordinator has done much to develop consistency and quality in the school's approach. Opportunities for her to monitor the quality of teaching and learning are developing positively and have given her a good overview of strengths and areas for development. She has already identified the need to further improve pupils' writing. Resources for the subject are good, particularly the number and quality of books, CD ROMS and videos and all classes have well developed book areas. Successful 'Book Weeks', visits and visiting theatre groups contribute significantly to pupils' appreciation of literature. School analyses statutory test results in detail, to improve pupils' performance and to provide information to governors and parents. School has made very good progress in English since the last inspection. Teaching has improved, the National Literacy Strategy is very effective, subject leadership and management has been strengthened and standards are rising.

## **MATHEMATICS**

99. Pupils enter the school with levels of attainment, which are below the national average. Their mathematical skills are below those expected and in many children they are underdeveloped.
100. Inspection evidence indicates that seven- and 11-year-olds are attaining standards that are above those expected nationally. The proportion of older pupils attaining higher levels is well above those found nationally. This indicates that pupils have made good progress throughout infants and juniors as a consequence of good teaching.
101. Class teachers and teaching assistants give pupils with special educational needs support and encouragement based clearly on their prior attainment and assessed need. The work presented to them is carefully matched to their abilities and previous

experience, and as a result, they make good progress towards meeting the learning targets set for them.

102. The school's very effective introduction of the National Numeracy Strategy has had a positive impact upon pupils' computation and mental calculation skills and attainment in these aspects is good. Its format is well established and understood by the teachers. Brisk, challenging mental activities are a feature of all lessons. Pupils enjoy these activities, they are eager to respond and as a result they become more confident and proficient at making rapid calculations. For example seven-year-olds use number fans to show they know doubles up to  $10+10$  and halves up to 50. Splitting the class into two teams incorporates an element of competition. Nine-year-old pupils are quick to find patterns and relationships between digits in a number square and the oldest pupils complete progressively difficult number sequences involving addition and subtraction of whole numbers and decimals. The more able pupils confidently complete the sequences. However, a number of less able pupils have difficulty with positioning the decimal point and in understanding a sequence which involves the addition of previous numbers, for example, 1,1,2,3,5,?,?.
103. The school has focused on raising and maintaining attainment in mathematics and the concentration on number and algebra and space, shape and measure has raised standards considerably. However, standards in other aspects of mathematics are not as high. There is some use of mathematics across the curriculum including the presentation of time lines and dates in history and the recording of observations in science. Good examples of data handling are seen in both infants and juniors in work linked to information and communication technology. For example, younger pupils create a variety of bar charts to display data collected about transport arrangements and how their winter coats are fastened. Eight- and nine-year-olds use a graphing program to display the temperatures found in different cities whilst ten- and 11-year-olds create a branching data base to classify different objects and use spread sheets to enter data. There are examples of displays encouraging pupils to investigate the relationships between numbers, and teachers do set word problems. However, inspection evidence indicates that at both the practice of using and applying mathematics is not as well developed as numeracy. Consequently, pupils' ability to use and apply their mathematical knowledge in extended investigations across the curriculum is limited.
104. Many Year 1 pupils are secure in ordering numbers to 20. The majority of pupils can count forwards and backwards to 10 and some are confident with numbers up to 100. Most understand the terms 'more' and 'less', and some pupils confidently add two numbers by holding the greatest and counting on. In mental and oral practice activities many pupils use number bonds to 10 confidently. Pupils mentally add single digit numbers accurately to  $3 + 4$  and can recognize the hidden number in a sequence such as  $3 + ? = 7$ . In a counting activity, using dominoes, pupils show that they can add two numbers accurately and know that the reverse will give the same answer. For example  $6 + 2 = 8$  and  $2 + 6 = 8$ . Most seven-year-old pupils understand the difference between odd and even and 'more than' or 'less than'. Some less able pupils are confident when sequencing numbers to 50 but are not really confident with the language of numbers and frequently reverse the written number, for example, 02 rather than 20. Pupils can see the relationship or patterns between numbers and are able to solve simple word problems. The analysis of pupils' work shows that most understand how money is used and can make accurate calculations using 1p, 2p, 5p, 10p and 20p coins. They are developing sound strategies for adding difficult numbers, for example, to add 9 – add 10 and subtract 1. They know that adding odd numbers gives an even number answer. They are beginning to use standard measurements such as centimetres and metres and the more able equate digital and analogue time readings.

105. Junior pupils build upon the knowledge and understanding gained earlier. The organisation of the National Numeracy Strategy ensures that they are systematically developing their skills in multiplication, division, addition and subtraction. Pupils in Year 3 show good understanding of tallying information when producing bar charts and pictograms. They are able to use their knowledge of multiplication and division to create suitable scales to display information. The practical exercise is very effective in allowing pupils to assess the effectiveness of their decisions and to modify their choice of co-ordinates to suit the task in hand. Year 4 pupils show good understanding of number operations to solve word problems in a splendidly organised lesson linked to work in a history project on the Tudors. They use a range of strategies to glean information from a number of inventories and show good prowess at abstracting the essential numbers from the written text to find out how much each item is worth, for example, a pair of chairs costs £N – how much is each chair?; Ten chairs valued at £N – what is the value of two?. Year 6 pupils show good attainment overall when working on equivalent fractions. One pupil explains that “equivalent means equal value.” Most pupils understand that  $\frac{1}{2} = .5 = 50\%$ . In a follow up lesson pupils show good understanding when answering the same division word problem in decimals, fractions and rounded up or down whole numbers.
106. Pupils generally have very positive attitudes to their work in mathematics and their behaviour in the classroom is good overall. In whole class and group work pupils listen attentively and respond with interest and enthusiastically to questions. This is particularly so in the pacy and challenging mental arithmetic sessions at the start of the numeracy hour. Most pupils concentrate well on the tasks set for them, and they work well together. Relationships between pupils and their teachers are good and this has a positive impact upon response, confidence and the overall effectiveness of teaching.
107. The quality of teaching is good overall, with a significant proportion of good and very good teaching in junior classes. In all the lessons seen, teaching was satisfactory or better. In the best lessons, planning is thoughtful, with clear learning intentions based upon the National Numeracy Strategy. These plans provide effectively for the differing needs of all pupils, and expectations are made clear to the pupils who consequently are able to appreciate their own learning. Teachers’ knowledge of the National Numeracy Strategy is good, and all show confidence in their teaching. The management of pupils and materials is good. Control is firm but at the same time pupils feel confident and are eager to respond to questions. The National Numeracy Strategy has been very effectively implemented and the dynamic mental and oral mathematics sections are an outstanding feature of lessons. The effective use of questioning, and the constructive use of praise to motivate pupils are regular features of the good teaching. This is central in focusing pupils’ attention, extending learning and developing pupils’ understanding. Pupils engage in the mental and oral activities with obvious enthusiasm and enjoyment and teachers make the most of these sessions to provide opportunities for the practice and consolidation of mathematical skills. Very good attention is paid to encouraging pupils to explain their calculations and strategies. This serves to reinforce their learning and also has a positive impact upon the development of their speaking skills. Time and resources are used well and good use is made of homework to support learning. The analysis of pupils’ work indicates that teachers offer critical and constructive comments, which are helpful and have a positive impact upon the good progress made.
108. The leadership of mathematics is satisfactory. The experienced co-ordinator provides sound management and is a valuable source of information for other staff. Appropriate



procedures are in place for assessing pupils' attainment and arriving at individual targets for improvement. The co-ordinator has helped compile a detailed analysis of recent and past test results, which is used to inform plans for improving standards. The current scheme of work for mathematics, based upon the National Numeracy Strategy and supplemented with material from the commercial Collins, HBJ and Beam Material schemes, provides for comprehensive long and medium term planning.

## SCIENCE

109. Infant standards are above national expectations and by the end of the juniors they are well above expectations. As pupils enter the school below average, this represents excellent progress throughout school and good improvement since the last inspection when standards were above expectations.
110. At seven years, pupils use their visit to Branham's pottery to support not only art, but also to investigate the waterproof qualities of clay; wet, dry, bisque, fired and glazed. From a visit to Rosemoor gardens pupils understand that different plants and animals live in different habitats, for example, water, woods, trees and walls. Pupils are clear about how to carry out a fair test when they investigate thermal insulation by identifying the rate an ice cube melts when surrounded by different materials.
111. At 11 years, pupils understand that the gravitational pull of the earth is related to its size and that weight is a measure of gravitational pull and measured in Newton's. They understand food chains are a means of showing how energy moves through an ecosystem and the sun is the source of all energy. The strength of pupils' knowledge and understanding is their ability to carry out their own investigations. They form their own hypotheses; for example, to investigate the weight of objects in and out of water and explain the difference in terms of the force of up thrust the water applies. When investigating the characteristics that affect its rate of descent of a parachute, pupils are easily able to list the variables to be the same and the dependent and independent kept variables. They also understand that plants make their own food and can speculate how they would design a fair investigation to find out which colour of light stimulates the 'best' growth. They understand that it would be necessary to control for light intensity as well as plant type and other growing conditions.
112. Pupils enjoy science. They talk enthusiastically about the subject and its investigative practical aspects. This is exemplified in their very good behaviour in lessons and the high quality of work completed. Pupils with special educational needs are well supported, fully included and take a full part in all lessons. The very good support of teaching assistants ensures all make good progress.
113. Too few infant lessons were seen to come to a secure judgement on teaching. However, from talking to pupils, reviewing their work and the standards they achieve, teaching is at least satisfactory and pupils make good progress.
114. Junior teaching is at least good and sometimes very good and consequently pupils make good progress through the juniors. The strengths are in the teachers' ability to support pupils' investigations. This makes the curriculum interesting, accessible to all and consolidates the knowledge and understanding taught in other parts of the science curriculum. Teachers use their knowledge and understanding to engage pupils in meaningful discussion about what makes a test fair or unfair and this discussion supports pupils' speaking and listening skills. Teachers are also very good at involving pupils in applying knowledge, understanding and skills to consolidate learning, for example, the very good learning that took place in a Year 6 lesson when making a

burglar alarm. This not only engaged pupils' interest but also involved them in applying what they knew about circuits, conductors and insulators. Teachers engage pupils' involvement through imaginative use of information and communication technology, for example, measuring the reflective properties of different materials using sensors, and linking this to the application of graphs to support mathematics.

115. Leadership of the subject is good. The strength of the subject is in the cross curricular planning to make very effective use of opportunities in other subjects to apply and consolidate the knowledge, understanding and skills learnt, for example, reports of investigation for English, use of circuits to design a torch in design and technology and measurement of weight and light intensity to support mathematics. The reverse is also true with opportunities in other subjects used to enhance science, for example, the work on thermal insulation linked to geography and work with the British Antarctic Expedition. The strength of the subject is that these cross-curricular links are identified, planned for and exploited!
116. Very good reviews of pupils' strengths and limitations are carried out on the results of national tests and rigorous tracking of individual pupil progress ensures pupils are constantly challenged and work is well matched to pupils' prior achievement. Ongoing assessment procedures are good and make a significant contribution to the standards attained.

## **ART AND DESIGN**

117. It was not possible to observe any infant lessons in art but an examination of portfolios of work and the quality of displayed work indicate that, by seven, attainment is above expectations. Pupils' work at 11 is well above expectations and a strength of the school.
118. By seven, pupils create large self-portraits in pastels. These are based on full-length photographs, are very detailed and show clear consideration of proportion and good attempts to capture character. They use a range of media, for example, clay to create good quality 3D tiles of a Tudor house that show good use of tools to create different textures and application of additional clay to show beams and tiles. Pupils are also given good opportunities to use natural materials to evoke empathy with nature. They also use 'soft' pencil to draw Tudor houses and then use these good quality drawings to support their work in design and technology when designing and constructing a model Tudor house.
119. By 11, pupils have made good progress. They use sketchbooks to explore ideas very effectively, for example, the use of shading to create tone and the modification of African designs researched through the Internet. They experiment by mixing colours to get the right shade of green to support their painting of leaves and mixing of paint and crayon to depict mood. They explore a range of ideas through other media such as acrylic, clay, papier mache and the use of mud to create banners to support the eco status of the school. Pupils create good self-portraits, which demonstrates they have a clear knowledge of the key elements of line, tone and texture to create the image required. A particular strength is pupils' ability to discuss, modify and refine their work. This gives very good support to the development of speaking and listening skills.
120. In all the work seen and discussions with pupils it is more than evident that the very well behaved pupils love art. They talk about what they have done and are particularly enthusiastic about the arts week and the great range of opportunities offered from the excellent range of artists visiting the school during the week. It was also evident from

the stunning 3D sculptures, masks and totem poles around the school that the arts week had been inspirational in developing pupils' interest, enthusiasm and involvement in art, and has been very significant in raising the profile and standards in the subject.

121. The leadership of the subject is very good. The co-ordinator is inspirational in raising the profile of the subject and motivating pupils. She has also given staff confidence to enthuse and involve pupils. She has been central in raising standards to ensure the good improvement since the last inspection. There are very good assessment procedures to the school of pupils' progress and this is used to decide changes in the curriculum. A particular strength is the self-assessment carried out by pupils. These enable the school to identify progress and also ensure that pupils understand their strengths and areas requiring development. Although the school have no dedicated area for art, they make good use of the classrooms and resources.

## **DESIGN AND TECHNOLOGY**

122. From a review of pupils' work, interviews with pupils and the co-ordinator, it is judged that standards are in line with expectations by the time pupils reach seven and above average by the time they are 11. All pupils, including those with special educational needs, achieve well. This represents good improvement since the last inspection.
123. By seven, pupils design, construct and evaluate model Tudor houses, which supports their work in history. Pupils identify what makes a Tudor design, for example, beams, the types of windows and various roofing materials. They list the materials needed, explain methods of construction, evaluate, modify and refine their designs. Design and technology supports other subjects well, for example, researching their designs, they looked at photographs of Tudor houses, then drew them in art. Pupils were encouraged to talk to the rest of the class about their work supporting their speaking and listening skills, and the planning and measuring supported mathematics.
124. Pupils at 11 years make good progress and research, for example, artefacts on the Internet to support their work to create designs for a Benin villagers' bag. This not only supports their information and communication technology skills but also develops their awareness of other cultures. They use their art skills to record Benin decorations and patterns, and literacy skills to list materials and evaluate their work. Good mathematics skills are also developed through creating plans for the bag and paper patterns before making the bag itself. Finished products are of very good quality and show enthusiasm and care. Design and technology is also used well to support science. Pupils design musical instruments and investigate a range of aspects related to sound. For example, the shorter and/or tighter the string the higher the note; the amount of liquid in a bottle has different effects on pitch depending whether the bottle is tapped; or the air inside is made to vibrate by blowing across the top of it.
125. Because only two lessons were seen, it is not possible to make a secure judgement on teaching. However, from the lessons seen, a review of pupils' work and talking to pupils and teachers, teaching is at least good. Strengths in teaching are the well-planned lessons generating interest and involvement and teachers' good knowledge and understanding to challenge pupils and relate the work to other areas of the curriculum. This ensures pupils are enthusiastic and very well behaved. Work is challenging, fully inclusive and teachers generate enthusiasm and involvement of all pupils.
126. Leadership is good. A real strength of the subject is the very good planning across the curriculum, ensuring the skills taught in design and technology support other subjects,

and the knowledge, understanding and skills in other subjects are applied to design and technology. Skills are systematically developed year on year, and are applied in a range of contexts to consolidate learning. Although the school has no practical area in which to carry out design and technology it makes good use of the classrooms and resources. There are good assessment procedures to record pupils' progress telling the school of the standards achieved, but also aspects of the curriculum requiring further emphasis.

## **HISTORY and GEOGRAPHY**

127. As a consequence of the cyclical nature of the curriculum, it was not possible during the inspection to observe all pupils having lessons in history and geography.
128. However, the lessons observed and the analysis of pupils' past work, teachers' planning, displays and discussions with pupils apprise inspection findings. From this evidence observed, standards in geography and history are above those usually found in most schools. Pupils make good progress. Standards have been maintained since the last inspection.
129. The school adopts cross-curricular, two and four year rolling programmes in the teaching of the foundation subjects. This results in an exciting and interesting approach to the teaching of the humanities. Currently 'The Tudors' is the focus and the school is bedecked with attractive and informative displays about the period.
130. Photographic and written evidence indicates that a recent whole school topic on Antarctica linked to a British Antarctic Expedition was highly successful. Literacy skills were used very well to research climate, flora and fauna in geography. The lives and journeys of famous explorers were considered in history. Pupils wrote interestingly of 'Avalanche Adventures' and created emotive poems about 'The Waste Land.' Pastel drawings and collages of Adelphi penguins and ice peaks accompanied the writing. Particularly impressive was the pupils' use of information and communication technology skills to track the expedition's progress to the Antarctic and then to keep up a regular correspondence through the Internet. Very good numeracy links were established when creating graphs to plot temperature changes and make comparisons between countries and regions.
131. Currently five-year-old pupils are developing an understanding about different locations with Barnaby Bear's holiday travels. They understand that the climate is different, that a considerable time is taken to reach destinations and that different modes of transport are involved. Seven-year-olds link well work covered in literacy sessions when using the Katie Morag story as a focus for comparing Chulmleigh and Coll. Pupils show good historical and geographic understanding when writing about life styles and situation.
132. Eight- and nine-year-old pupils are developing skills as 'history detectives' when considering kitchen inventories written in Tudor English. They show a good understanding of how utensils and equipment have changed over time, and they make well-reasoned comparisons between the homes of the rich and the poor. Ten-year-olds show good historical knowledge of the plight of the Spanish Armada in a cleverly structured geography lesson about weather patterns and symbols. They know why the Armada was sent and the critical effect of wind direction on the passage of sailing ships.
133. The oldest pupils write accurate and detailed accounts of life at sea in Tudor times. They know about important characters such as Sir Walter Raleigh and Sir Richard Grenville and in one lesson consider the part played by Sir John Hawkins in the

development of the slave trade. Good links are made with literacy and personal, social and health education when pupils give opinions about the differences in standards and expectations between Tudor times and now.

134. In the lessons observed teaching is good. Teachers use their own good knowledge and enthusiasm to fire the pupils' interest. Very good preparation underpins the history and geography lessons. Resources such as maps, photographs and original documents are made available which excite pupils and help them to understand how information may be gathered from a range of sources. The lessons linked to a residential experience and 'A Big Walk' around the local area resulted in some splendid work on the factors influencing the location of early settlements. Pupils' reports show a good understanding of both the physical and economic aspects. Such understanding is further reinforced when pupils compare the location, housing and economics between Chulmleigh and Brixham. Teachers make very good use of visits and visitors to enliven the teaching in both subjects. Due regard to safety is observed and splendid support is given by the experienced and knowledgeable teaching assistants.
135. Both subject co-ordinators are diligent and enthusiastic and the subjects are well managed. The co-ordinators have been instrumental in drawing up recent policy documents and framing a four-year rolling history programme and a two-year rolling geography programme, which ensure that all pupils have equal access to all elements of the schemes of work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

136. Pupils reach very good standards and achieve very well. This represents very good improvement since the last inspection with the school more than keeping pace with increased national expectations. Pupils with special educational needs also achieve well and reach standards commensurate with other pupils.
137. The school has broadly adopted the nationally approved scheme of work but has significantly developed it to ensure the subject is very well integrated into the curriculum as a whole. This ensures information and communication technology skills are very well used in other subjects and developed and practised across the curriculum. Overall, teachers' knowledge and understanding are good. The subject co-ordinator is very knowledgeable and inspires other staff and pupils to reach a high level of skill.
138. Pupils at seven download information from the Internet to support work in geography on the Isle of Coll. They use a graphics package to create imaginative good quality artwork in the style Paul Klee. They use word processing not only for simple stories but also to record work such as controlling the directions of a <sup>2</sup>'Roamer' and the direction a 'frog' needs to jump in order to get from one lily pad to another. Good links are made to mathematics using the computers graphing ability to interpret, for example, how many more pupils had brown eyes than blue and how many more pupils walked to school than came by car.
139. Pupils at 11 use e-mail very effectively to support work in geography by contacting the British Antarctic Expedition (BAAE) and asking them, who was the first of them to climb Harris Peak. They are very skilled in using <sup>3</sup>search engines to search the web for information to support a range of subjects such as their work on famous Tudors. This work is then reviewed, edited and presented very well through their own publication

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<sup>2</sup> A 'Roamer' device to which pupils give instructions to move around the floor in a way they have programmed.

<sup>3</sup> A search engine is a computer program to enable pupils to search the World Wide Web effectively.

'The Tudor Times' where pupils record incidents as a newspaper. This gives good support to literacy through the development of reviewing, editing and communicating their findings to others. They use spreadsheets to analyse shopping habits and costs and then refine the original questionnaire to improve the quality of the data collected. They use multimedia-authoring well to present their ideas about foot and mouth. They use sensors to support work in science and design and technology to investigate the reflective properties of materials when designing clothing to be seen in the dark during a residential visit.

140. Due to time constraints, it was only possible to see one lesson in each of the infants and juniors, so no judgement is made on the quality of teaching. However, from the lessons seen, a review of pupils' work and talking to pupils and teachers, teaching is at least good. The main strengths are the very good planning of the curriculum which ensures skills are systematically developed year on year and the very good cross curricular links enabling skills to be taught and applied across a range of contexts. Others strengths are the innovative and challenging nature of the work, the enthusiasm and involvement of pupils generated by the teachers, the inclusive nature of all tasks exploiting opportunities to use information and communication technology.
141. The school make excellent use of the satisfactory accommodation and resources. To maintain the very high standards, pupils are often taught in half classes, as there is insufficient space or computers to accommodate whole classes effectively. Leadership of the subject is very good. The co-ordinator provides very good support to ensure teachers' knowledge, understanding and skills are suitable for implementing the planned work for the subject. This combined with her specialist teaching to all classes is having a direct impact on the high standards achieved. Assessment is systematic and informs modifications of the curriculum as well as identifying the progress of individual pupils.

## **MUSIC**

142. During the inspection, only one infant and one junior music lesson was seen. Evidence was also gathered from singing in assemblies, discussions with teachers and pupils and teachers' planning documents. This is insufficient to make secure judgements about the overall quality of teaching and learning, and overall standards of attainment.
143. Standards in singing in both infants and juniors are above expectations for their ages. Pupils, including those with special educational needs, make good progress in singing. Tuition provided by visiting specialist teachers is a strength of the school. This enables the more able pupils to achieve well.
144. Younger pupils sing well showing good control of pitch and rhythm. Pupils sing songs from memory, and are able to keep in time to the beat. In a classroom lesson, Year 1 pupils sing with great enjoyment, showing a developing understanding of pitch, dynamics and timbre. They begin to maintain the melody appropriately when singing 'Tom, Tom, the Piper's son'. They use their voices in a variety of ways and perform with an awareness of others. They learn a new song, 'A frog, he would a-wooing go' reasonably quickly and are developing a wide repertoire of songs. Junior pupils sing well. In assemblies singing is very tuneful and expressive. Pupils sing a 'rap' ably and with great enjoyment, using the musical elements with expression. They sing such hymns as 'Love your neighbour' with enthusiasm, first in two parts, then in three parts, with confidence and accuracy. Pupils follow and maintain the beat, with good control of diction and phrasing. In assemblies, pupils enjoy opportunities to listen attentively to pieces of music such as Beethoven's 'Pathetique', and also to older pupils' instrumental playing. For instance, five pupils in Year 5 and 6 organised themselves

into a group and seized the opportunity to perform for an audience, playing their flutes in assembly, demonstrating above average skill.

145. Teachers' plans throughout show that they provide a broad and balanced programme based on secure subject knowledge. Work is suitably challenging, teachers' expectations are appropriate, and the use of resources, effective, indicating satisfactory teaching over time. In lessons seen, the pace was brisk, keeping pupils on task and maintaining their interest. This motivated the oldest pupils, working in groups, to improvise, compose and perform short pieces to create texture. They maintain their own part, with sound awareness of how the different parts fit together, achieving an overall effect of Tudor music. The youngest pupils are encouraged to sing nursery rhymes and action songs, using their voices in various ways and repeating short rhythmic patterns, by clapping their hands. Teaching is effective when good class management and good relationships result in pupils' very good behaviour, attitudes and efforts. Teaching is less effective when expectations are not clear and there is a lack of teacher intervention. This has an adverse effect on progress.
146. At present there is no music specialist on the staff. Leadership and management of the subject are appropriate and the co-ordinator has attended in-service training to support her role. She has developed a school portfolio, as a photographic record of events involving musical activities, throughout the school. The school has identified music as an area for development. Literacy skills are supported effectively through reading songs and developing a musical vocabulary. Numeracy skills are used appropriately, counting in beats to keep in time. Pupils use their information technology skills appropriately to support the subject. Good links with other subjects are made, for example, history, religious education and also design and technology, where pupils designed and made a variety of effective musical instruments. A very good range of extra-curricular activities, include learning to play the guitar, violin, keyboard enriches the curriculum. Provision is enhanced by pupils' involvement in events, for instance, the area Infant Music Festival, singing at the local church fete, school concert performances and productions and also by visitors such as the Devon Youth Music Workshop and a group of African drummers. These make positive contributions to pupils' spiritual and cultural, including their multi-cultural, development. Resources are good, with a wide variety of instruments, including multi-cultural instruments.

## **PHYSICAL EDUCATION**

147. From the observations made of pupils in gymnastics, dance and games lessons, and from seeing pupils at play, standards in physical education are judged to be in line with those expected at the end of both infants and juniors. A significant number of pupils achieve good standards in competitive games, particularly in Kwik cricket and tag rugby. Although no swimming was seen, it is understood that most pupils reach the standard expected of pupils at the end of the juniors. This is as a result of all pupils in Year 4 receiving a concentrated focus on swimming at a regional pool. The cost of providing the swimming lessons, although partly subsidised by parental contributions, is considerable. However, the governors and the staff consider this aspect of physical education important and are determined that provision should continue.
148. Pupils make expected progress in developing control and co-ordination in gymnastic skills, and when running, jumping and balancing. They are broadening their experiences and are acquiring competence in a range of dance, gymnastic and games activities. A number of pupils attend extra-curricular games clubs run by teachers and supported by parents. As a result of enthusiastic, well-informed coaching, these pupils

make good progress and achieve good standards. For example, the soccer team, tag rugby team and Kwik cricket teams are successful in local and regional competitions.

149. In the infants, most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of general space. In the playground they move freely, join in a range of chasing games and stop and start in a composed and safe way. In a gymnastic lesson, seven-year-olds link rolls and balances with expected control but the set tasks do not really challenge them or allow for them to be creative. In a novel dance lesson linked to a science topic on magnets, pupils show much enthusiasm and effectively combine movement and stillness to suggest magnetic attraction. Some pupils use hand and body positions well to reflect tension. The same class shows a good awareness of shape when creating a series of three point balances in a gymnastics lesson. The oldest pupils work well and most enthusiastically in an outside tag rugby lesson. They co-operate well in the passing practices which, overall, the girls undertake with more control than the boys! In the final games situation pupils show themselves to be very competitive, although all show due regard to fair play and the rules. A number of pupils have yet to appreciate that passing the ball out wide is a more effective option in tag rugby than charging down the middle of the pitch.
150. A commendable feature of lessons is the way that all pupils are involved. Pupils with special educational needs are very well supported and achieve good results that enhance their self-esteem. It is salutary to see pupils making allowances for some inappropriate behaviour in a games lesson and in gymnastics and dance supporting and interacting easily and readily with a pupil with a considerable physical difficulty. The effort and enthusiasm shown by this pupil is inspirational! And such a splendid reflection of the school's inclusive ethos.
151. The quality of the teaching is satisfactory overall and sometimes good. Planning is sound with learning objectives outlined, and appropriate tasks set. In the most effective lessons teachers are mobile, attentive and give good, knowledgeable practical support. Pupil performance is used well to demonstrate achievement, focus on good practice and encourage pupils to refine their own skills. As a result, pupils make expected progress in these lessons.
152. The headteacher is an enthusiastic and experienced co-ordinator who has overseen the revision of the physical education policy document and the current scheme of work. The provision of a number of good extra-curricular activities enhances the physical education curriculum. Resources for physical education are satisfactory overall, although the poor drainage of the playing field often limits access. The hall size is limited and the necessary storage of chairs, tables and equipment further restricts the space available. Currently, there are insufficient, suitably sized agility mats, which limits the activities pupils can undertake in lessons. The school has recognised this need, and plans to remedy it are in place.

## **RELIGIOUS EDUCATION**

153. During the inspection it was not possible to see any junior religious education lessons. Therefore, it is not possible to judge the overall quality of teaching for junior pupils. Judgements are based on a scrutiny of pupils' work and teachers' planning, and discussions with pupils and staff. At the end of both infants and juniors, standards of attainment exceed the expectations of the locally agreed syllabus. Standards have improved in the infants, and have been maintained in the juniors since the last



inspection. Pupils, including those with special educational needs, achieve well throughout.

154. By the end of the juniors, pupils learn about Christian festivals, practices and celebrations and relate some of these to their own experiences of celebrating Christmas, Easter, weddings and baptisms. Year 1 pupils develop a good understanding of the life of Jesus through learning about homes at the time of Jesus, and comparing these with their own homes. They study stories Jesus told, such as 'The Prodigal Son'. Year 2 pupils recognise key figures from the Old Testament, and hear stories of Noah, Moses, Joseph and Jonah. Effective links are made with literacy, when they enact these stories, enhancing well speaking, listening and drama skills. Talking about the 'feelings' of these characters and relating these to their own experience, contributes very well to pupils' spiritual development. Making a class book about 'Noah and the flood' helps develop writing skills. They gain good understanding of Christianity and become aware of Muslim culture and beliefs, when comparing, for example, the Bible and the Qu'ran, and a Mosque and a Church.
155. Skills, knowledge and understanding are consolidated and well extended as pupils move through the school. Pupils in the lower juniors contrast a small isolated village church with a huge city cathedral and understand that both may offer 'forgiveness, quiet, sanctuary, peace'. They identify church features such as a font, altar, pulpit and vestry. They list 'Things that are precious' and distinguish 'tangible' objects like 'money and jewels' from 'intangible' qualities, such as 'joy and kindness', very well, supporting spiritual development. They extend their writing skills effectively in making a book about the story of 'The Creation', demonstrating very good links with literacy, music and art. By the end of Year 6, pupils understand that Christianity is the main religion in Britain. Through celebrating Lent and Easter, they begin to understand how important the Easter story is to Christians. In their work about 'What makes a place special?' they learn about journeys, for example, Muslim pilgrimages to Mecca. They study Hinduism and Judaism, and develop good understanding of other cultures and beliefs, respecting that other people's faiths are important to them. They compare major religions and know they have similarities and differences, for example, special symbols, religious artefacts, festivals and sacred books. Pupils benefit from visiting a Mosque and Cathedral, when on a residential visit to Bristol, making a very good contribution to spiritual and cultural development. Pupils use their information technology skills well to support the subject.
156. Throughout the school teachers' plans show that they provide a broad and balanced religious education programme, based on secure subject knowledge. A scrutiny of pupils' work reveals resources are used effectively and that teachers' expectations of pupils are high, enabling them to make good progress over time. Teaching in the infants varies from satisfactory to good, and is good, overall. Effective class management and good relationships with pupils result in good efforts and attitudes. Revision builds effectively on pupils' previous learning. For example, pupils study Old Testament key figures, such as Noah, Moses, Joseph and Jonah, then go on to draw together what they have learned about these stories and what the characters might have in common. Teaching is effective when teachers' expectations of pupils are high, enabling them to achieve well, for example, in their understanding of the culture and beliefs of Muslims. Teaching is less effective when pupils are not enthused and lose interest or when pace is lost and progress becomes slow.
157. Leadership and management of the subject are good. The co-ordinator has secure subject knowledge and is developing effective links with the Personal, Social and Health Education curriculum to further promote pupils' spiritual development. She has

developed a portfolio of pupils' work across the school. Planning corresponds well to the locally agreed syllabus and documentation effectively supports staff in their planning of work. All pupils are included in all activities and have equal opportunity and access to the curriculum. Visitors, such as ministers of local churches, and visits to local places of worship, as well as a visit to a Bristol Mosque and Cathedral, enrich the curriculum. Resources are good, well organised and accessible.