

# INSPECTION REPORT

## LANDKEY PRIMARY SCHOOL

Barnstaple

LEA area: Devon

Unique reference number: 113159

Headteacher: Mr N C Gillett

Reporting inspector: Barrie Mahoney  
18175

Dates of inspection: 27 - 30 January 2003

Inspection number: 247316

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:	Bakery Way Landkey Devon
Postcode:	EX32 0LJ
Telephone number:	01271 830421
Fax number:	01271 830421
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs T Jobling
Date of previous inspection:	17/11/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	Barrie Mahoney	Registered inspector	Information and communication technology Music Foundation stage	What sort of school is it? How high are standards? a) 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?
31713	Selwyn Roberts	Lay inspector	Education inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
2433	Ian Bennett	Team inspector	Mathematics Art and design Design and technology Physical education Religious education Pupils with special educational needs	How well does the school care for its pupils?
10311	Martin James	Team inspector	English Science Geography History	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Landkey Primary School is smaller than other primary schools, and pupils are drawn from the village and surrounding area, but there are about 25 per cent of pupils who live outside the school's catchment area. Pupils' attainment on entry to the school is broadly average, although there are wide variations in attainment from year to year, and particularly in pupils' personal and social development and communication skills, which are not as well advanced as other areas of learning. At the time of the inspection, there were 157 pupils on roll. There are 18 pupils with special educational needs (12 per cent), which is below the national average, of whom three pupils (2 per cent) have a statement of special educational needs, which is in line with the national average. No pupils are from heritages which are other than white, and no pupil receives additional support in English as an additional language, which is low when compared nationally. There are 16 pupils (10 per cent) eligible for free school meals, which is broadly in line with the national average. The number of pupils who joined or left the school at other than usual times is above the national average (26 per cent).

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

The overall effectiveness of the school is satisfactory. The inspection judges standards of attainment in Year 6 now to be average in English and mathematics, but below average in science. Across the school, pupils attain at least satisfactory standards in most subjects, with good standards in reading, physical education, music and art and design, owing to the sound and often good teaching. Pupils behave well and are interested in their work. Despite good teaching and learning overall and good leadership and management of the school, pupils' attainment is only satisfactory. This is because of wide variations in pupils' prior attainment on entering the school, the number of pupils joining the school at other than usual times, many with special educational needs and weaknesses in communication, language and literacy skills and personal and social development when starting in the Reception class. The school provides sound value for money.

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

- The leadership and management of the headteacher and senior staff are good and they are well supported by staff and governors; together, they promote effective teaching and learning.
- The quality of teaching for pupils from Year 1 to Year 6 is good overall and, as a result, pupils learn effectively.
- Provision for pupils' spiritual, moral, social and cultural development is good and this successfully promotes pupils very good attitudes and good behaviour.
- There is good curriculum provision for pupils in Years 1 to 6, which includes a good range of extra-curricular activities for pupils in Years 3, 4, 5 and 6, and this has a positive impact upon pupils' learning.
- Relationships within the school and with the local community are good and this enhances pupils' learning.

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

- Standards in science for pupils in Years 3, 4, 5 and 6.
- Standards in speaking, listening, handwriting and presentation skills.
- The monitoring of teaching and learning across the school.
- Teachers do not make enough use of marking and assessment of pupils' work in planning for what they need to learn next.

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

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

The school was last inspected in November 1997 and has made satisfactory progress since the last inspection. The school has successfully introduced the National Literacy and Numeracy Strategies and this has led to an overall improvement in the quality of teaching and learning. There is a trend of rising standards in English and mathematics for pupils in Year 6. Standards in science have been maintained at levels that are broadly in line with expectations for pupils in Years 1 and 2, although standards for pupils in Years 3, 4, 5 and 6 are still below expectations and this was a weakness identified in the last inspection. The school has addressed these low standards by increasing the amount of time spent

teaching science and recent improvements in investigative work. This has already had a positive impact upon raising standards in the subject. There have been significant improvements in pupils' attainment in design and technology and in the school's planning for provision since the last inspection, where it was identified as a weakness. The school has successfully addressed the weaknesses in provision for collective worship identified in the last inspection. The leadership and management of the school ensure clear educational direction, but there is insufficient rigorous and regular monitoring of the quality of teaching and learning, and this was a weakness in the last inspection.

## STANDARDS

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

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

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

Each year group of pupils has a wide range of abilities, making comparisons between different year groups unsafe. Results for pupils at the end of Year 2 in the National Curriculum tests in 2002 when compared to all schools indicate that the numbers of pupils achieving the average level (Level 2) or above was broadly in line with that found nationally in reading and writing. However, results in mathematics were below average. Teacher assessments in science showed standards that were well below the national average. Standards in reading and mathematics remain the same when compared to schools with a similar percentage of pupils eligible for free school meals, but they are below average in writing. Results for pupils at the end of Year 6 in the National Curriculum tests in 2002 show that standards are broadly in line with the national average in English, but well below average in mathematics and science when compared to all schools and also when compared to similar schools. The school has analysed the results of the tests and teacher assessments, and has increased the time for teaching science. This has already shown improving standards in the subject. Trends in test results for pupils in Year 2 over the past few years have been variable due to small numbers of pupils tested and a wide range of abilities in each year group. However, the trend for test results for Year 6 pupils shows rising standards in English and mathematics from 1998 to 2001, but falling in 2002 due to a higher than usual number of pupils with special educational needs in this particular group. The introduction of the National Literacy and Numeracy Strategies and the good teaching, particularly for Years 1 to 6, have had a significant impact upon raising standards. The high percentage of pupils who join or leave the school at other than usual times also has a negative impact on standards as many of these pupils join the school with standards that are below expectations.

Children start school with a broadly average level of attainment, but with significant weaknesses in personal and social development and in communication, language and literacy skills. The attainment of each year group of pupils varies significantly from year to year. Children make sound progress overall in the Reception class in all areas of learning. Pupils in Years 2 and 6 achieve satisfactorily overall. They achieve standards that are above national expectations in physical education, music and art and design. Standards for these pupils are in line with expectations in English, mathematics, information and communication technology (ICT), religious education, design and technology, geography and history. Standards for pupils in Year 2 are in line with expectations in science, but for pupils in Year 6 they are below expectations in this subject. Standards in reading are above expectations across the school. Pupils with special educational needs achieve satisfactory standards in relation to their prior attainment. Higher attaining pupils and those who are gifted and talented make satisfactory progress. Although appropriate targets are set for year groups and individual pupils, these are insufficiently communicated to parents and pupils. During the inspection, there were no significant variations observed in the performance between girls and boys.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to come to school, where they are interested and involved in activities.
Behaviour, in and out of classrooms	Good. This contributes significantly to pupils' learning.
Personal development and relationships	Good. Pupils form constructive relationships with each other and with all adults in the school.
Attendance	Good. Pupils arrive punctually.

The school's "family grouping" is effective in promoting positive attitudes and relationships throughout the school.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall and leads to good learning, particularly for those pupils in Years 1 to 6. The quality of teaching for Reception children is satisfactory. However, provision for these children is sometimes limited due to insufficient adult intervention in their learning. There is insufficient use of the outdoor area to extend children's learning, particularly in the use of large wheeled toys and apparatus for climbing and balancing. The quality of teaching and learning in mathematics for pupils in Years 1 and 2 is satisfactory, but is good in Years 3 to 6. It is satisfactory in English for pupils in Years 1 to 6. Literacy is taught satisfactorily, but insufficient opportunities are provided for pupils to develop their speaking, listening and handwriting skills and this limits their learning. However, reading is taught well. Numeracy is taught satisfactorily for pupils in Years 1 and 2, and well in Years 3 to 6. Strengths in the quality of teaching include good subject knowledge and effective management of pupils. The quality of teaching and learning in ICT is enhanced by effective support from a learning support assistant and this is helping to raise standards. Pupils' learning is enhanced by their interest and concentration and by their ability to work independently. However, planning is insufficiently detailed for some groups of pupils, and particularly the higher attaining pupils, for whom there is often a lack of planned extension activities or work planned at a more challenging level. Pupils with special educational needs are well supported and they make sound progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities is good and is enhanced by a good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. Pupils are well supported by the co-ordinator for special educational needs, teaching staff and learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' personal development is well organised and pupils' personal skills are well developed.

How well the school cares for its pupils	The school provides good care for its pupils.
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The school has a good partnership with parents and has very good procedures for monitoring and improving pupils' attendance. The assessment of pupils' work to guide curricular planning and to monitor pupils' progress is underdeveloped.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy provide good leadership and management and are well supported by staff and governors.
How well the governors fulfil their responsibilities	Good. Governors are very supportive of the work of the school and give their time generously.
The school's evaluation of its performance	Satisfactory. The school informally monitors the quality of teaching and learning and is beginning to analyse and make greater use of test results.
The strategic use of resources	The school makes good use of available resources. Learning support staff are used effectively to support teaching and learning.

The school is well staffed and there is an appropriate balance of experience and expertise. Learning resources are good. The school building provides good quality accommodation, but the heating system is unreliable. There is insufficient use of the outdoor area to extend children's learning in the Reception class. The monitoring of the quality of teaching and learning across the school is insufficiently rigorous. The principles of best value for money are applied appropriately to decisions relating to the school budget. There are some minor statutory omissions from the school prospectus and policies.

## 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>• Pupils like coming to school.</li> <li>• The teaching is good.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given.</li> </ul>

Inspectors agree with parents' positive views of the school. A small number of parents raised concerns about the amount of homework provided for their children. The inspection judges that provision for homework is appropriate for pupils of this age.

## **PART B: COMMENTARY**

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

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

1. Children start school with levels of attainment that are broadly in line with that expected for their age, although there are wide variations in attainment from year to year, particularly in their personal and social development and language and literacy skills, which are not as well advanced as other areas of learning. Children make sound progress in the Reception class, and broaden and consolidate their knowledge in all areas of learning, particularly in their personal and social development. By the time children enter Year 1, most are on course to attain standards that are in line with expectations in most areas of learning, although there are still weaknesses in children's literacy and communication skills, and particularly in their writing.
2. Comparisons between the school results and national averages and between different year groups may be unreliable as each year group of pupils is small and has a wide range of abilities. However, when compared to all schools, standards for pupils in Year 2 in the National Curriculum tests in 2002 show reading and writing to be broadly in line with the national average, but standards in mathematics to be below the national average. When compared to schools with a similar percentage of free school meals, standards for reading and mathematics are broadly in line with national averages, but are below average in writing. Teachers' assessments for science were well below the national average.
3. National Curriculum tests results in 2002 for Year 6 pupils show results that are broadly in line with the national average in English, but well below the national averages in mathematics and science when compared to all schools and similar schools. There was a higher than usual percentage of pupils with special educational needs in the year group and this also had the effect of lowering overall performance results.
4. Trends over time, since 1998, have shown considerable fluctuation for pupils in Year 2 and there is no clear trend. However, for pupils in Year 6, standards rose consistently in English and mathematics from 1998 to 201, but fell in 2002 when there was a large number of pupils with special educational needs. These pupils' results in science fell in 2001 and again in 2002 and this may be related to insufficient time for teaching the subject. The increased time for teaching science is already showing improving standards. This pattern also links closely to standards upon entry, which have shown considerable fluctuation from year to year. In addition, the number of pupils joining and leaving the school at other than usual times is above what would be usually expected and many of these pupils enter the school with standards that are below expectations.
5. Inspection evidence indicates that, from a broadly average starting point, pupils achieve satisfactorily overall, with particular strengths being seen in the achievement of pupils in Years 1 to 6. The good quality teaching and the attention given to identifying areas of weakness also contribute to these pupils' achievements. Inspection evidence shows that above average standards in reading are being maintained for both boys and girls.
6. In English, standards achieved by pupils in Year 2 and Year 6 are in line with expectations. From a low starting point on entry to the school in literacy and communication skills, pupils make good progress in reading and sound progress in writing, speaking and listening skills. Literacy skills are used well across the curriculum, and supported effectively by the use of ICT. However, presentation and handwriting skills are unduly variable across the school. Insufficient opportunities are provided for pupils to develop their speaking and listening skills across the school.
7. In mathematics, standards achieved by pupils are in line with expectations in Year 2 and Year 6. Numeracy skills are used appropriately across the curriculum. There have been fluctuations in results since the last inspection, but the trend has mainly been upwards for pupils in Years 3 to 6.
8. In science, standards achieved by pupils in Year 2 are in line with the national average. However, for pupils in Year 6 they are below the national average. A thorough analysis of low standards

prompted the school to realise that too little time was being allocated to the subject, and for pupils in Years 3 to 6, where planning was undertaken over a two year period, not enough opportunity was provided for pupils to revise topics. These issues have now been fully addressed. Standards are now improving in the subject, and particularly in science enquiry and investigation.

9. In ICT, standards achieved by pupils in Year 2 and Year 6 are in line with expectations, and standards have been maintained since the last inspection. Improved provision in the subject is having a good effect upon raising standards. There is a good balance between the teaching of ICT skills and the application of ICT in subjects across the curriculum. The quality of work seen in a range of subjects across the curriculum, such as science, history and geography is being enhanced by the effective use of ICT.
10. Standards achieved by pupils in Year 2 and Year 6 are above expectations in art and design, music and physical education and in line with expectations in religious education, design and technology, geography and history.
11. Pupils with special educational needs make at least satisfactory progress. In lessons where the learning support assistants support them, their progress is often good. Pupils with special educational needs are identified by teachers who complete a concern sheet and initiate an individual education plan. Assessment on entry is effectively established in the Reception class and this identifies pupils with special educational needs. There were no differences observed between the performance of boys and girls during the inspection.
12. Higher attaining pupils are appropriately identified and challenged in most lessons. The school has recently produced a register of pupils who are gifted and talented, but it is not yet being used effectively to ensure that these pupils are challenged sufficiently across the school. However, there are some opportunities for older pupils to receive additional challenges; for example, in sporting activities. The headteacher, staff and governors are aware of the school's strengths and weaknesses and set realistic targets to raise standards with the local education authority, and progress towards achieving these targets is appropriate.

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

13. Pupils' very good attitudes to school and their work are a continued strength of the school since the last inspection. All the parents and carers who returned the questionnaire agreed that their children like school. Pupils are keen to come to school and play a full part in its life, including the activities that take place outside the normal school day. They are enthusiastic and show interest in their work and activities.
14. Most pupils respond well in lessons and are generally attentive, confident and highly motivated learners. This is most evident in the response of the oldest junior pupils who are willing participants, follow instructions well in all activities and are quick to organise themselves. A few infant pupils, mainly boys, fail to maintain concentration for the whole lesson and teachers take appropriate action to ensure that any relevant disruption is minimal. Pupils are proud of their school and respect the materials and resources made available to them.
15. Standards of behaviour are almost always good throughout the school. The school has a clear policy for achieving good standards of behaviour and this has been successfully implemented and incorporated into all aspects of school life. Pupils understand what is expected from them and respond well to class and school rules, which parents fully support through the home-school agreement. The few pupils with known behavioural problems are handled in a sensitive manner, which improves their attitude and encourages them to be well behaved. Very good discipline was seen as pupils entered the hall for assemblies in a calm and organised way, sitting down quietly and showing a good level of attentiveness. There have been no exclusions over the past year.
16. Relationships within the school are good, and pupils respect their teachers and learn from them to be kind, polite and courteous to each other. They also show respect and consideration to visitors. During playtimes, boys and girls are at ease with each other and, although naturally boisterous at times, there was no evidence of oppressive behaviour. An excellent example of the good relationships between pupils and their teachers was seen in a Year 6 physical education lesson. During a dance routine, pupils were encouraged to assess and openly debate

the level of their performance to introduce new ideas and reflect how they could help those experiencing difficulty.

17. The personal development of pupils is good. They quickly distinguish right from wrong and understand the importance of rules in a social environment. The school mission statement is valued by pupils and parents and is regularly referred to by staff in order to maintain the established standards. They grow in confidence from the knowledge that their work will be valued in school. Pupils are keen to assume responsibility, making good use of the appropriate opportunities offered to them. Years 5 and 6 pupils assist with preparing the hall for assembly and operate the overhead projector. The recently formed school council provides good opportunities to discuss and implement new initiatives to improve school life. However, membership of the school council is restricted to pupils from Year 3 upwards, and there are missed opportunities by not including younger pupils.
18. Attendance for the current year is good. It is consistently higher than 95 per cent and remains significantly above the national average. This is very similar to that recorded during the last inspection. Unauthorised absence is low. The school complies with the statutory requirements for class registration and collates data on a regular basis to monitor individual and group trends of absence. Parents co-operate by advising the school at the earliest opportunity if a child will be absent and records of reasons are maintained. Pupils are generally punctual at the start of the school day and at the start of lessons.

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

19. Overall, the quality of teaching and learning is good throughout the school and has improved since the last inspection, when there was some unsatisfactory teaching. As a result of at least sound and often good teaching, children who enter the school, many of whom have weaknesses in their personal and social development and communication skills, make appropriate progress by the time they leave the school. The quality of teaching in reading and in investigation and experimentation in science is particularly good.
20. The quality of teaching for Reception children is satisfactory in all areas of learning. Staff have a sound knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. The skills of literacy and numeracy are taught appropriately in the Reception class.
21. The quality of teaching and learning in ICT, art and design, music and physical education are good throughout the school. The quality of teaching and learning is satisfactory throughout the school in English, science, geography and history. In mathematics, it is good for pupils in Years 3 to 6 and satisfactory for pupils in Years 1 and 2. There was insufficient evidence to make an overall judgement of the quality of teaching and learning in design and technology and religious education across the school.
22. The use of ICT as a tool for learning across other subjects of the curriculum is becoming well established. The good quality of teaching in this area is particularly consistent across the school and is having a good effect upon improving standards. The quality of teaching and learning in ICT across the school is effectively enhanced by a well qualified and experienced learning support assistant. This is having a noticeable effect upon improving standards in the subject.
23. No unsatisfactory teaching was observed. No differences in boys' and girls' learning were observed during the inspection. The school has recently identified older pupils who are gifted and talented and some provision is made for them; for example, additional external activities in sport. The school aims to include all pupils and help them to learn equally well, despite any differences they may have, and in this it is successful.
24. A particularly strong feature in the most successful lessons observed was the way in which teachers explained at the beginning of lessons what pupils were going to learn and reinforced this effectively throughout the lesson. A thorough review at the end of most lessons ensures that pupils make good gains in their learning. A common feature in lessons where the teaching was good or better, included the use of challenging questions to extend learning. The consistently good or better teaching makes a significant impact on the sound progress made by pupils.

25. Teachers show a good understanding of the National Numeracy and Literacy Strategies. Literacy is taught satisfactorily, but insufficient opportunities are provided for pupils to develop their speaking, listening and handwriting skills and this limits their learning. However, reading is taught well. Numeracy is taught satisfactorily for pupils in Years 1 and 2, and well in Years 3 to 6. In the best lessons, teachers are successful in matching their questions to the needs of individuals in whole-class sessions. Other strengths in the quality of teaching include well-focused teaching, based upon good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. Effective behaviour management is a consistent feature across the school and, in the best lessons, is the main reason why learning is effective. When the teaching is particularly good, skilful questioning and good use of support staff ensure that pupils learn well. Reading is taught well throughout the school. Higher attaining pupils are also challenged appropriately in the most effective lessons.
26. Weaknesses identified in teaching across the school are in the use of assessment to assist future planning and in the identification of what individual and groups of pupils need to learn next. Sometimes the pace of lessons is too slow to maintain pupils' attention and expectations of what pupils can achieve are too low. The quality of marking is also unduly variable across the school. Examples were seen of pupils' work left unmarked, and some with very little comment or guidance for pupils in how to improve. However, there were also examples of better quality marking, with detailed, constructive comments to help pupils to improve. Planning is insufficiently detailed for some groups of pupils, and particularly the higher attaining pupils. Teachers often do not provide pupils with enough planned opportunities to improve their skills in speaking, listening and handwriting and, as a result, pupils' attainment in these areas remains lower than in reading.
27. The use of homework is appropriate throughout the school. Reading books are taken home regularly and reading records indicate a good working partnership between teachers and parents, particularly for younger pupils. There are also some examples of older pupils working at home with spellings and using reference books effectively.
28. The high level of adult support and good help by support assistants throughout the school contribute effectively in raising the achievement of pupils who have special educational needs. The support assistants are well informed and work successfully in conjunction with class teachers to ensure that all pupils gain full benefit from their lessons.

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

29. The quality and range of opportunities for learning provided by the school are satisfactory for children in the Reception class and good for pupils in Years 1 to 6. Statutory requirements are met.
30. The curriculum for children in the Reception class is appropriately linked to national guidance for children of this age. There is an appropriate balance between activities that children select for themselves and those directed by the class teacher. However, there is insufficient adult intervention in some activities; for example, during role-play and opportunities for aspects of children's physical development are insufficiently planned for; for example, opportunities to use large wheeled toys and climbing and balancing. The outside area is insufficiently used to extend children's learning, although the school has already identified this as an area for improvement.
31. The curriculum for pupils in Years 1 to 6 is good. It is appropriately broad and balanced, with good provision made for all subjects. At the time of the last inspection, there were a number of weaknesses in the curriculum, such as an overall lack of adequate coverage in design and technology and a limited use of practical work in science. These issues have been successfully addressed. The current provision for art and design, physical education and reading goes beyond that expected, and this is contributing significantly to standards that are above expectations in these subjects. Information and communication technology is used successfully to enhance learning in most subjects, such as science, art and design and history.

32. A strength of the curriculum is the development of cross-curricular links whenever possible; for example, art and design and history complement each other in some classes, where detailed and thoughtful illustrations of Tudor galleons and scenes from the Blitz are produced. Time allocations for individual subjects are now appropriate. The school has recently increased the amount of time given to science, and this is contributing to the improvement in standards now being seen in the subject.
33. Appropriate and relevant policies and schemes of work are in place for all subjects, and they contain suitably detailed information to provide for full coverage. The school has successfully introduced the National Literacy and Numeracy Strategies. Numeracy has been effectively implemented with an appropriate use of mental activities in lessons and a suitable use of mathematics in other subjects of the curriculum, such as design and technology and geography. In literacy, many opportunities are provided for pupils to develop their reading and writing skills, both within English and across the curriculum. Opportunities for pupils to undertake research work are helping to improve their reading skills.
34. Teachers produce a range of sound curriculum plans that help to ensure the steady and effective development of pupils' knowledge and skills as they move through the school. Planning usually makes some allowance for the various needs of pupils in the core subjects of English and mathematics, especially in relation to lower attaining pupils and pupils with special educational needs. However, there is often less consideration given to the needs of higher attaining pupils in planning. Planning is also not so detailed in science, where pupils are usually presented with similar activities and tasks.
35. The school makes good provision for the equality of pupils' access to the whole curriculum, with the staff making sure that pupils are involved in a full range of activities. In particular, the school ensures that pupils with special educational needs, as well as boys and girls, are equally involved.
36. Good provision is made for pupils' personal, social and health education. Important issues are discussed in assembly as well as in class, and the school contributes well to the development of pupils' social skills. The school makes particularly good use of its family group arrangements to support pupils. The school makes appropriate provision for informing pupils about issues involving sex and drugs, and the importance of healthy eating is also regularly emphasised to pupils.
37. Overall, curriculum provision for pupils with special educational needs is satisfactory, but where there is additional adult support in lessons, pupils make better progress. Teaching assistants are very effective and skilled and help pupils to access all areas of the curriculum with sensitive support. Statutory procedures are in place and all pupils on the special educational needs register have individual education plans. These have clear, appropriate targets and parents and pupils are involved in writing the plans and assessing progress and these are continually reviewed by staff. Pupils are supported in the classroom or withdrawn to work in bays in the corridor outside rooms. The new building has provided an area for the withdrawal of pupils for specific help and this is beginning to be used appropriately.
38. The school provides a good range of extra-curricular activities for older pupils. These include football, netball, French, gymnastics, cookery and sewing. These activities are particularly well supported, both by teachers and pupils. The school welcomes many visitors, including the police, members of the medical profession, local clergy, story-tellers and sportspeople, as well as drama and music groups. A wide range of educational visits is arranged to places such as Barnstaple Museum, Brannum Pottery, Burton Art Gallery, a Barnstaple toy shop and a variety of shops and supermarkets, together with a residential trip for pupils in Year 6 to Bicton. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
39. The school has good links with the local community. The school regularly makes use of the area around the school, in subjects such as history and geography. The school has set up useful links with local businesses and supermarkets, as well as neighbouring sports clubs. This has enhanced pupils' work in various sporting activities, as well as helping to improve the school's accommodation and resources. Local residents are regularly invited to events in the school. Good links have been established with other schools, especially the neighbouring pre-school. The

school has close sporting and musical ties with other local primary schools. Links with the partner secondary school are also well developed, with curriculum areas being discussed by staff, and visits being made by teachers from the secondary school. Appropriate arrangements are also made for pupils to visit the secondary school to help them when they transfer.

40. Provision for pupils' spiritual, moral, social and cultural development is good. It continues to be a strength of the school as identified in the last inspection.
41. Provision for pupils' spiritual development is good. Assemblies and the religious education syllabus, supported by a new scheme of work, provide appropriate opportunities for pupils to discuss and reflect on important aspects of life, feelings and personal beliefs. Pupils in assembly reflect on how people place the safety and well being of others before their own interests. Artwork on display promotes pupils' spiritual development both through raising pupils' self esteem and by displaying work with a religious theme. An imaginative display of design and technology work by Year 1 pupils included a book on the Creation. Opportunities to promote spiritual development and a sense of wonder in other subjects are taken by teachers and pupils show an understanding of and respect for other faiths.
42. Good provision is made for pupils' moral development. A high priority is given to providing pupils with a clear set of moral values and teaching them the difference between right and wrong. All staff, including support staff and midday supervisors, model the principles they promote including fairness, integrity, respect for property and caring for others. The 'red badge' system, where pupils are given responsibilities and support younger pupils is popular with pupils and is used effectively. Moral issues are featured in many subjects, including the good personal, social and moral education curriculum that is a feature of the family group system and provides pupils with an open and safe learning environment where they can express their views and listen to those of others.
43. Provision for pupils' social development is good. The school staff make strong efforts to help build relationships between pupils and between staff and pupils. Most lessons are planned to encourage the development of social relationships and these are good. Pupils take on responsibility, such as the school council or as monitors and helpers. The school council is restricted to pupils in Years 3 to 6 and therefore opportunities are missed by not including younger pupils. There are residential visits, clubs and school productions, and all of these opportunities help promote pupils' self-esteem. The development of the family group system has effectively addressed some criticism made by parents of their children's concerns at lunch and breaktimes. Now older pupils support younger pupils and the social interaction between pupils and the lunchtime supervisors is good.
44. Provision for pupils' cultural development is good. Pupils gain insights into the beliefs and cultures of other people in a variety of appropriate and interesting ways. In Year 2, pupils are studying life in a Mexican village and in Year 6 a dance routine has been developed based on the culture and religious beliefs of North American Indians. In both cases, pupils demonstrated very good understanding of the impact of cultural heritage and showed appreciation of this. In religious education, pupils study the customs and beliefs from a wide variety of cultures. The range of resources to support cultural understanding and development is good.

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

45. Provision for ensuring pupils' welfare is good. The school provides a secure and happy environment in which pupils are well protected and individual well-being is effectively promoted. Teaching and support staff work hard in the best interests of pupils and are sensitive to the needs of those in their charge. The trusting relationships pupils enjoy with their teachers give them confidence to share any concerns and help them cope with the problems that arise in everyday life.
46. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are effective. The behaviour policy contains an appropriate range of rewards and sanctions to encourage good behaviour and this has been successfully implemented throughout the school with positive results. Pupils show respect for each other and for teachers. An anti-bullying policy was introduced after consultation with staff and governing body and this is effective.



Incidents of bullying are infrequent and details of any incidents are recorded. When they do occur they are treated seriously and dealt with speedily.

47. Procedures for improving attendance are very good. The school has an explicit attendance policy and constantly reminds parents, through discussions with them and through regular newsletters, of its strategies to gain further improvements in overall attendance. Parents co-operate by advising the school at the earliest opportunity if a child will be absent and this has resulted in low unauthorised absence being recorded. The education welfare officer regularly visits the school and scrutinises the registers to assess the reasons for individual absence and lateness and takes the appropriate action when found necessary.
48. The school's procedures for monitoring and supporting pupils' personal development are effective. Class teachers monitor pupils' personal development mainly through observation, and readily identify and evaluate strengths and weaknesses, including qualities such as perseverance, application and self-confidence. Teachers have a caring approach to the personal needs of pupils, and this makes an important contribution to the ethos of the school.
49. The senior management team and governors have an appropriate attitude towards health and safety, but some aspects of its procedures require a review. The nominated health and safety representative and headteacher carry out regular routine checks of the premises, record details of findings and ensure that appropriate action is taken. However, risk assessment and the scrutiny of inspection lack rigour. There is a lack of attention given to risk assessment for out-of-school activities and in different subject activities. The policy document is insufficiently specific to the requirements of the school and lacks review dates. There were no outstanding safety issues that might constitute a hazard to pupils during the inspection.
50. Suitable arrangements are in place to deal with child protection issues. The headteacher is the representative for the school and is appropriately trained to deal with any areas of concern that may arise. However, not all teaching staff have received formal training in identifying indicators of abuse or unexplained changes of personality or behaviour. Careful attention has been paid to statutory requirements and guidance from the local authority, but the school's policy document does not define procedures clearly or provide sufficient information about items such as support services and contact points.
51. The school's assessment of pupils' academic achievement and progress is satisfactory for English, mathematics and science. However, the school does not use this information sufficiently to guide future curricular planning. There have been sound improvements since the last inspection and these are having an appropriate impact on curriculum development; for example, in mathematics, recent analysis of test results has been used to identify areas of weakness and, as a result, a greater emphasis is now being placed on developing pupils' skills in problem solving. However, the lack of assessment procedures in subjects other than English, mathematics and science limits improvements in curricular planning for these subjects. Teachers assess pupils' progress and keep appropriate records. They keep an assessment file containing examples of work from selected pupils according to ability grouping and this is used to ensure curriculum coverage and allows subject co-ordinators and the headteacher to scrutinise work across the school. However, the attainment and progress of all pupils is not tracked or sufficiently monitored and targets for individual pupils are not always set.
52. Pupils are not given sufficient help in identifying what they need to do to improve their performance. The marking of pupils' work is inconsistent and does not always focus on informing pupils of what they need to do to improve. The quality of teaching in the school ensures that pupils make sound progress in English and mathematics, but the failure to track pupils' progress and attainment and set specific targets for each pupil limits the progress that pupils make. Pupils do not always know what they need to do to improve their work and parents are not always informed of what their children need to focus on and how they could help.
53. The school is beginning to analyse test results in English, mathematics and science and use this to improve opportunities for learning. However, in other subjects there is a lack of systematic assessment of pupils' learning.

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

54. Partnership with parents is good, and it is evident from the responses to the questionnaires and interviews that parents have a high regard for the school. This has been maintained since the last inspection.
55. The quality of information has greatly improved since the last inspection and parents appreciate being kept well informed. They receive regular newsletters from the school which contain details of school activities, dates for the diary and progress reports on school plans. Additionally, parents receive a news sheet each month from the Friends of Landkey School which encourages them and carers to participate in a range of fund-raising activities. The annual written reports for pupils provide parents with a clear understanding of what has been achieved, but these lack constructive comments on what pupils need to do to improve. At the start of each term, parents receive a topic chart detailing areas of the curriculum to be taught in each subject.
56. The school prospectus has recently been revised, but its contents do not fully meet statutory requirements. Reference to the school's equal opportunity policy, religious education and collective worship and school security is omitted.
57. The school provides three formal opportunities during the year for parents to discuss their child's progress with the class teacher. During the final evening meeting in July, the annual written reports are discussed with parents. Parents of pupils with special educational needs are regularly involved in identifying their child's needs and in reviewing their progress.
58. The parent teacher association of the school is well established and is a strong and supportive body. Through various organised events they provide the school with a substantial amount of financial assistance, which is used well to improve resources and develop pupils' learning.
59. There is good liaison with parents and families and the school is conscientious in contacting parents when a teacher has some concern about their children's health, well-being or progress. All staff take great interest in pupils' welfare and they chat easily with parents at the start and end of the school day. Parents give their full support in school ventures and special events. Whilst some assist in the classroom with reading and craftwork, others participate in extra-curricular activities. This good level of support contributes much to pupils' education and to the family atmosphere of the school.

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

60. The quality of leadership and management is good overall. The headteacher provides effective leadership and has established supportive and positive relationships between all members of the school community.
61. The headteacher is well supported by the deputy headteacher, and together they have identified areas for improvement and are developing a range of appropriate strategies to continue to move the school forward. The school has analysed assessment data to identify strengths and weaknesses in order to improve standards, and is beginning to use the analysis appropriately to raise standards. They have good support from staff, governors and parents.
62. A team approach is well developed and there is a shared commitment to improvement. All teaching staff have responsibilities for co-ordinating areas of the curriculum. The monitoring role of co-ordinators is at an early stage of development. Although most co-ordinators have an understanding of standards in their subjects there are few planned opportunities for co-ordinators to directly monitor the quality of teaching and learning in the subjects for which they are responsible. Subject co-ordinators monitor their subjects by reviewing each teacher's assessment file and by talking with teachers. In English, mathematics and science, test results allow for analysis of pupils' attainment and progress and this is beginning to be done. However, in other subjects the lack of systematic assessment of pupils against the taught curriculum makes it difficult for co-ordinators to assess the progress made in their subjects. The school's

assessment policy lacks rigour; for example, it indicates that co-ordinators may be involved in monitoring teaching 'but not from a judgemental viewpoint'.

63. The governing body gives generously of its time and has increased its involvement in the school since the last inspection. A planned programme for visiting the school, as well as frequent informal visits made by several governors, provides them with first-hand information about how well the school is doing. Overall, governors are making a good contribution to the life of the school and are supporting the school well. Governors are well aware of the school's strengths and weaknesses. A range of its responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil most of their statutory responsibilities and are successfully involved in the overall monitoring of the work of the school. However, the school prospectus lacks certain required statutory information including details of religious education and worship in the school, equal opportunities policy and school security.

64. The school has clear aims that are supported by pupils, parents, staff and governors. These include creating an environment that effectively promotes pupils' learning and positive attitudes, together with the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are appropriately incorporated into all aspects of the school. The school's development plan is appropriate and clearly identifies the areas for improvement. The planning process is effective; the document is clearly laid out and identifies resource implications, key personnel and time scales, together with some costings. The planning process fully involves staff and governors.
65. Financial planning is good, and special grants, such as allocations for special educational needs, are used appropriately. The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Good quality financial information is made available to all governors. Governors ensure that spending decisions are appropriately linked to educational priorities. There are well-established procedures to review and evaluate the effects of financial decisions, and governors have a good understanding of best value principles and apply them appropriately.
66. The co-ordinator for special educational needs provides effective leadership. She has recognised the need to further develop her role to include the monitoring of teaching and the progression of pupils with special educational needs through class observations. She works closely with outside agencies to ensure pupils get the best support available. Relationships with parents of pupils with special educational needs are very good. The new Code of Practice for special educational needs has been effectively implemented.
67. The governor with responsibility for special educational needs has a good understanding of the area within the school. She meets regularly with the co-ordinator and visits classrooms and talks with teachers, and receives regular written reports from the co-ordinator and feeds back to the full governing body.
68. There have been considerable improvements in the school's approach to staff development, in line with national requirements. There has been an appropriate emphasis on literacy and numeracy and the development of ICT. Performance management strategies are now in place and operating well; for example, all support staff, in addition to teaching staff, have the opportunity for an annual appraisal meeting. The school is appropriately staffed and there is a good balance of experience and expertise. Learning support staff make a good contribution to lessons.
69. There is evidence of imaginative and effective use of staffing; for example, the employment of a learning support assistant for ICT specifically to work with small groups throughout the school. In addition, there is some specialist teaching for Years 3 to 6; for example, in religious education and music. The school budget is well managed on a day-to-day basis by the school's administrative officer, and financial control and administration effectively support the endeavours of teachers.
70. The accommodation is good. Classrooms are mostly of an appropriate size, with good natural lighting and efficient acoustics. An ICT suite has been established in the new extension and a library is housed near the reception area. There is an appropriate range of books in the library and in classrooms. The hall is used as a dining area, for assemblies and for physical education and is suitable to meet the needs of the current number of pupils. The accommodation is considerably enhanced by the effective use of displays. These celebrate pupils' work, reinforce their learning and raise their self-esteem. Recently the roof has been leaking and evidence can be seen in the ceilings in different parts of the school. The heating system is unreliable and often sections of the building are without heat. Its unreliability is unsatisfactory.
71. The recently completed new classroom block provides a small area that will be used to allow learning support assistants to work with individual or groups of pupils with special educational needs. The school believes that pupils with special educational needs should be included in classroom activities, but also recognises that for some pupils, such as those with speech and communication problems, withdrawal for specific support is necessary, and this is appropriate.

72. The quality, range and accessibility of resources to support learning are good overall. However, there are limited opportunities for children in the reception class to climb and balance and use large wheeled toys. The outdoor play area for these children, although large, is insufficiently developed to support learning.

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

73. In order to improve the standard of education further, the headteacher, staff, and governors should focus upon the following key issues:
- (1) Raise standards in science for pupils in Years 3 to 6 by: \*
    - raising teachers' expectations of what pupils can achieve; (paragraphs 6, 8, 12, 26, 30, 34, 105)
    - providing more challenge for higher attaining pupils. (paragraphs 8, 12, 34, 105)
  - (2) Provide regular, planned opportunities for pupils to develop their speaking, listening, handwriting and presentation skills. (paragraphs 6, 87, 88, 89, 91, 99, 106) \*
  - (3) Ensure that the quality of teaching and learning is effectively monitored. (paragraphs 8, 62, 93, 100, 107, 138, 144, 149, 154)
  - (4) Improve the quality and use of assessment in all subjects throughout the school by:
    - matching pupils' work to National Curriculum levels of attainment; (paragraphs 26, 51, 95, 98)
    - ensuring that the quality of marking of pupils' work is consistent throughout the school; (paragraphs 26, 52, 92, 100, 106, 123, 129)
    - identifying what needs to be learned next in target setting and communicating this clearly to pupils and parents; (paragraphs 11, 26, 51, 52, 55, 95, 100, 107)
    - ensuring there is systematic assessment of pupils' learning in all subjects, particularly for subjects other than English, mathematics and science. (paragraphs 53, 62, 111, 117, 124, 130, 136)

\* Already identified by the school as an area for improvement.

### **OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL**

- Ensure that children's learning in the Reception class is enhanced by appropriate adult intervention in some activities, such as role-play, and that more use is made of the outside area, such as opportunities for children to use large wheeled toys and climbing and balancing. (paragraphs 30, 72, 77, 79, 82)
- Address the difficulties relating to the leaking roof and unreliable heating system. (paragraph 70)
- Ensure that the school prospectus and policy documents meet statutory requirements. (paragraphs 49, 50, 56, 63)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

47

Number of discussions with staff, governors, other adults and pupils

28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	22	19	0	0	0
Percentage	0	13	47	40	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		157
Number of full-time pupils known to be eligible for free school meals		16

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		18

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	85 (100)	85 (100)	85 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	17	15
Percentage of pupils at NC level 2 or above	School	85 (100)	85 (94)	75 (88)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	16	18
Percentage of pupils at NC level 4 or above	School	78 (77)	70 (65)	78 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	19	19
Percentage of pupils at NC level 4 or above	School	78 (73)	83 (72)	83 (88)
	National	73 (72)	74 (74)	82 (82)

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

\*These figures relate to a small number of pupils and have been omitted as statistically unreliable.







### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

176

Number of questionnaires returned

57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	66	32	2	0	0
Behaviour in the school is good.	35	63	2	0	0
My child gets the right amount of work to do at home.	47	39	14	0	0
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	61	35	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	61	35	4	0	0
The school works closely with parents.	58	37	5	0	0
The school is well led and managed.	63	33	2	0	2
The school is helping my child become mature and responsible.	63	35	2	0	0
The school provides an interesting range of activities outside lessons.	32	46	9	0	13

## **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**

74. Children start school in the Reception class at either the beginning of the autumn or spring terms. Before children start school, there are good opportunities for children and their parents or carers to familiarise themselves with the life and work of the school. At the time of the inspection about half of the class had been in school for ten days. All children attend school full-time. The class teacher is a temporary appointment, covering for maternity leave and the learning support assistant has recently joined the class.
75. Children start school with levels of attainment that are broadly in line with that expected for their age, although there are wide variations in attainment from year to year, and particularly in their personal and social development and communication skills, which are not as well advanced as other areas of learning. Children make sound progress in the Reception class, and broaden and consolidate their knowledge in all areas of learning, and particularly in their personal and social development. Overall, provision for children in the Reception class is sound and standards in this area of the school's work have been maintained since the last inspection.
76. Overall, the quality of teaching for children in the Reception class is satisfactory in each of the areas of learning. The class teacher has an appropriate knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction of elements of literacy and numeracy lessons, role-play and some intervention by adults. Planning is sound and includes appropriate references to national guidance for children of this age. Day-to-day assessment of progress made by children is good and effective records of progress are maintained. There is effective monitoring and evaluation of teaching and learning and of the progress made by children. Expectations of children's behaviour are mostly appropriate, and relationships are secure.
77. The range of resources available to promote all areas of learning is satisfactory overall. However, there is insufficient apparatus fully to promote children's physical development; for example, large wheeled toys and apparatus for climbing and balancing. The class teacher has worked hard to provide an attractive and stimulating environment for children. However, as yet, little use is made of the outdoor area to extend children's learning. Children's work is attractively displayed and valued. There is equality of access to learning for boys and girls.

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

78. Children attain what is expected for their age. They make good progress through well-planned opportunities to establish constructive relationships with other children and adults. Planning for sessions provides good opportunities for children to work alone, in small groups or as a whole class. There is an appropriate balance between activities led by the teacher and those activities that children select for themselves. Children are responsive, interested in what they are doing, and are beginning to concentrate on and persevere with their learning. Children understand that other children come from different backgrounds and that all are valued. Children successfully take some responsibility; for example, for registering themselves when entering the classroom in the morning and helping to tidy away at the end of activities.

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

79. Children attain standards that are in broadly line with expectations for their age. However, although children successfully broaden and consolidate their use of language, the scrutiny of children's earlier work indicates that some attain below what is expected for their age in their writing skills. Children are beginning to understand the importance of listening, and some are happy to contribute their own ideas during discussion; for example, when discussing letter sounds or when sharing a book together. Good opportunities are provided for children to communicate their thoughts, ideas and feelings, although some children lack confidence and skills to do this. Progress in communication, language and literacy is sound, and is appropriately

matched to children's learning. Children are taught how to form letters with increasing accuracy

and how to write words. Children successfully use the good opportunities for role-play to extend their language and literacy skills, although there is often insufficient adult intervention to help promote the development of language skills.

### **Mathematical development**

80. Children attain standards that are in line with expectations for their age. Mathematical development is appropriately promoted and there are regular opportunities for children to count, sort, match, seek patterns and recognise relationships when working with numbers, shapes, space and measures. Children enjoy counting, with a few children counting to 20. Planning indicates that children have appropriate practical opportunities to experience number; for example, by spending coins in the 'Toy Shop'. They know that coins are needed to buy toys and that some toys need more coins than others. Children make sound progress in colour, shape and number recognition. Some children are beginning to identify written numbers to ten, create simple patterns and compare, sort and count objects.

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

81. Children attain standards that are in line with expectations for their age. The activities provided help children to develop their understanding of the world around them. Some children talk about where they live, their families and their immediate environment, and recall their experiences through a range and variety of role-play; for example, in the class 'Toy Shop'. Several children happily recall their recent visit to the town toy shop. Children effectively develop the skills of cutting, joining and building using an appropriate range of materials. They have access to a good range of construction materials and small world toys. Computers are used successfully to engage children's interest and are used throughout the day, sometimes with individual support from adults. Children are beginning to use the mouse well and know that it controls movement on the screen. Staff use questioning skills effectively to develop children's knowledge and understanding in this area of learning.

### **Physical development**

82. Children's physical development is in line with expectations for their age, and they make sound progress. They handle scissors, glue, paintbrushes and crayons appropriately. Several children were observed demonstrating considerable care when drawing, painting, cutting and sticking. There are good opportunities for children to have physical education lessons in the school hall. However, there are insufficient opportunities for children to use large wheeled toys, and to climb and balance. Children use space well in the school hall and show increasing confidence.

### **Creative development**

83. Children's creative development is in line with expectations for their age, and they make sound progress. Children enter a creatively rich environment when they enter the school, to which some respond with enthusiasm. They are beginning to show an appropriate appreciation of the effects of different textures, colours, shapes and patterns. There are appropriate opportunities to promote creative development and good opportunities for children to express their ideas. The classroom provides a stimulating environment and children are supported appropriately by the sensitive intervention of the class teacher and learning support assistant.

## **ENGLISH**

84. Standards achieved by pupils in Year 2 and Year 6 are in line with the national average overall. Standards are above the national average in reading, and in line with the average in speaking and listening and writing. Pupils are making good progress in reading, and satisfactory progress in the other areas. Inspection findings are similar to the results achieved by pupils in the school, in the national tests held in 2002, except in reading at the end of Year 2 where standards are now

better. At the time of the school's previous inspection, overall standards were reported to be in line with the national average. Significant improvements have been made since that time in reading.

85. In Year 2 and Year 6, pupils' speaking and listening skills are broadly as expected. In Year 2, pupils listen attentively to their teachers, and to each other, and most show a clear understanding of what they have heard. Most answer clearly and confidently, providing, on some occasions, extended answers. They successfully use a range of appropriate vocabulary to add detail to their comments. A significant number of pupils, however, lack confidence in speaking at length, and they tend to answer either in single words or short phrases. Year 6 pupils listen carefully in a variety of contexts, including teacher instruction and class discussion. A small number of pupils, however, on occasions, do not pay adequate attention to this aspect of their work. Many pupils are articulate speakers, who provide detailed answers, explanations and arguments. They speak clearly, and put their points confidently and concisely. However, a significant number of Year 6 pupils lack confidence in speaking, and they are not keen to speak in front of other people.
86. In Year 2 and Year 6, pupils' reading is above the standard expected nationally. In Year 2, most pupils read texts fluently and accurately, with a good level of understanding. They show a secure understanding of phonics, as well as having a good sight vocabulary. Pupils show a clear understanding of the books they read, and most are able to express opinions about their contents. Most Year 6 pupils read with fluency, accuracy and evident enjoyment. They talk confidently about what they read, making appropriate reference to characters and events in the stories. They identify key events and themes, and use relevant information to support their views. Pupils regularly use reference books to find information, and many of them have mastered the skills of skimming and scanning to help them find that information.
87. Pupils' attainment in writing is in line with that expected nationally in Year 2 and Year 6. At the start of Year 1 the attainment of a significant number of pupils in writing is below expectations. Pupils make good progress in Year 1. In Year 2, most pupils successfully write factual information, sometimes in the form of news, as well as imaginative writing, in the form of stories and poems. Higher attaining pupils produce extended pieces of writing, and their writing is clear and logical. Good use is often made of vocabulary to bring writing alive, although some pupils find this aspect of writing more difficult. Capital letters and full-stops are generally used correctly, and pupils' spelling is usually accurate, or at least phonetically acceptable. The handwriting and presentation of work is unduly variable throughout the school and few pupils join their letters.
88. In Year 6, many pupils successfully write for a variety of purposes, and they place a good emphasis on the use of items such as adverbs and adjectives to add detail to their writing, as well as using an increased range of punctuation, including inverted commas. On occasions, pupils' work is sustained into longer pieces of writing, and appropriate imagination, interest and depth are introduced. A number of pupils join their letters in a clear and neat handwriting style, but this standard is not always sustained, with many pupils reverting to printing in much of their work and the quality of handwriting and presentation is unduly variable. Pupils' spelling is usually good, and they use dictionaries and a thesaurus to improve this aspect of their work still further. Pupils with special educational needs make appropriate progress and are well supported. No significance differences in the performance of boys and girls were observed during the inspection.
89. The quality of teaching and learning is at least satisfactory, with good practice also being observed during the inspection. The teaching of reading is good. This is an improvement since the previous inspection. Teachers have a sound subject knowledge overall. Lessons are suitably planned and organised, with teachers carefully following the requirements of the National Literacy Strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they make good use of intonation in their voices, as well as humour, to help maintain pupils' interest. Where teaching is good, teachers provide opportunities for pupils to speak at length and develop their speaking skills; for example, by making good use of questioning. In many lessons, however, teachers do not provide pupils with enough opportunities to speak, and pupils' attainment in this area remains lower than in reading.
90. Teachers are most careful to provide appropriate reading books for pupils, and all pupils have books suitable to their needs. Detailed records are kept of the books read. Many of these books are interesting, and often challenging, and this is contributing significantly to the good progress pupils are now making. Pupils are provided with many opportunities to read, and suitable support and encouragement are provided by parent helpers. Pupils, generally, are keen to read, and even when they find reading difficult they are prepared to tackle the text presented.



91. Teachers throughout the school provide an appropriate range of writing activities and opportunities for their pupils, during lessons both in English and in other subjects, such as history, geography and religious education. Teachers do not sufficiently emphasise handwriting and presentation skills, however, and they rarely remind pupils about the quality of their writing, or the need to continue their best writing into other subjects. A number of teachers also fail to set a good example to pupils with the quality of their own writing on the board.
92. Pupils respond appropriately to the opportunities provided, in all aspects of the subject, and all pupils, including those with special educational needs, make satisfactory gains in their knowledge and skills. Good relationships are developed between teachers and pupils, and teachers provide appropriate support during lessons. In this they are well supported by the teaching assistants. Some teachers also add helpful comments to pupils' work in their exercise books. Others, however, add little more than ticks. Lessons are usually brisk in pace, and pupils are kept busy throughout. Pupils' attitudes to English are usually good. They generally behave well and set about their various tasks with good concentration. Just occasionally, a very small number of pupils are slow to settle to their work. Most pupils work well on their own, and in groups when required, and they persevere with the work set. They generally know what to do, but readily turn to adults if necessary.
93. The school uses the national literacy framework as its scheme of work, and all the various aspects of work are suitably covered. The co-ordinator is well informed, and she provides appropriate support to her colleagues when it is requested. Through studying planning she is aware of the work that is being covered throughout the school, and she has a clear understanding of the strengths and weaknesses in pupils' work. At present, the co-ordinator has little opportunity to monitor the work being tackled by pupils in their classrooms. A satisfactory range of assessment procedures is in place, with teachers keeping a variety of information about each pupil's performance. The information which is recorded is used effectively to identify pupils' current attainment, the progress they have made and, on occasions, to help the planning of appropriate future work, especially for the lower attainers. Good use is made of other curricular subjects to help develop pupils' literacy skills. In particular, pupils are provided with regular opportunities to use ICT to word process their work.

## **MATHEMATICS**

94. Standards achieved by pupils are in line with expectations in Year 2 and Year 6. There have been fluctuations in results since the last inspection, but the trend has mainly been upwards for pupils in Years 3 to 6. Last year results fell but this reflects the particular cohort of pupils as there were a large proportion of pupils in Year 6 who had special educational needs. The achievement and progress of pupils in Year 1 to Year 5 is satisfactory, with the present group of Year 6 pupils making particularly good progress due to high quality teaching. Pupils with special educational needs make good progress due to the good support given to enable them to be included in all aspects of the curriculum.
95. Results are improving because teachers are now making more use of the assessment data available to them, but currently this development is not happening quickly enough. This year, test papers have been analysed to find out what is being taught well and what areas of the curriculum need to be improved. This provides good information for planning future lessons. However, the assessment, monitoring and tracking of individual pupils is not consistent across the school and is insufficiently rigorous. Targets are not set for individual pupils, with the exception of those with individual education plans.
96. Where the quality of teaching and learning is very good, all pupils are challenged at levels appropriate to their needs; for example, in a lesson with Year 4 and Year 5 pupils a range of worksheets appropriate to pupils' prior attainment were used well to develop pupils' understanding of fractions. Higher-attaining pupils were required to work with large numbers while lower attainers were given smaller ones. Year 6 higher attaining pupils understand how to work out percentages of numbers and the majority quickly and mentally convert numbers to percentages and reverse the operation.

97. Pupils are keen to answer questions during oral sessions. Year 1 pupils confidently identify one penny, two pence, five pence and ten pence coins and Year 2 pupils confidently use a range of coins to make 50 pence and one pound. Year 5 pupils use tally charts to manage and interpret data. In Year 6, pupils are confident in using calculators to work out percentages of large numbers. Higher attaining pupils use calculators appropriately to check that the calculations they had already made were correct.
98. The quality of teaching is good for pupils in Years 3 to 6, and satisfactory for pupils in Years 1 and 2. Teachers plan and organise their lessons with a clear focus on the intended learning outcomes, so pupils have clear targets on which to focus their efforts. Oral sessions have a brisk pace and pupils concentrate well in order to keep abreast of the questions. In Years 3 to 6, direct teaching is good; teachers' explanations are clear and they ensure that there is a clear structure to pupils' learning. Where there are weaknesses in teaching it is frequently in the tasks given to pupils following the direct teaching. Sometimes insufficient time is allocated, so pupils do not have the opportunity to consolidate their understanding. Also, at times the tasks are insufficiently matched to pupils' prior attainment, so some pupils are insufficiently challenged while others make little progress. Through the analysis of test results, the co-ordinator has identified the need to focus on problem solving and in most of the lessons observed this was given appropriate attention. Pupils were given tasks that required them to use their initiative or to manage aspects of their own learning for themselves. Homework is used throughout the school; it is appropriate and relates to work undertaken during lessons.
99. Time is allocated to each aspect of the subject and ICT is used frequently to support the subject. There is some evidence of pupils using mathematical calculations in some subjects, but it is not used effectively across all subjects of the curriculum. There is insufficient attention given to the presentation of pupils' written work. Untidy presentation was seen to lead to errors in calculation in some written work observed across the school; for example, in some cases, pupils do not lay out numbers in columns leading them to make simple errors.
100. The co-ordinator has a clear understanding of the subject and its strengths and weaknesses within the school. She provides good leadership and supports staff well, and has ensured that all have had appropriate training in the National Numeracy Strategy and that it is implemented. She has been well supported by the local education authority and the mathematics department in the local secondary school. She has introduced systems to monitor standards in the subject through the analysis of test results and through the scrutiny of pupils' work, but this is insufficiently rigorous at present and has insufficient impact upon standards. Although the information provides the school with data to enable it to improve, it does not allow for the monitoring of teaching and learning to determine how well the subject is being taught. Currently there are examples of very good teaching in mathematics, but opportunities to disseminate its effectiveness are often missed. Pupils' work has been scrutinised by staff, but this has not yet brought about an improvement in marking, which is unduly variable across the school. It does not tell pupils how to improve or how well they are achieving in relation to specific learning. The co-ordinator is aware of what needs to be done to continue the improvement in the subject and has an action plan to support continued development across the school.

## **SCIENCE**

101. Standards achieved by pupils in Year 2 are in line with the national average. However, for pupils in Year 6 they are below the national average. In the National Curriculum teacher assessments at the end of Year 2 in 2002, standards were well below average, and in the National Curriculum tests at the end of Year 6 they were also well below average. The school carried out a thorough analysis of these low standards, and two main causes were identified. It was realised that too little time was being allocated to the subject, and for pupils in Years 3 to 6, where planning was undertaken over a two year period, not enough opportunity was provided for pupils to revise certain topics. Both of these issues have now been addressed, with the result that standards are improving, and pupils are now making satisfactory progress. Current standards in Year 2 and Year 6 are similar to those reported at the time of the previous inspection.

102. Year 2 pupils successfully undertake experiments on a number of aspects of their work; for example, when undertaking work on plants. Pupils in Year 1 tackle experiments; for example, on materials. Many pupils successfully name the main external features of both the body and a flowering plant, and most can explain the essentials needed to sustain life. Pupils in Year 2 are confident in identifying the contents of a healthy diet. Most pupils recognise and name common materials, such as metal, plastic and wood, and they successfully describe some of their uses; for example, pupils in Year 1 readily name materials that are waterproof. Pupils successfully describe the properties of materials, and they know that the shape of some materials can be changed by twisting, bending or heating. A small number of pupils find this more difficult to explain. Pupils understand that pushes and pulls are examples of forces. Most explain the role of batteries, wires and bulbs in an electrical circuit, and they know that a circuit will not work if it has a break in it. Pupils are confident in explaining that light and sound come from a variety of sources, and they know that sounds can be quiet or loud.
103. Standards for pupils in Years 3 to 6 are below expectations because the school had allocated insufficient time to cover all areas of the subject and for pupils to revise and improve their skills in the subject. This has restricted pupils' learning, particularly for higher attaining pupils. However, these issues have now been addressed and lessons observed and discussions with pupils indicate clear improvement in standards. Year 6 pupils successfully carry out a range of experiments, using suitable equipment, making observations and recording their findings. Year 6 pupils carry out investigations into forces, pupils in Year 5 experiment with pulse rates, and pupils in Years 3 and 4 find out information when mixing different materials. Whilst many pupils successfully explain their work, understanding, and using, the correct scientific language, a minority find this aspect of the work difficult. Most pupils, however, successfully explain the meaning of fair testing. Pupils with special educational needs are appropriately supported.
104. A majority of pupils are confident in explaining many of the life-processes of humans, as well as discussing; for example, the importance and function of the heart, the eye and the ear. They know that microbes are organisms that can have both beneficial and harmful effects. Most pupils name the various parts of a flower, although some are uncertain in distinguishing, for instance, between the stigma and the stamen. Many pupils successfully name a variety of materials, they describe their various properties, and they explain the differences between solids, liquids and gases. Pupils know that materials can be made into mixtures, and many readily describe how materials can be separated through processes such as sieving and filtration. They are less confident in explaining the processes surrounding dissolving and evaporation. Pupils know that objects have weight because of the gravitational pull of the earth, and most explain that friction and air resistance are forces that slow moving objects. Pupils know that sound is caused by an object vibrating, and that the vibrations travel through air and various materials to reach our ears.
105. The quality of teaching and learning is satisfactory overall, with examples of good practice also being observed. Lessons are well planned, with teachers throughout the school making good use of practical activities. This is an improvement since the previous inspection. Teachers are also particularly careful to use, and emphasise, the correct scientific terminology, which is having a beneficial effect on pupils' overall learning. Planning, however, does not always make appropriate allowance for the provision of work for the needs of different pupils, especially higher attainers. Teachers have sound subject knowledge, and provide clear instructions and helpful demonstrations of the work that is to be undertaken. Teachers have focussed upon raising standards in pupils' investigations and experiments in the subject, and this is having a good effect upon improving standards in this aspect of pupils' work.
106. Pupils show great interest in the subject, displaying good attitudes and increasing confidence, and they all, including those with special educational needs, make satisfactory gains in their knowledge and understanding of the subject. Where teaching is good, subject knowledge is especially secure, questions are well directed, resources are used particularly well and the pace of the lesson is brisk, and, as a result, pupils make good progress. Occasionally, a small number of pupils fail to give their full attention to the work being tackled, they become restless and this limits their learning. Most, however, work hard, concentrate well and are keen to find answers to the problems set. Teachers provide help and well directed support throughout. Pupils' behaviour is good overall, they work well with other pupils in carrying out activities, they are aware of safety procedures and they sometimes produce their work neatly and carefully, although this is not consistent across the school. Teachers mark pupils' work regularly, but although they

sometimes add useful comments of support and advice to help pupils develop their work further, again this does not happen consistently across the school.

107. The school has an appropriate scheme of work, and further planning ensures that all aspects of work, including practical activities, are fully covered. The co-ordinator is holding the post temporarily, but he is fully aware of the areas of work that still need to be developed. There are satisfactory procedures in place for assessing pupils' work, with evidence being kept to identify their current attainment. However, limited use has been made of this information to identify limitations in pupils' knowledge, and then provide suitable new work. The written work undertaken by pupils, especially that relating to reporting on practical activities, provides support to the school's initiative in literacy. Counting and measuring activities, in various aspects of the subject, support the school's work in numeracy. Information and communication technology is also used effectively to enhance the work in the subject, such as when pupils in Year 6 used computer programs in relation to their work on microbes.

## **ART AND DESIGN**

108. Standards achieved by pupils in Year 2 and Year 6 are above expectations. Only two lessons were observed during the inspection and judgements are based upon these, an analysis of work on display around the school, and discussion with pupils and staff. The school's provision for the subject is good and covers all the requirements of the National Curriculum. Staff are enthusiastic about the subject and make good use of opportunities to use art and design to support other subjects. The quality of provision and the enthusiasm of the staff are having a positive impact on standards in the school. Pupils enjoy their work in the subject and, in those lessons where they are taught well, achieve high standards. The quality and range of work on display around the school, both in classrooms and in shared areas, are good. All pupils have sketchbooks, and work in them demonstrates that pupils are given the opportunity to experiment with media and styles.
109. Pupils learn about the work of other artists, such as Magritte, Lucien Freud and Georgia O'Keefe and pupils demonstrate good use of a range of media. In the two lessons observed, pupils showed a clear enthusiasm for the subject. In Year 1 pupils were using a range of materials in weaving. They experimented with the media and could explain why certain threads were better for certain features of weaving. There is evidence that computer graphics are now being used, although this is a recent development and the use of ICT in raising standards in the subject is also being developed.
110. The quality of teaching and learning is good overall. The range of media provided for pupils in one lesson led to good learning. Discussion with pupils showed that they were very enthusiastic about art and design, and could recall lessons that they had enjoyed. Most could talk about the work of several artists. Pupils with special educational needs are well supported in the subject.
111. The strengths of the subject identified in the last inspection have continued and the leadership and management of the subject are good. The co-ordinator shows a clear understanding of the requirements of the subject. She is aware of the strengths and weaknesses in the school's provision and this is clearly identified in an action plan. Pupils' standard of work and the quality of teaching and learning are not yet systematically monitored through observation of lessons although there is some sampling of pupils' work. The subject plays a significant part in the teaching and learning of other subjects, particularly history, design and technology and religious education.

## **DESIGN AND TECHNOLOGY**

112. Standards achieved by pupils in Year 2 and Year 6 are in line with national expectations. Pupils with special educational needs make at least satisfactory progress, but it is good where support assistants guide them.
113. Pupils develop their skills year by year in measuring, cutting, shaping and joining when making products. They evaluate their work effectively as it develops, considering the needs of their intended users; for example, when designing different types of slippers.

114. Teachers encourage pupils to develop appropriate skills. Pupils show they can follow instructions well and are skilled in measuring, cutting and joining. Some examples seen were of good quality and of which pupils are justly proud. In one lesson observed, the teacher gave appropriate attention to the health and safety issues involved with using electric lights.
115. Discussion with pupils indicates that they enjoy the subject. They work productively and safely in group tasks and relate well to each other so that ideas are valued and exchanged freely as their work develops. Pupils apply their numeracy skills to measure and estimate, and they write for a range of purposes and audiences throughout their projects; for example, when making simple books to illustrate stories they have written.
116. There was insufficient evidence to make an overall judgement about the quality of teaching and learning. However, lesson planning indicates that clear objectives are set and teachers use resources efficiently.
117. The curriculum is broad and balanced, and the school has adopted national guidelines in the subject to ensure that it is coherently covered. The use of ICT to support pupils' learning is being developed. Their work is not yet assessed periodically in relation to national standards to help guide their progress in the subject.
118. There have been significant improvements in pupils' attainment and in the school's planning for provision since the last inspection, when it was identified as a weakness. The local education authority adviser for the subject has worked closely with the school to assist them in addressing the issues identified in the last inspection. The leadership and management of the subject are good. The co-ordinator has a clear understanding of the requirements of the subject and recognises the need to ensure that the focus it currently has in the school is maintained. Curriculum plans are based on a national scheme, and the co-ordinator recognises the need to monitor and evaluate its impact through teacher observation. Currently, each term, staff select examples of work completed by pupils to reflect on and review in order to ensure coverage and share good practice. Resources for the subject are good.

## **GEOGRAPHY**

119. Standards achieved by pupils in Year 2 and Year 6 are in line with national expectations. Pupils are making satisfactory progress. At the time of the school's previous inspection standards by the end of Year 6 were reported to be higher than those expected. Current findings do not represent a fall in standards, but rather reflect the different requirements that are now made.
120. Year 2 pupils successfully identify geographical features of places, such as houses, roads and shops. Those in Year 1 recognise different kinds of house, such as bungalows and flats. Pupils undertake fieldwork in the local area, and they have, for example, successfully drawn simple maps of that area. Pupils in Year 2 have studied a contrasting locality, in Mexico, and in studying this area pupils can confidently identify differences, for example, in housing, schools, food and family life. Pupils readily discuss the problems caused by litter, and they successfully identify the importance of looking after the environment. Pupils in Years 3 to 6 are confident in identifying towns and countries on an appropriate range of maps. Pupils in Years 3 and 4; for example, name the countries of the United Kingdom and successfully locate Landkey on a map of England.
121. Pupils in Years 5 and 6 readily name a range of towns, countries and sea areas on maps of Europe and the world. Pupils in Years 3 and 4 discuss weather patterns with understanding, and they confidently compare the local weather with the climate in other parts of the British Isles. Pupils in Year 5 successfully identify parts of a river system, such as the source and the mouth, and they confidently discuss the uses to which water is put. Pupils in Year 6 discuss different features of the coastline, such as cliffs, sand dunes and ports. Pupils in Years 3 and 4 particularly show a great concern for the environment, especially regarding the problems caused by traffic. They are most enthusiastic in suggesting ways in which improvements might be made.
122. The quality of teaching and learning is satisfactory overall, with good examples also being observed. Teachers have sound subject knowledge and provide a suitable range of planning. An

appropriate range of work is provided, with a good range of maps being successfully introduced to pupils. Geographical terminology is also emphasised, to help develop pupils' knowledge in this important area. Pupils find the subject interesting, they concentrate well on the tasks set and they are generally well behaved. Occasionally, a small number of pupils are restless and inattentive, and this affects their work although this is well dealt with by teachers. Teachers provide pupils with a variety of learning opportunities, including a number to undertake fieldwork, and this enables them all, including those with special educational needs, to make satisfactory gains in their knowledge and skills.

123. Where teaching is good, the teacher provides particularly clear and helpful instruction, pupils are especially keen, maps are used well and pupils make good progress during that lesson. Most pupils take suitable care with their work, and they make every effort to complete the tasks, for example drawing maps and plans neatly and carefully. They also usually work well in groups, when discussing various questions they have been asked. Teachers mark pupils' work regularly and they occasionally include written comments to add to the verbal advice they provide, although the quality of this varies across the school.
124. The school uses national guidelines as the basis for its scheme of work. The co-ordinator is knowledgeable, and is fully aware of the work that is being covered and supports colleagues well when necessary. There are few assessment procedures in place, and little information is available to judge either pupils' current attainment or the progress they have made. This was also a shortcoming identified at the time of the last inspection. The written work in geography is making a useful contribution towards the development of pupils' literacy skills, and the various mathematical activities, such as in measuring of distances on maps, contribute towards improving their numeracy skills. The school is using ICT effectively to support the work in the subject; for example, pupils in Year 2 readily used computers to find information about Mexico. This study of a contrasting area also successfully helps to develop pupils' cultural understanding.

## **HISTORY**

125. Standards achieved by pupils in Year 2 and Year 6 are in line with national expectations. Pupils' progress is satisfactory. Standards are similar to those reported at the time of the school's previous inspection. No lessons were seen in Years 3 to 6 and therefore judgements are based on discussions with pupils and teachers, and an analysis of their previous work.
126. Year 1 pupils know suitable details about the past. Through looking at pictures and photographs, and handling historical items, pupils successfully identify some of the changes that have taken place in homes, household artefacts, such as irons and telephones, and types of holiday. By sequencing houses and events, pupils are developing a sound understanding of chronology. Most pupils are also confident in using appropriate historical terminology, such as 'old', 'new' and 'long ago'. Pupils in Year 2 have a secure knowledge of a number of historical figures, such as Guy Fawkes and Samuel Pepys, and they know interesting facts about important past events, such as the Great Fire of London.
127. Year 6 pupils know relevant information about a range of historical periods. Pupils have a clear understanding of the ancient Greeks, as well as the Tudor and World War II periods of British history. Pupils in Year 5 are particularly knowledgeable about how south west England was affected by World War II; for example, being able to identify which areas were bombed. Many pupils in Years 3 to 6 are confident in identifying changes that have taken place throughout history, and they readily place the periods they study in a proper chronological framework. They successfully use timelines for this purpose. Pupils confidently explain some important events that have taken place, such as the Spanish Armada, and they recall the lives of famous people such as William Shakespeare and Henry VIII.
128. The overall quality of teaching and learning is satisfactory, and some good practice was also seen during the inspection. This is an improvement since the last inspection. Lessons are suitably planned, and teachers provide an appropriate range of information for pupils. Teachers successfully use photographs, artefacts and visits to foster pupils' interest. Pupils in turn enjoy the subject, study artefacts, books and pictures with enthusiasm, settle well to the variety of tasks provided and all pupils, including those with special educational needs, make satisfactory

gains in their historical knowledge and understanding. Good teaching uses a range of resources and information, has high expectations and enthuses pupils so that they make good progress. Overall, teachers' subject knowledge is sound, and they make appropriate use of dates, events and artefacts to help develop pupils' understanding of the past.

129. Teachers make most appropriate use of extended writing activities to further develop pupils' work. Just occasionally, the introduction to the lesson is rather long, and pupils have limited time to complete the tasks set. Pupils show good attitudes and this enables them to concentrate on their work and to make suitable progress. Most pupils present their work well, taking considerable care with its presentation, both writing and drawing. Teachers mark pupils' work regularly and comments of advice and encouragement are also sometimes added, although this is not consistent across the school. Teachers take the opportunity to encourage pupils further by providing colourful displays of their work.
130. The school has an appropriate scheme of work, and all areas of work are suitably covered. Teachers also make useful cross-curricular links to support the subject, such as when pupils in Years 3 and 4 produced detailed drawings of a Tudor galleon in an art and design lesson. The co-ordinator is well informed about the subject. However, few details about pupils' attainment are being recorded and this was a weakness identified in the last inspection. The writing activities undertaken, in various aspects of the subject, make a good contribution towards the development of pupils' literacy skills. Pupils successfully use ICT to increase their historical knowledge, such as searching CD-ROMS and the Internet for historical facts. The work undertaken in history also makes a significant impact on pupils' cultural development, through the studying of aspects of both British and other cultures.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. Standards achieved by pupils in Year 2 and Year 6 are in line with expectations, and standards have been maintained since the last inspection. However, evidence gained during the inspection indicates that rapidly improving quality of teaching is leading to improved standards in the subject. There is a good balance between the teaching of ICT skills and the application of ICT in subjects across the curriculum. School staff, parents and governors have worked hard to improve the provision of resources and there is now an appropriate balance between computers that are available for classroom use, as well as computers that are used in the well-established ICT suite.
132. Pupils are encouraged to use ICT as a tool in other subjects across the curriculum, and they do this effectively. During the inspection, good use of computer programs was observed, which enhance other areas of the curriculum; for example, spreadsheet and data handling in mathematics and science. Year 5 pupils use the Internet effectively as a research tool to further their work in geography and history. They use a search engine to locate a site that would tell them more about World War II and also the Vikings. Pupils in Year 6 use the Internet to find out more about Japanese musical instruments. They are beginning to develop multimedia presentations; for example, Year 6 pupils are developing their presentation skills by designing and making a web page about bread. Groups of pupils were observed successfully designing and preparing different sections, using both CD-ROM and Internet resources.
133. Pupils know that books also provide very good sources of information, but that an effective search of the Internet may give them more precise information in a format that they can incorporate within their own work. With the help of the class teacher and support assistant, pupils begin to use hyperlinks to track through a range of additional sites. As a result of good prior planning and effective use of available resources, pupils make good progress and standards are improving in the subject.
134. Younger pupils know that many day-to-day electrical devices are controlled by switches and signals; for example, when operating a listening centre or telephone. They know and talk about applications of ICT used in many areas of everyday life; for example when operating a television, video recorder or disc player. Pupils understand the idea of a sequence of linked actions to control a machine.

135. Throughout the school there are good examples of pupils using word processing appropriately. Pupils in Year 2 use the keyboard to write their work, and to present it in simple forms; for example, to write items in a list. Pupils know how to change the size and style of text, save their work for future use and how to print it out. E-mail is used in Years 4 and 5 with pupils communicating with a previous member of staff and a student who are now living in Spain and Canada.
136. The quality of teaching and learning is good. Teachers make good use of the nationally produced scheme of work to guide their teaching. The recording of activities completed is detailed and the planning between teaching and support staff is thorough and effective. Pupils use the mouse confidently and many use "click and drag" effectively. Pupils show good levels of confidence when using the keyboard and they know that their own work is saved in files and that they can retrieve their work again later. Pupils make good progress in their understanding of the use and application of ICT. The school is at the early stages of devising whole school assessment procedures in the subject, although detailed records of curriculum coverage are successfully maintained by the learning support assistant.
137. Good attention has also been given to enhancing staff expertise in the subject and inspection evidence indicates that teachers have a good level of competence overall and skilfully incorporate ICT in other subjects across the curriculum whenever possible; for example, within English, mathematics, history, geography and science. Pupils' response to ICT is good. They are well motivated and co-operate well with adults and each other. Pupils with special educational needs are well supported and they make appropriate progress. Good use is made of listening stations in some classes for taped stories, music and songs. Boys and girls are supported equally well and all have equal access to planned activities.
138. The subject is well led and the joint subject co-ordinators have been effective in helping to train staff and in helping to develop their confidence in the subject. Pupils are well supported by an effective learning support assistant who gives high quality support to groups of pupils throughout the school in the ICT suite, during well planned sessions that are an extension of class based activities. This help has also been particularly important in providing technical assistance, support and training for staff. However, there are few planned opportunities for the monitoring of standards and the quality of teaching and learning in the subject.

## **MUSIC**

139. Standards achieved by pupils in Year 2 and Year 6 are above expectations. Standards overall have improved since the last inspection.
140. Year 1 pupils made good progress in their understanding of pitch during one lesson observed. The class teacher skilfully extended pupils' learning by introducing a number of instruments to the lesson in order to give appropriate examples; for example, pupils listened to the penny whistle and saxophone and were delighted to hear the deep sound of the didgeridoo. As a result of clear explanation, most pupils readily identified changes in the pitch made by instruments. Year 2 pupils recognise the importance of starting and stopping together. Pupils listen well and join in clapping rhythms when listening to a tape of African music. They enjoy using African drums, together with tappers, beaters and scrapers and show appreciation when listening to the efforts of others.
141. In one very good lesson observed and led by the co-ordinator, Years 3 and 4 pupils explored rhythm. The lesson was introduced effectively by the teacher, who used appropriate technical vocabulary and gave good explanations. Pupils prepared a performance in groups and all were given an opportunity to take part. Each group recognised the importance of appointing a "conductor" to start them off and most pupils successfully read the music, recognised the difference between crotchets and quavers and responded very well to the "rest". The teacher's high expectations of both work and behaviour ensured that pupils made very good gains in their learning.
142. The quality of teaching and learning is good. Staff subject knowledge and expertise is good overall and the co-ordinator provides effective support for colleagues who are less secure in their personal



expertise; for example although most class teachers take their own classes for the subject, the co-ordinator also takes other classes and provides additional support for colleagues as required. Pupils' attitudes to learning and their behaviour are good. They work well in small groups as they prepare compositions and performances in class.

143. During whole-school assemblies, the quality of singing is good. Pupils are enthusiastic, their diction clear and they know the words of most of the songs. Although there is no formal choir, after school activities include singing when preparing for a school event or concert. The music curriculum is appropriately planned and good use is made of national guidance in the subject. The curriculum is occasionally enriched by performances given by visiting musicians. Pupils have the opportunity to learn the recorder, drums and guitars and these lessons are provided by visiting peripatetic music teachers, who are also involved in the peripatetic teaching programme and this enriches the curriculum and enhances pupils' learning.
144. The management and leadership of the subject are good. The joint co-ordinators are largely responsible for musical events and productions for parents. However, the quality of teaching and learning is not monitored on a planned, regular basis. Information and communication technology in the subject includes the manipulation of sound. Pupils with special education needs are appropriately supported and there is equality of opportunity for girls and boys.

## **PHYSICAL EDUCATION**

145. Standards achieved by pupils in Year 2 and Year 6 are above national expectations, and these high standards have been maintained since the last inspection. Pupils make good progress in lessons because teachers organise and manage them well and also help and encourage them to learn from each other. Pupils participate enthusiastically and energetically, and this also contributes positively to the progress they make. They acquire an appropriate range of skills from the activities organised for them, including dance, gymnastics, games and swimming, all of which successfully promote their physical development. Pupils with special educational needs are well supported.
146. Pupils understand the need to prepare before they begin to exercise, and are provided with good opportunities for an appropriate warm-up. Pupils understand the vocabulary of movement used by their teacher, and they interpret the tasks set and explore different ways of completing them. In a good lesson seen with Year 6 pupils who had been developing a dance sequence using North American Indian music, the teacher had taught the pupils about the culture of the North American Indians and pupils were incorporating this learning into the nature of the dance sequence. These pupils are gaining increasing control over their body movements and are developing the ability to manage their movement. The extent to which they have developed good body control is demonstrated in their ability to repeat sequences of movement.
147. Pupils in the gymnastics club also showed they could work safely with the apparatus available. They worked very hard on the various pieces of apparatus, fully engaged and concentrating on the tasks set. Older pupils develop an ability to evaluate their own performance and to use this to improve their movement. This was well illustrated in a dance lesson with Year 6 pupils, where they worked effectively in groups to develop their movement. The school reports that most pupils swim at least 25 metres by the time they leave the school. Pupils take part in a wide range of team games and compete against other schools with a high level of success.
148. The quality of teaching and learning is good overall. Teachers provide a range of physical activities, although it was possible to observe only some of these during the inspection. Pupils quickly gain in confidence because they are taught well as they practise and develop their movements. Where teaching is particularly effective, teachers intervene appropriately in what their pupils do to help them improve the quality of their movement. Teachers pay appropriate attention to safe practice in their lessons and this has a positive effect on pupils' confidence. The school provides good opportunities for older pupils to engage in a range of outdoor activities. At lunchtimes, pupils are actively encouraged to take part in physical activity, including team games and a wide range of interesting resources is provided. The lunchtime supervisors have been given training to assist them in promoting physical activities. Pupils have the opportunity to share in adventurous activity during an annual residential visit.

149. The leadership and management of the subject are good. As yet there has been little monitoring of teaching and learning, but the co-ordinator has conducted an audit of staff confidence in teaching aspects of the curriculum and identified where further support is needed. The co-ordinator works very closely with the Primary Link teacher from a local secondary school and staff have received training and support through this scheme. The resources for gymnastics in the school hall are good; there is a good range of moveable equipment for pupils to work on. The range of small apparatus is also good. The co-ordinator has a clear and appropriate action plan and the school is committed to improve provision, both in terms of resources and activities.

## **RELIGIOUS EDUCATION**

150. Standards achieved by Year 2 and Year 6 pupils are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress. Standards have been maintained since the last inspection.
151. Pupils study world faiths and are encouraged to consider how they feel about the ceremonies and beliefs that they study. Pupils in Years 3 and 4 demonstrate good understanding of the nature of Hinduism and in Year 6, pupils demonstrate very good understanding of the importance of religious symbolism in selected works of art.
152. Pupils enjoy the subject, showing good levels of interest and involvement. When working together or discussing issues, they display respect for the views of others and use resources and equipment carefully. The school has close links with the Anglican and Methodist churches in the community, leading to good support for the subject.
153. There was insufficient evidence to make a judgement about the overall quality of teaching and learning for pupils in Years 1 to 6. However, in the few lessons observed, the quality of teaching and learning was good or better. Teachers develop pupils' literacy well, encouraging pupils to listen carefully and talk very precisely when describing religious symbolism or elements of other faiths. There are also good links with art; for example, where pupils study art that portrays different religious symbolism. Information and communication technology is beginning to be used effectively. When teaching is good, teachers encourage pupils to understand the spiritual aspects of the subject and encourage them to apply intellectual and creative effort in their work. The subject contributes well to pupils' spiritual, moral, social and cultural development.
154. The subject coordinator provides good leadership overall in supporting and promoting improvements and she has a clear view of the way forward. She has worked hard to resource the subject and she introduced a new scheme of work based on the locally agreed syllabus. Learning resources are good and well organised. However, there has been insufficient improvement in the monitoring of pupils' attainment and the quality of teaching, which were both issues identified in the last inspection.