

INSPECTION REPORT

EAST ALLINGTON PRIMARY SCHOOL

Totnes

LEA area: Devon

Unique reference number: 113200

Headteacher: Mrs S Colegate

Reporting inspector: Mr G S Nunn
1185

Dates of inspection: 13th – 15th January 2003

Inspection number: 247326

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church Hill
East Allington
Totnes
Devon

Postcode: TQ9 7RE

Telephone number: 01548 521305

Fax number: 01548 521305

Appropriate authority: The Governing Body

Name of chair of governors: Mrs E A Lethbridge

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1185	G Nunn	Registered inspector	Mathematics History Religious education English as an additional language Education inclusion Provision for pupils with special educational needs	Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
19335	S M Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1189	S Brown	Team inspector	English Art and design Physical education Areas of learning for children in the Foundation Stage	How good are the curricular and other opportunities offered to pupils?
25778	A Hicks	Team inspector	Science Information and communication technology Design and technology Geography Music	

The inspection contractor was:

Power House Inspections

Grasshoppers
Anglesey Close
Chasten
Brentwood, Staffs.
WS78XA

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Allington Primary School is a smaller than average primary school for pupils aged between four and eleven, situated in the village of East Allington, near Kingsbridge in Devon. The school serves a wide catchment area with most pupils living in the village itself. Pupils live in a variety of housing types. There are 76 pupils on roll, organised into four classes. Five pupils are in the Reception class. The number on roll has fallen since the last inspection. When they start school, children's attainment is average overall. There are significantly more boys than girls. Very few pupils are entitled to free school meals, which is below the national average. No pupils speak English as an additional language or come from ethnic minority groups. Nineteen per cent of the pupils are registered as having special educational needs, which is similar to the national average. Of these, two pupils have statements of special educational need, which is above the national average. Pupils' needs range from those with dyslexia to those with moderate learning difficulties and emotional and behavioural difficulties. Five pupils joined the school and ten left at times other than the usual admission and leaving times last year.

HOW GOOD THE SCHOOL IS

East Allington Primary School provides a sound education for its pupils. It is an improving school with many strengths, which has made satisfactory progress since the last inspection, particularly in developing the curriculum it offers to its pupils. Pupils make particularly good progress in Years 5 and 6 in English, mathematics, science and art and design. The headteacher and governors provide strong, effective leadership and the provision for pupils' personal development is good. Pupils' attitudes to learning are very good and they behave well. The main areas for improvement are listed below. Taking into account the funding available for pupils at the school, the quality of teaching they receive, the backgrounds they come from and the standards they attain, the school gives satisfactory value for money.

What the school does well

- It enables pupils to make significant gains in learning in Years 5 and 6, particularly in English, mathematics, science and art and design.
- Good leadership and management, provided by the headteacher and governors, are ensuring that the school is on the right track for making sustained and continued improvement.
- Pupils have very positive attitudes to learning and behave well.
- It makes good provision for pupils' personal development.

What could be improved

- Pupils' standards in history, information and communication technology (ICT), religious education and certain aspects of physical education, by the time they leave the school.
- The quality of teaching in Years 3 and 4.
- The systems for assessing and recording pupils' work in subjects other than English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 1998, the school has made satisfactory progress in addressing the issues identified at that time. Good plans for the teaching of the curriculum are now in place in all subjects. The school now has a good school development plan, which identifies appropriate areas for improvement, as well as providing clear ideas about its long-term educational direction. In addition, some good systems have been put into place to

monitor the work of the school, although aspects of some subject co-ordinators' roles need further development.

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	B	E	E	E*
mathematics	E	E	E	E
science	B	E*	E	E*

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

The table shows that in 2002, when compared with schools nationally, pupils' standards are well below average in English, mathematics and science. When compared with schools with pupils from similar backgrounds, the school's results are well below average in mathematics, very low in science and in the bottom five per cent for English. Standards have remained low for the last few years. When interpreting these results care must be taken as, in the year group taking the national tests in 2001 and 2002, there was a high proportion of pupils with special educational needs. In addition, cohort sizes were small and so the information is statistically unreliable.

Inspection findings show that pupils' standards in the current Year 2 and Year 6 are higher this year and that they are likely, by the end of this academic year, to have attained average standards in many subjects. This is largely as a result of there being fewer pupils with special educational needs than in previous years, and, in the case of Year 6 in particular, a result of the high proportion of good teaching they receive. During their time in the reception class, children make steady progress so that, by the end of that year, they attain average standards. By the time pupils reach the end of Year 2, they again attain average standards in almost all subjects. Appropriately planned programmes of work and some good teaching are the main reasons for this. The lack of adequate programmes of work and insufficient teaching time have meant that pupils make unsatisfactory progress in religious education and ICT and do not reach the expected standards by the end of Year 2.

Pupils currently in Year 6 are on course to attain average standards in all subjects except ICT, history and religious education. The school has recognised this and has taken appropriate steps to address these issues. However, insufficient time has elapsed for these new steps to have had an effect on raising pupils' standards to the expected levels. Pupils' standards are also below average in certain aspects of physical education. Insufficient teaching time and unsatisfactory indoor facilities and resources are the main reasons for this. Pupils with special educational needs, as well as those who have particular gifts or talents, make similar amounts of progress to other pupils. There are no significant differences in the amount of progress made by boys and girls. The school has set realistic academic targets for future National Curriculum tests at the end of Year 6 and is on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic. They enjoy coming to school and work hard and collaboratively.
Behaviour, in and out of classrooms	Good. Pupils behave well in classrooms, assemblies and in the playground. There is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good. Pupils are mature and responsible. They have very good relationships with adults and each other.
Attendance	Satisfactory. Levels of attendance are similar to those found in primary schools nationally. Pupils are punctual when arriving at 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 the teaching and learning seen in lessons is good overall. However, there are some significant variations. Teaching in the reception class is generally satisfactory being good in Years 1 and 2. Whilst no unsatisfactory teaching was observed during the course of the inspection in Years 3 and 4, a supply teacher took the class, it is clear from pupils' work that the amount of progress pupils make in these years in most subjects is unsatisfactory. In Years 5 and 6 pupils receive a high proportion of good and very good teaching and, as a result, their rate of learning increases significantly. In all lessons seen the quality of teaching was at least satisfactory. In half the lessons the teaching was judged to be good, being very good in a further one in seven. This is a similar picture to the one found at the last inspection. Planning of work is good, good use is made of resources to help pupils' learning and teachers motivate them and make them keen and eager to learn. Clear indications are given to pupils in most lessons of what they are expected to learn. Similarly, the work set for pupils enables them to achieve as high a standard as they can. Pupils respond well to the interesting and challenging tasks set for them. Consequently, most learn effectively and achieve appropriately. Pupils' work in Years 3 and 4 indicates that not enough is expected from them, work is not always well matched to their differing ability levels, nor is it sufficiently demanding. Consequently their rate of learning is not as rapid as it might be.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A broad and balanced curriculum ensures rich experiences in many subjects. However, not all aspects of physical education are taught. A good range of sporting and musical activities enhances the curriculum.
Provision for pupils with special educational needs	Good. Pupils are well looked after and their needs are met. They are given the right work to do and this means that they make at least satisfactory gains in their learning. The work of support staff is particularly effective.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good, particularly so for pupils' social and moral development. Pupils have good opportunities to take on additional responsibilities.
How well the school cares for its pupils	Satisfactory. The school provides a caring and safe environment in which pupils feel secure and valued. Further developments are needed in the assessment of pupils' work to ensure their best possible academic progress.
How well the school works in partnership with parents	Parents support the school well. In some areas the school needs to improve the information it provides for parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is good effective leadership and management by the headteacher. The management of some subjects has been developed effectively by co-ordinators, but not yet by all.
How well the governors fulfil their responsibilities	Good. Governors are committed, enthusiastic and determined to help the school to continue to improve. They have a good grasp of the finances and apply the principles of best value well. They are not yet ensuring that all aspects of the physical education curriculum are being taught.
The school's evaluation of its performance	Good. A wide range of information is closely analysed and acted upon. As a result, this is now beginning to have a beneficial impact on the rate of pupils' learning.
The strategic use of resources	Good. The budget is well managed. The accommodation is adequate, although the small size of the hall inhibits the teaching of dance and gymnastics. The school is staffed by suitably qualified teachers. Resource provision is satisfactory in most subjects, although large outdoor play equipment is needed for the youngest children. There is room for improvement in some resources for physical education, history and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They feel comfortable about approaching the school with questions or problems. The school expects their child to work hard and achieve his or her best.• The school is well led and managed.• The school is helping their child to become mature and responsible.	<ul style="list-style-type: none">• The range of activities outside lessons.• The amount of information they receive about how their child is getting on.

The inspection team agrees with parents' positive views. They also find that, given the number of staff available, the range of activities outside lessons is satisfactory. However, the quality of information parents receive about how their child is progressing, needs to be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Comparisons with National Curriculum test results for pupils at the end of Year 2 across the country are not included, as in 2002 the number of pupils at the school in this year group was below 10. Consequently, such statistical comparisons are considered to be unreliable.

2. The 2002 National Curriculum test results for pupils at the end of Year 6 show that the proportion of pupils who attain national standards in mathematics and science is well below average. Similarly, the proportion that exceed the national average and attain the higher than expected level, is below the national proportion in science and well below it in English and mathematics. When the school's results are compared with schools with pupils from similar backgrounds, they are again well below average in mathematics and very low in English and science. Trends over the last three years show that pupils' overall standards have remained largely stable. When interpreting these results care must be taken as in the year group taking the national tests at the end of Year 6 in 2002 there was a high proportion of pupils with special educational needs, the cohort size was small and so the information is statistically unreliable.

3. Inspection findings show that, in the present Year 6, the number of pupils with special educational needs is fewer and that their standards overall are about average in English, mathematics and science, although fewer are likely to attain the higher level than might be expected. This is a similar picture to the findings of the previous inspection. The school has improved its overall standards by carefully analysing each individual pupil's needs, particularly in Years 5 and 6, and by good use of such aids as the National Literacy and Numeracy Strategies. In addition, it has carefully developed work for most of its pupils in order to enable them to reach the highest standards of which they are capable. However, the school does not yet promote a small group of more able pupils to their full potential.

4. Inspection findings also show that, in the current Year 2, pupils' standards in reading, writing, mathematics and science are about average. This is a similar picture to the findings of the previous inspection. A smaller proportion than nationally attain the higher than expected level in all four areas. The school has recognised this and has good plans in place to address this issue and so attempt to raise the standards that more able pupils reach.

5. The attainment of children on entry to the school in the reception class shows a broad spread of ability. Their overall attainment is average when compared with children of that age nationally. Children in the reception class make steady progress in most areas of their learning. They achieve well in their personal, social and emotional development because of the good routines established for them. Children settle into school well and work happily with each other, sharing equipment and taking turns when required.

6. In communication, language and literacy, children begin to listen and speak well. They handle books competently and are beginning to write their own names, as well as recognise simple words. In the mathematical area of their work they are beginning to understand numbers and how many each figure represents. Children's knowledge and understanding of the world increases steadily and they begin to understand about places other than East Allington and its surrounding area. They are introduced to the computer and, in their creative development, are able to use a range of media. Opportunities for physical development are

more limited as a result of a lack of an appropriate range of outdoor play equipment and limited hall provision. Largely as a result of the sound teaching children receive in the reception class, nearly all, by the time they begin Year 1, are well prepared for the National Curriculum.

7. In English, pupils, by the age of seven, are beginning to read accurately, with developing expression, an awareness of punctuation and an understanding of what they read. Writing skills are about average, although more opportunities are needed for more detailed writing in other subjects of the curriculum. Listening is generally good and a number of pupils are confident speakers.

8. By the age of 11, pupils read with accuracy, and have a satisfactory understanding of what they read. Pupils write using the correct punctuation and know how to spell the most commonly used words. Their written work displays the use of complex sentences although, as in Years 1 and 2, more opportunities for extended writing are needed. Handwriting skills are satisfactory and the presentation of work is sound, although a number of pupils do take great care with their work. Most pupils have good listening skills and their speaking skills are satisfactory. Pupils' literacy skills, particularly in Years 5 and 6, are improving and are, on many occasions, appropriately used to support learning in other subjects.

9. In mathematics, the majority of pupils, by the age of seven, accurately add and subtract numbers to 20. They are becoming confident with simple multiplication and division. They know a range of two-dimensional shapes, such as square, triangle and circle. Pupils' numeracy skills are developing well and these are used satisfactorily to support their learning in other subjects. When they reach the end of Year 6, most pupils have secure mathematical skills and they solve number problems accurately, using the four rules of number. They draw and interpret line and block graphs with accuracy. Furthermore they understand the meaning of the mathematical terms of percentage, factor and square, when related to numbers. Adding and subtracting decimals to two places is competently carried out and they are beginning to be able to express simple formulae in words. In Years 1 and 2 as well as in Years 5 and 6, all pupils, including those with special educational needs, achieve particularly well in the number aspect of the subject. This is largely as a result of the high proportion of good teaching they receive particularly in Years 5 and 6. Insufficient gains in learning are made in Years 3 and 4 where pupils are not required to complete sufficient work or at a sufficiently high standard.

10. Pupils have a broad knowledge across all areas of science by the time they are seven, particularly of living things, life processes and of materials and their properties. They are beginning to observe carefully and to use descriptive vocabulary to good effect. As with mathematics these early scientific skills are not sufficiently well built on in Years 3 and 4. However, good and, on occasions very good, teaching in Years 5 and 6, means that by the age of 11, pupils use their specific skills well in a range of investigations, thus helping to promote their learning of scientific knowledge. Pupils have a sound understanding of physical process, materials and their properties and life processes and living things. Their scientific enquiry skills are appropriately developed.

11. In Years 1 and 2 pupils, including those with special educational needs and those with specific gifts and talents, make satisfactory progress and appropriate gains in their learning in nearly all other subjects. As a result, by the age of seven, pupils' levels of attainment are similar, in those subjects, to those of seven year olds nationally. The two exceptions are religious education and ICT. In these subjects, whilst the school has taken good steps to raise pupils' standards, such as in introducing a new scheme of work in religious education and in providing additional resources for ICT, they have, as yet, had insufficient time to have a significant impact on pupils' learning or on the standards they attain.

12. As in English, mathematics and science, pupils make insufficient gains in learning in Years 3 and 4 in most subjects, largely because they are not required to work at a sufficiently rapid rate or at a level of which they are capable. As a result of good teaching in Years 5 and 6, this situation is remedied so that, by the time they leave the school pupils' standards are about average in all subjects except religious education, ICT and history. The reasons for this are the same as those for pupils in Years 1 and 2. Whilst pupils do as well and, on occasions better, than most pupils nationally in the games element of physical education, the levels reached in the gymnastics and dance elements are not as high as they might be by the age of 11. This is due to the inadequate size of the school hall and the lack of opportunities pupils have in these areas. As a result the amount of progress they make and the standards they attain are not good enough.

13. Pupils identified by the school as having specific gifts or talents, as well as above average pupils generally, are overall satisfactorily catered for and the rate of progress made by these groups is similar to other pupils, given their prior attainment levels. On occasions, however, in some classes and in some subjects the work these pupils are asked to do lacks sufficient depth to challenge their understanding and level of knowledge. The overall achievement of pupils with special educational needs is appropriate. They make sound progress and achieve the standards of which they are capable. This is due to the fact that they receive good support in small groups, especially for English, and also because they are given good, additional support by teaching assistants within a whole-class setting. These pupils are well supported and fully included in the life and work of the school. Even though a number of the pupils joined the school at times other than the normal time in September last year, they were well catered for by the staff and quickly integrated into the life and work of the school. As a result, the progress they made and the standards they attained, are similar to pupils of similar prior attainment levels who have been at the school for a longer period of time.

14. National test results for the past few years have been well analysed to enable the school to check the standards pupils achieve as well as how well they are learning. In response to this analysis, targets for improvement have been appropriately set in English and mathematics. There is no significant difference in the rate of learning of boys and girls even though there are significant gender imbalances in terms of numbers in some classes.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, values and personal development overall are a strength of the school. They contribute greatly to the pleasant and enthusiastic environment in which pupils learn.

16. Pupils have very good attitudes to learning. They enjoy coming to school, feel that most of their lessons are interesting and that the teachers provide them with help and encouragement. Pupils throughout the school reflect these views in their high levels of enthusiasm for activities and lessons in most subjects. On a few occasions, where the teaching is less stimulating or where the subject has a low profile in the school, such as has been the case with religious education, then pupils are less positive. Pupils listen very well to their teachers and each other and instructions are followed quickly and quietly. They work hard and maintain concentration throughout the day. When presented with challenging and stimulating questions pupils offer thoughtful and confident replies. Pupils are able to work by themselves to a satisfactory level, they are encouraged to be independent and can use the Internet for research. However the lack of a school library hinders the development of some skills connected to retrieving information from books. Pupils work together very well. For example in a Year 5 and 6 English lesson where pupils worked in pairs to rewrite the

beginning of a poem using different descriptive words. The support and encouragement that pupils offer each other was a particular feature of that and many other lessons. Pupils take turns and listen to each other's views in a mature and polite way. The high value placed upon pupils and their achievements is evident in the high quality displays of work in the classrooms and corridors.

17. The behaviour of pupils is good in lessons, assemblies and in the playground. This has a beneficial effect upon their learning and upon the school community as a whole. Pupils meet the school's high expectations well. They understand and follow the school code, reflecting their involvement in its formation. There is no evidence of bullying or oppressive behaviour. Pupils feel that any problems they may have at playtimes are dealt with effectively and swiftly by midday supervisors or by discussion amongst themselves. There have been no exclusions in the past year but appropriate procedures are in place should they be needed.

18. The relationships between all members of the school community are very good. Adults in school treat pupils with care and respect. In turn, pupils are polite and helpful towards each other and to adults. They work and play together amicably. In particular older pupils adopt a very mature and caring approach to those younger than themselves. In most lessons the very good relationships amongst pupils and between them and their teachers have a very positive effect upon their learning and upon the confidence with which pupils offer their ideas and opinions.

19. Pupil's personal development is good. They act responsibly and are provided with many opportunities to carry out class duties or to serve the whole school community, for example by preparing for assemblies or serving on the school council. Opportunities are given in lessons to express thoughts and feelings and to consider other values. Pupils display sensitivity for the feelings and needs of others. For example, the decision taken by the school council to sponsor a child from a developing country. Pupils learn to respect other beliefs although at present this area is not fully developed in terms of pupils' understanding of different religions and cultures.

20. Attendance rates are in line with the national average and are satisfactory. Pupils are eager to come to school and they usually arrive on time. Parents provide the school with good information about absences that are largely due to childhood illness. A small number of families take holidays in term times. Registration time is brief and efficient and leads promptly into the lesson that follows.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Across the school, the quality of teaching during the course of the inspection was at least satisfactory in all lessons. The quality was good in half of the lessons and very good in a further one in seven. There were no lessons where the quality of teaching was unsatisfactory. Within the overall pattern there are significant variations. Satisfactory and good teaching is often found in the reception and Year 1 and 2 classes. Whilst no unsatisfactory teaching was observed during the course of the inspection in Years 3 and 4, the school had employed a good supply teacher to cover staff absence, it is clear from pupils' work that the amount of progress they make in these two year groups in most subject areas is unsatisfactory. In Years 5 and 6, pupils receive a high proportion of good and very good teaching and, as a result, their rate of learning increases significantly thus enabling them to attain average standards, by the age of 11, in most subjects.

22. The quality of teaching overall has been maintained since the time of the previous inspection. Monitoring and support has been given to teachers in some subjects, particularly

in mathematics and, in nearly all cases, this has had a positive impact on the teaching of that subject. In other subjects, new schemes of work have been introduced. These have ensured that for most teachers their overall planning of pupils' work has improved and, as a result pupils carry out tasks that build upon work that they have completed successfully. This has ensured that in most classes and particularly in Years 5 and 6, pupils' rate of learning has been good and that standards overall have been maintained.

23. The National Literacy Strategy has been successfully implemented in most classes and it is taught well. Teachers plan their lessons in detail, are clear about the strategy's structure and use the time at the ends of lessons to reinforce pupils' learning. In the best practice, teaching is lively and exciting, with good use being made of texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons achieve much.

24. The teaching of numeracy is good overall. There is an effective focus on the development of mental arithmetic with regular, challenging questions at the start of most lessons. Teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. Pupils enjoy their numeracy lessons, being well motivated by the work they have to do. As a result, they achieve well in this area of their learning.

25. Good and very good teaching is characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives them a clear focus to the lesson. Similarly, teachers ask concise questions that assess pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeable in a good Year 5 and 6 mathematics lesson where the introductory activity, involving multiplying and dividing by 10, 100, 1000, quickly fired pupils' enthusiasm. The activities that followed, well related to the introductory session, were well matched to pupils' differing ability levels with more able pupils being required to multiply and divide by 5, 50 and 500. By the end of the lesson all groups of pupils had a better understanding of the different ways of multiplying and dividing large numbers.

26. Other characteristics of very good lessons are where teachers manage their pupils well, expecting and getting good behaviour, as well as managing the use of resources in such a way as to enhance their pupils' learning. This was evident in a good Year 1 history lesson where pupils were presented with various artefacts, such as a steam iron and chamber pot and were required to compare and contrast these with today's equivalents. The pupils become totally involved in their work and were keen to talk about it. Despite the pupils' obvious enthusiasm, the skill shown by their teacher in challenging them ensured that they remained engrossed in their work and that good standards of behaviour were maintained. As a direct result, the pupils achieved a great deal during the course of the lesson.

27. Where teaching is not as good, it is usually where a particular group of pupils are presented with less challenging work or where the amount of work they are required to do in a given period of time is insufficient. On these occasions, although pupils rarely become disruptive, they sometimes lose interest. As a result, their rate of learning falls and too little is achieved.

28. Teachers have a good knowledge and understanding of the subjects they teach. This is most noticeable in mathematics and English. In subjects where such knowledge is most secure, pupils' achievements are greatly enhanced. In other subjects, such as ICT, some teachers' own knowledge and confidence are less secure. As a result, pupils' progress in these subjects though satisfactory, is slower. The school rightly recognises this and has a programme of ongoing in-service training planned to address the issue.

29. Teachers' planning of pupils' work is good and often identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required during the lesson. These are then well used by teachers to enhance pupils' learning and the amount of progress they make.

30. The quality and use of day-to-day assessment in English and mathematics is good. Teachers are skilled in using questions to check and challenge pupils' initial responses. Satisfactory use is made of the ends of many lessons to assess what pupils have learned in that lesson and to reinforce further their subject knowledge and understanding. In subjects other than English, mathematics and science, teachers' recording of their pupils' attainments and their subsequent use of it to plan the next pieces of work for them, is unsatisfactory. Furthermore, the marking of pupils' work is variable, ranging from unsatisfactory, where work is barely marked at all, to very good, where pupils are given a clear indication of how well they have done and what they now need to do to continue to improve.

31. Pupils with special educational needs, work well when given targeted teaching and good support in small focused groups, especially in English. These small groups are well taught and the achievement of most pupils working within them is good. Procedures for assessing the needs of these pupils are good and the monitoring of individual pupils' progress is carried out on a regular basis. The special educational needs coordinator works closely with class teachers to ensure pupils' needs are met and that they are not excluded from the whole-school curriculum. The planning of work for pupils with special educational needs is good and this is reflected in many of the achievements of these pupils.

32. The school has a good policy in place for pupils who have specific gifts or talents. Such pupils are appropriately catered for in lessons, although on some occasions their needs are not sufficiently well met with suitably demanding work.

33. In a survey carried out prior to the inspection, most parents were satisfied with the work their children were required to do at home. The inspection team found that the homework set by teachers is appropriate for the age of pupils to whom it relates and is often closely linked to ongoing work in the classroom.

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

34. Several weaknesses in the curriculum were identified as key issues in the last inspection. These concerned the balance of the curriculum, long-term planning for progression and planning for the under fives and non-compliance in some aspects of the curriculum, notably ICT, physical education and religious education. Since then satisfactory progress has been made in developing the curriculum, although some weaknesses remain. The school has endeavoured to maintain a broad and relevant curriculum, offering rich experiences in many areas, such as in aspects of art and design. The school pays good attention to ensuring equality of opportunity for all pupils. There is good provision for pupils with special educational needs and a raised awareness of potentially higher-attaining pupils. Religious education now conforms to the requirements of the locally agreed syllabus, although it remains unsatisfactory in terms of standards and progress. Provision for pupils' personal, social and health education is good and makes a strong contribution to pupils' personal development. This is a fully inclusive school in which everyone is valued. Good links between the different subjects enhance pupils' learning. The school has good strategies in place for teaching literacy and numeracy, which are having a positive effect on pupils' progress.

35. The balance of the curriculum is unsatisfactory because provision and time allocated to some aspects of physical education are insufficient. In addition, there is a lack of sufficient hall space and appropriate gymnastics equipment. As a result, the full requirements of the curriculum are not being met in respect of gymnastics and dance.

36. The school makes good provision for pupils with special educational needs. Early identification of their needs, together with clear guidelines for responding to those needs, enables teachers to provide an appropriate curriculum. Pupils are given the same curricular opportunities as other pupils both inside and outside the classroom. They are well supported by classroom assistants, teachers and through carefully planned work, which is linked to specific targets identified in the pupils' individual education plans. Work is regularly assessed and careful records are kept which further inform the future teaching of these pupils. Pupils' targets in their individual programmes of work are regularly reviewed and amended.

37. The curriculum for the children in the mixed reception and Year 1 class is satisfactory. Work is planned to take account of the nationally required curriculum for children of this age and a satisfactory range of suitable activities are provided which prepare children soundly for the National Curriculum. Arrangements for children's physical development are unsatisfactory. The lack of opportunity and resources for outdoor play and the irregular use of the very restricted hall space, inhibits the progress made and limits the potential for higher-attaining children in this area of learning.

38. The curriculum for pupils in Years 1 to 6 is satisfactory. An appropriate range of interesting activities is provided in most subjects. In physical education however, provision is limited to games and swimming. Although the small hall severely restricts opportunities for gymnastics and dance, as does the lack of large apparatus, nevertheless provision could be better, particularly when specialist teaching in gymnastics and dance has demonstrated this to be the case. Schemes of work are available in all subjects now, with the national guidelines being adopted and adapted to meet the specific needs of the school in a number of subjects. The locally agreed syllabus provides the framework for religious education. Teachers' planning is good and much improved since the last inspection. It includes clear learning objectives and appropriately matched work, in most cases, to meet the differing needs within the mixed age classes. Planning also takes account of those pupils who will remain in a class for a three-year period, with a three-year rolling programme for the reception, Year 1 and 2 pupils and a two-year rolling programme for Years 3 to 6. Extra-curricular provision is satisfactory with a suitable range of sporting and musical activities available for pupils.

39. The school has forged good links with the community, particularly with the local church, village hall and local playgroup. The school is particularly well supported by the village organisations and the parents' association in terms of fundraising, with much support being received for the new building. The minister is a regular visitor in school and pupils visit the church for celebrations and to support their learning, for example in subjects such as art and design. Pupils are involved in regular fundraising, much of which is prompted by pupils' own initiative. For example, the school council held a 'Bring and Buy', raising £120 for lunchtime outdoor play equipment, whilst pupils in Years 5 and 6 design, organise and run their own stalls at the summer fair. Other fundraising such as for Children in Need, Remembrance Sunday, Red Nose Day occur on a regular basis.

40. The school maintains good links with the local secondary schools for science, mathematics, physical education and various road shows. An English liaison project between Years 6 and 7 on Shakespeare eases the transition from East Allington to Kingsbridge and establishes a good rapport with pupils and teachers. Other links include sporting events and the use of the school by Kingsbridge for its homework club.

41. The school provides well for pupils' personal development. Sex and relationship education and issues surrounding drug awareness, are treated appropriately in subjects such as science, religious education and physical education.

42. Provision for pupils' moral and social development is good. Adults and pupils know each other very well because the school is small. All adults establish a caring atmosphere where pupils are respected and valued. The school's system of sanctions and rewards is clear. Pupils know what is expected of them. The school encourages pupils to show initiative and to accept responsibility. For example, pupils are involved in setting their own rules for behaviour, the School Council gives pupils opportunities to discuss matters that concern them, and older pupils help younger pupils with their work, for instance making Diya lamps when they study the Hindu festival of Diwali. Year 6 residential visits contribute well to pupils' growing independence and self-reliance.

43. Provision for pupils' spiritual and cultural development is satisfactory. Both have improved since the last inspection. Assemblies explore spiritual and moral themes and pupils are given appropriate opportunities to reflect on the meaning behind stories of miracles, such as Jesus turning water into wine. Subjects, such as art and design and English, contribute to pupils' spiritual development, through opportunities to express themselves creatively in painting or poetry. The school promotes an understanding of pupils' own beliefs and culture within a mainly white community, and the new personal, social and health education programme includes satisfactory provision for pupils' understanding of life in a racially diverse society

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides a safe and caring environment where all are equally valued. Pupils are very well supported by the very good relationships that exist and they feel confident and happy during their time at school. All adults in school know the pupils well and are sensitive to their particular needs and difficulties. Pupils with special educational needs are well supported by adults in school and also by their fellows.

45. The school has good arrangements for the care and protection of its pupils. There is a comprehensive health and safety policy that is complemented by careful daily practice and in the sensible approach that pupils make to practical activities. Pupils are involved in various activities that raise their awareness of the need to take care of themselves and others. For example, the work on road safety successfully promotes this. The procedures for child protection are satisfactory. All adults in the school are suitably aware and trained, although the school does not have a policy or written guidelines.

46. The procedures for assessing pupils' attainment and monitoring their academic progress are unsatisfactory. Whilst there is a good system for assessing and recording pupils' attainment in English and mathematics, it does not extend to all other subjects of the curriculum. Pupils' individual progress is not tracked sufficiently closely and, as a result, the work set for them does not always provide enough challenge. The use of assessment information to guide curricular planning is also unsatisfactory. It is not used enough to plan future work, to set targets for the school, for groups or individuals. This has an adverse effect on standards overall. This represents a similar situation to that found at the last inspection.

47. The procedures for monitoring and supporting pupils' personal development are satisfactory. Although there are no formal procedures for recording this, pupils' strengths or areas for development are all well known and well supported. Pupils are encouraged to develop as individuals and to grow in confidence but they are not sufficiently well involved in

taking responsibility for their own learning. Pupils are not involved in the setting of individual targets for academic and personal improvement and are not given enough opportunities to evaluate their own work.

48. The procedures for monitoring and promoting good behaviour are good. There is a clear policy and system of rewards for good work and behaviour, which are highly valued by pupils. Pupils understand how the school deals with unacceptable behaviour when it occurs although they consider incidents to be rare. There is no evidence of bullying or oppressive behaviour. Indeed, the pupils spoken to were not able to recall any incidents and there are none recorded.

49. The procedures for monitoring and improving attendance are good. The school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day. Attendance is closely monitored and good attendance encouraged. The administrative arrangements are efficient.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The partnership with parents is satisfactory overall and the school is keen to develop this further. The parents' views of the school are good. They are appreciative and support the school well. They feel that the school is very approachable and provides a happy learning environment. They also feel the school is well led and managed and has high expectations for their children. Some parents are unhappy with the information provided about how their child is getting on and the range of activities provided outside lessons. The inspection findings support the parents' positive views. The provision for extra curricular clubs is satisfactory. In this small school, teaching staff carry a heavy burden of extra responsibilities. The school offers its pupils a variety of special events, visits and visitors that enrich the curriculum and widen their experiences. Parents' concerns about the information they get about how their child is getting on are supported.

51. The effectiveness of the school's links with parents is satisfactory. Parents feel the school is welcoming and very approachable. There is an open and supportive relationship between parents and teachers. Parents can gain some insight into their children's learning through open evenings held each term. The lack of a hall at present limits the opportunities that the school can offer and parents are not able to attend assemblies regularly or share in the celebration of good work and behaviour.

52. The impact of parent's involvement on the work of the school is good. A very small number of parents are able to help in school but extra curricular clubs do benefit from parental support and there is a strong Parents' Association. A considerable amount of money is raised and this has a significant impact upon the learning environment, for example by supporting the building of the new classroom. School meetings and events are all well supported indicating parents' commitment to the school and their children's education.

53. The quality of the information provided for parents is satisfactory. The school brochure and governor's report provide useful information and now meet requirements. This is an improvement since the last inspection. Regular newsletters keep parents well informed about day-to-day events but little is provided about the curriculum and the work that pupils do. This restricts the support that parents can offer to their children and the school. Parents' ability to judge their children's successes and areas of difficulty for themselves are hampered by insufficient information. Information about pupil's work and progress is conveyed through regular good quality consultation evenings. However written reports are brief and lack specific detail about difficulties and areas for improvement and do not indicate the level at which a child is working. Not all the subjects of the curriculum are reported on separately as they should be and reception children's reports do not follow the areas of learning. Written reports have not improved significantly since the last inspection.

54. The contribution that parents make to their children's learning at home and at school is satisfactory. The majority of parents support homework and their children's learning well but a significant number do not. The school provides a useful home-school communication book that includes homework requirements. However, parents are not required to sign these to indicate their involvement in supporting their children's independent studies. Pupils have expressed a wish for more varied homework and particularly enjoy any that involves them and their families together. For example pupils who were required to think of a child's name to match all the letters of the alphabet considered the task to be great fun and enjoyed seeking ideas from their families and friends. The provision of homework overall has improved since the time of the last inspection. It is now provided consistently and is closely monitored.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The last inspection report described the leadership of the school, under the previous headteacher, as being sound. This has not only been maintained but also successfully built upon by the present headteacher. She provides good leadership and has a clear understanding of the strengths and weaknesses of the school, which has a positive effect on many aspects of school life. She is ably supported by both the teaching and non-teaching staff and, together, they give the school a clear purpose and direction. The headteacher works closely with her governors to continue to raise standards and improve the quality of teaching. In this she has largely been successful. Her clear vision for the future of the school is evident in her determination to raise pupils' standards of attainment by focusing on several key strategies, such as the need to raise pupils' standards in history and ICT. In addition, she sees the need to continue to develop assessment and recording systems in several subjects. These, together with several other priorities are built into the school's development plan. The plan clearly identifies key areas for action, steps to be taken to achieve those goals, staffing and budgetary implications as well as time implications. This plan does not yet cover, in outline, the proposals for the review and development of the school during the next three to four years. The staff, both teaching and non-teaching, work closely as a successful team, and are well supported by an able and caring headteacher who recognises the importance of developing a strong team identity.

56. The school aims, reviewed most recently in September 2002 are good, clearly defined and underpin much of the school's work and life. Most policies are reflected in the practice of the school. Within school, all individuals are valued and cared for and are encouraged to develop into well-motivated and self-disciplined pupils. The school is particularly successful in achieving its aims of creating positive attitudes in its pupils towards work. The school has an explicit commitment to the attainment of high standards and is aware of the importance of meeting the needs of pupils of all attainment levels. In this it is becoming more and more successful.

57. To assist its basic aim of raising standards, the school has collected a good range of data to enable it to check that pupils are doing as well as they can. The analysis is well managed by the headteacher, who can provide detailed information on individual year groups of pupils in the school. The information is beginning to be used well to provide realistic and challenging targets for the school in English and mathematics.

58. There are satisfactory structures and procedures in place to monitor standards and provision. The headteacher monitors teaching, as well as pupils' learning, by scrutinising teachers' planning and, on occasions, pupils' work in books. She discusses her reviews with each teacher and makes every possible attempt to improve teaching quality and so raise pupils' standards. In most, but not all areas of the school, she has been successful. Generally, however, such strategies have a positive effect in helping to raise pupils' standards and in helping to develop areas of the school where teaching is less successful.

59. The curriculum coordinator for numeracy monitors teaching and learning in classrooms but this practice is not yet followed for all subjects. The school recognises this and has appropriate plans in hand to address the issue.

60. The special educational needs coordinator carries out the responsibilities of the post effectively. An accurate register is maintained of pupils with learning difficulties as well as those who have specific gifts and talents. This ensures that pupils' individual education plans are regularly reviewed. Staff are fully aware of their responsibilities and support these pupils effectively. This ensures that pupils with special educational needs make satisfactory progress given their prior attainment levels.

61. The governing body is effective in its work. It is well led and fulfils its responsibilities efficiently. It is appropriately constituted and has the relevant committee structure in place to consider such areas as finance, premises, curriculum and staffing. As a result, governors play an important role in working alongside the headteacher to provide effective leadership for the school. They carry out their statutory responsibilities fully with the exception of ensuring that the gymnastics and dance sections of the physical education programmes of study are taught.

62. The school has maintained the high standards of financial management and control found at the time of the last inspection. The budget is well managed. The headteacher and staff work well together to establish priorities for development. These are clearly set out in the school development plan, and cost implications are fully worked out. Additional funds, for example to support pupils with special educational needs, are used well.

63. The Governing Body receives regular reports on spending and works well with the headteacher and staff to evaluate how effectively money is spent and the impact it has on school standards. This aspect of their work has improved since the last inspection. There are good systems for managing the purchase of new stock and equipment and the school takes care to ensure that it gets appropriate value for any money spent. The school administrator manages day-to-day financial control very well.

64. The school has good systems in place for the induction of new staff. Most are monitored through the school's systems for performance management. Development needs are identified and appropriate help and training are provided. The school's provision for the training of new teachers is appropriate.

65. The match of teachers and support staff to the demands of the curriculum is good. Teaching staff are appropriately qualified and ably helped by teaching assistants, who are well used within classrooms to support pupils' learning.

66. The school accommodation is adequate to meet the needs of teaching most areas of the National Curriculum. However, the hall is too small for the effective teaching of gymnastic and dance activities, particularly for older pupils. Most classrooms are light and airy and considerable refurbishment has taken place in recent years. Outdoors the school has good grounds, play facilities and quiet area. At present it lacks an area designated as a play area for reception class children and this is unsatisfactory.

67. Resources to support the teaching of the curriculum are at least adequate in most subjects. Shortfalls do occur in religious education, history and in some areas of physical education. This has a negative effect on the standards pupils attain and the rate of progress that they make.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to build upon the many positive aspects of the school, the governors, headteacher and staff, in cooperation with the local education authority should:

- (1) raise pupils' standards in ICT, history, religious education and some aspects of physical education by:
 - ensuring that sufficient time is devoted to the teaching of these subjects;
 - increasing the amount and range of work pupils are expected to do;
 - fully implementing the recently developed programmes of work for these subjects;
 - providing further in-service training for teachers in the skills and knowledge related to the subjects.(Paragraphs: 6, 11,12, 16, 28, 55, 70, 71, 79, 121, 127, 129, 132, 133, 142, 143, 150, 151, 152, 153)

- (2) improve the procedures for the assessment and recording of pupils' work by:
 - extending the good practice in English and mathematics to all other subject areas;
 - using the information from the assessment of pupils' work in these other subject areas to plan subsequent work for them and set targets for them to achieve;
 - improving the consistency of the marking of pupils' work, so that it gives them a clear indication of what they need to do to make their work better.(Paragraphs: 30, 46, 47, 50, 55, 91, 105, 112, 119, 124, 125, 131, 141, 147, 153)

- (3) improve the education provision for pupils in Years 3 and 4 by raising teachers' expectations of the quality and quantity of work these pupils can achieve.
(Paragraphs: 9, 10, 12, 21, 82, 83, 86, 89, 95, 102, 107, 109, 111, 127)

In addition to the issues above the following should be considered for inclusion in the action plan:

- Seeking a solution to the problems associated with the teaching of gymnastics and dance in order to fulfil the governors' statutory responsibilities regarding these aspects of the physical education curriculum.
(Paragraphs: 12, 35, 37, 38, 66, 79, 142)
- Improving the quality of written reports to parents about their children's progress.
(Paragraphs: 50, 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	18	12	0	0	0
Percentage	0	14	51	35	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	76
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	14

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	5
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
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)

As a result of the cohort size being below 10, figures for Year 2 in 2002 are not included as they are statistically unreliable

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	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	13	13
Percentage of pupils at NC level 4 or above	School	58 (57)	68 (50)	68 (64)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	68 (57)	74 (64)	74 (86)
	National	73 (72)	74 (74)	82 (82)

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

Where the number of boys or girls in the cohort are ten or fewer the individual results are not reported

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	76	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	16.9
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	65

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	236 630
Total expenditure	231 579
Expenditure per pupil	3 197
Balance brought forward from previous year	4 800
Balance carried forward to next year	2 051

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	4	0	0
My child is making good progress in school.	62	32	4	2	0
Behaviour in the school is good.	59	37	2	2	0
My child gets the right amount of work to do at home.	52	44	4	0	0
The teaching is good.	64	30	6	0	0
I am kept well informed about how my child is getting on.	48	39	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	71	25	0	0	4
The school works closely with parents.	57	34	9	0	0
The school is well led and managed.	71	25	0	0	4
The school is helping my child become mature and responsible.	50	48	0	0	2
The school provides an interesting range of activities outside lessons.	32	39	21	2	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. Children are admitted to the mixed reception and Year 1 class in September or January following their fourth birthday. At the time of the inspection there were five children of reception class age, three of whom had started school the previous week. Early assessment information indicates that attainment is broadly average when children first start school. Most children have had playgroup experience prior to starting school and there are good links between the on-site playgroup and the school, with clear induction procedures ensuring a smooth transition from one to the other.

70. Provision for children in the mixed reception and Year 1 class is satisfactory. Children make steady progress over time. The curriculum offered is reasonably broad and balanced and the teacher endeavours to provide an appropriate range of activities to meet this mixed year class. Lessons are well planned, and follow the required curriculum for children of this age, except for physical development where provision is unsatisfactory. Teaching is satisfactory overall, with examples of good teaching also seen during the inspection. Sound teamwork and appropriate deployment of the classroom assistant ensures that all children are fully included and supported. There are no children identified as having special educational needs in the present reception group.

71. Regular observations and assessments are made of most areas of learning, the exception being the physical area. Children's work is carefully annotated so that the progress they make is systematically recorded. Not enough use is made of the information gained to ensure that higher-attaining children in particular are always required to do sufficiently demanding work. Overall, children make satisfactory progress in most areas of learning. They make good progress in their personal and social development because the adults focus well on this and teaching is particularly good in this area. Progress in the physical area of development is satisfactory but is not as good as it could be because of the lack of provision for outdoor activities and the irregular use of the hall for physical activity. Most children are likely to achieve the levels expected for children of this age by the time they start Year 1 and some will already be working within Level 1 of the National Curriculum.

Personal, social and emotional development

72. Teaching and learning in this area of learning are good. As a result, most children achieve the levels expected for their age and a good number exceed them. Most children are confident and have good self-esteem. Attitudes to learning are good and children enjoy coming to school.

73. The children move confidently about the classroom, into the hall for assemblies and into the playground at break times. Expectations of behaviour, attitudes and independence are high and the children rise to such expectations. They listen attentively to the adults and to each other and take turns to speak, contributing eagerly to discussions or answering questions. For example, in a literacy lesson when instructed to discuss with a partner about keeping healthy, most contributed sensibly, recalling things from a class list of healthy activities. They co-operate well with each other. Children are able to select activities for themselves and tidy away at the end of an activity.

Communication, language and literacy

74. Most children speak confidently to adults and to each other. Speaking and listening skills are average with a few children being very articulate. This was apparent in discussions when the teacher asked children to describe to a partner the members of their family. One boy was very articulate and confident while another was reluctant to say very much.

75. Children enjoy stories and are able to recall the main events, for example in the story of 'The Snowman' or 'The Three Little Pigs'. They respond with interest to the illustrations. All know how to handle books correctly and turn pages carefully. Those who have been in school for a term recognise some initial sounds and a few key words in the case of the most able. They are happy to talk about a favourite book. The most able identify text from the illustrations and point to individual words. Most are becoming familiar with terms such as 'author' and 'illustrator'. Most children write their names independently and the more able are beginning to write occasional words on their own and construct a sentence using the sentence maker. Pencil control for the most able is good. Lower ability children are less secure in their pencil control and copy under the teacher's writing. The classroom assistant supports the children who have joined the school this term by withdrawing them for speaking and listening activities. For example, they make and name fruits using plastic modelling clay, and talk about ways of staying healthy. The use of role-play to promote writing skills is limited. Most children make satisfactory progress as a result of sound teaching. They are likely to achieve the levels expected by the time they start school in Year 1 and some children will exceed these.

Mathematical development

76. Attainment in this area of learning is as expected for children of this age. Above average children count and order numbers to 10 and some beyond this. They understand 'one more than' and know the number that comes before a given number. Most are able to match and sequence in order of size and can order a set of number cards to 10 with higher attaining children being able to write down numbers to 10. They are able to add 2 small numbers together orally but do not record this. Higher attaining children are also able to estimate the number of items in a set of objects with reasonable accuracy. They can find the missing number in a sequence to 10. Using common shapes the children create a 'shape' picture and are beginning to recognise and name simple two-dimensional shapes such as 'square', 'circle' and 'rectangle'. They create simple block graphs such as that of their 'favourite colours'. Most have a sound understanding of mathematical language such as 'long/short', 'more/less' and are becoming increasingly aware of comparative language such as 'longer/longest'. Good use is made of incidental opportunities for mathematical development, such as taking the register to reinforce counting and early number skills. The use of sand and water to extend children's understanding of vocabulary, such as 'full', 'empty', 'more' and 'less', is unsatisfactory. Good use is made of number songs and rhymes to reinforce counting skills. Satisfactory teaching and sound support from the classroom assistant result in satisfactory progress, although the limited opportunities for sand and water experience inhibit children's learning. Most children are likely to achieve the expected levels by the time they start in Year 1.

Knowledge and understanding of the world

77. Attainment in this area of learning is about average. The adults present children with a good range of experiences which interest and motivate them to learn. Teaching is sound and often good in this area of learning. Careful questioning ensures children understand what they are being taught. For example, following a visit by a gentleman aged 102 years, a few weeks ago, good questioning helped the children to recall what the visitor had described when he

was a boy. The teacher encouraged them to ask questions and makes good links to other areas of learning such as compiling a book about the visitor. Well-chosen artefacts and good secondary source information from books helped the children to understand about life in the past. Such a lesson also contributes well to developing children's speaking and listening skills. In scientific activities the children learn about 'night' and 'day' and different sources of light. They are able to conduct simple experiments such as looking through coloured paper at various objects.

78. Most children can identify foods for healthy eating and know that exercise is important to staying healthy. They understand the meaning of 'belonging' in terms of belonging to a family and most can identify different groups such as 'beavers', 'ballet', 'rugby' and 'gymkhana' to which they belong. The children have an increasing awareness of festivals such as Diwali, Hanukkah as well as Christian festivals such as Christmas and Harvest. Through stories such as 'The Three Little Pigs' the children learn about different materials and which are strongest. They learn about seasons such as winter and acquire a relevant vocabulary such as 'icicles', 'snowflakes' and 'frost' thus showing an understanding of the different weather conditions and temperatures in the different seasons. When using the computer most children know how to control the mouse and are beginning to develop early keyboard awareness. Occasional visits such as those to Paignton Zoo contribute effectively to children's knowledge and understanding of the world. Most children will achieve the expected level by the time they start in Year 1. Higher attaining children will exceed this.

Physical development

79. Provision for this area of learning is unsatisfactory. The lack of resources and outdoor play opportunities as well as limited and irregular use of the very small hall, means that children have little opportunity to climb, jump, stretch or to push, pull or pedal wheeled vehicles. This also affects their opportunities for working together and problem solving, through challenging outdoor activities. During the inspection, in a lesson with a visiting specialist teacher, the children listened to instructions and carried them out well, stopping on a given signal. However, it was apparent that children are not used to making use of a larger space and had limited skills when throwing and catching and bouncing a ball into a hoop. When joining in warm-up and final games, the children moved with the expected level of co-ordination when walking, jumping, stretching, wriggling and curling. The limited hall space restricts opportunities for some physical activities such as large apparatus work but much more could be happening if teachers had the necessary skills, knowledge and confidence in this area. Most children show good control of pencils, brushes and scissors. Satisfactory teaching of these skills enables children to make steady progress in this aspect of physical development.

Creative development

80. Standards are as expected in this area of learning. Good opportunities are provided for children to explore a range of materials for painting, modelling, drawing and using collage and construction materials. With the help of Year 5 and 6 pupils, the children are able to mould Diva lamps out of clay. They work together using paint and collage material to create a frieze of the Snowman's Winter Party. Using tissue paper they create rangoli patterns and create collage 'pig' rod puppets. A lack of planned intervention in the use of construction materials limits the progress children make when using construction kits and investigating materials and processes.

81. The children enjoy singing and have a good repertoire of songs and rhymes. The class teacher does not plan for the use of the classroom assistant in such lessons and consequently she is not sufficiently involved. Children have experience of a range of un-tuned percussion instruments. Satisfactory teaching of the basic skills enables children to make steady progress, with most achieving the expected level by the time they start in Year 1.

ENGLISH

82. The average standards found at the last inspection at the end of Year 2 and Year 6, have been maintained. This is in spite of wide variations during the interim period, where small cohorts and varying numbers of pupils with special educational needs, have caused the overall picture to fluctuate considerably. Pupils make satisfactory progress overall. This includes pupils with special educational needs and those pupils identified as more able. However, progress in Years 3 to 6 is uneven. It is unsatisfactory in Years 3 and 4, where standards are not as good as elsewhere in the school, largely because the work pupils produce is not as good. In Years 5 and 6, learning is accelerated as a result of good teaching, thus helping standards to recover so that they are about average by the time pupils leave the school. This variation is particularly evident from the written work pupils have produced in their books.

83. Since the inspection the National Literacy strategy has been effectively implemented. Improved subject knowledge by most teachers, improved planning and better use of literacy skills across other subjects, have helped to maintain standards. However, the weaknesses found in Years 3 and 4 and a lack of challenge for higher-attaining pupils have prevented greater improvement. Targets have been set for individual pupils to achieve but further improvements are needed to involve pupils more in the process so that they have a better understanding of how well they are learning. At present the school lacks a library and this is reflected in pupils' limited library and research skills. Monitoring of pupils' progress in the subject is well focused. Procedures for assessment are secure and the use of assessment information is usefully informing teaching and learning. The use of ICT to support learning could be improved further and the use of drama together with speaking and listening opportunities is not developed as well as they can be.

84. Standards in speaking and listening are average at the end of Year 2 and Year 6. Most pupils listen attentively. Many pupils express themselves clearly and use a reasonable range of vocabulary. Above average pupils are articulate, engaging well in more extended conversations and using language confidently to express their opinions and ideas. Effective questioning by teachers extends pupils' use of English, promoting their confidence when speaking aloud. Sometimes overlong introductions by teachers leave too little time for pupils to talk at length. Also, limited teacher intervention in some activities for younger pupils leads to superficial learning taking place.

85. Pupils attain average standards in reading by the age of seven and eleven. Higher attaining pupils in Year 2 read fluently, with good expression. They are happy to discuss their favourite book and reading interests. Average pupils read with reasonable accuracy and developing fluency while lower attaining pupils are hesitant, relying on support from an adult. They do not always read with sufficient understanding. Pupils understand terms such as 'author' and 'illustrator' and a good number use the local public library. Home/school reading diaries are not used as well as they could be to involve all parents, as well as teachers and pupils, more in the reading process. More able pupils in Year 6 read fluently and discuss characters and plot at length. They refer to the text to support their opinions and can discuss their favourite authors at length. Phonic skills for below average readers in Year 6 are not secure. They have difficulty in describing characters. They do not have a wide interest in a

range of books such as poetry and non-fiction. Most pupils have positive attitudes to reading and take their books home regularly.

86. Writing standards in Year 2 and Year 6 are also average. Spelling is carefully taught and many average and above average pupils spell accurately. They write for an increasing range of purposes, except in Years 3 and 4 where the range of writing is more restricted. Pupils have good opportunities for using their writing skills in other subject areas, such as when writing an historical account of the Gunpowder Plot or in writing instructions for threading a needle. Pupils use an increasing range of interesting adjectives when writing descriptively. For example, writing about the sea, an able pupil wrote:

‘The roaring, salty sea washes up the driftwood on the beach. The calm, deep, glittering sea is sparkling on the sand.’

87. A good number of pupils use basic punctuation accurately. Handwriting is often neat with a good cursive style, except in Years 3 and 4 where pupils no longer join their writing and where standards of handwriting and presentation have deteriorated. This is recovered in Years 5 and 6 by good teaching, so that many pupils have good handwriting skills by the time they leave the school.

88. Higher attaining pupils use similes and metaphors effectively. Their writing creates atmosphere and suspense. Spelling and punctuation are usually accurate and they use paragraphs with understanding. When writing about the senses pupils use adjectives to good effect. For example: ‘I taste the biting cold air on my tongue, fresh creamy milk leaving white paint on my lips’. Below average and some average pupils have less secure spelling skills but make plausible attempts. Pupils know how to use a dictionary and a thesaurus. Opportunities for extended writing are more limited and this is an area for further development. Limited use is made of computers to support English in the classroom although examples of word processing skills are evident.

89. Teaching and learning are satisfactory overall with strengths particularly in Years 5 and 6. Teaching in Years 3 and 4 is unsatisfactory because expectations are too low and pupils do not cover sufficient work. Work set is not demanding enough so that there is little challenge particularly for higher attaining pupils.

90. Good teaching, where teachers have high expectations, which are known by the pupils has a positive impact on pupils’ learning. Teachers share what the lesson is to be about at the start, which ensures that pupils are clear about what they have to do. Basic skills are carefully taught and work is matched appropriately to pupils’ needs and abilities. As a result all pupils are well challenged and well motivated to learn. Pupils are well managed. They are expected to work independently and to use their initiative. In a good Year 2 lesson for example, basic skills in reading aloud with expression and the use of speech marks were carefully taught. Clear explanations and effective questioning ensured pupils understood. The brisk lesson pace and high expectations ensured pupils covered a good amount of work in the lesson and sustained concentration throughout. The very good use of the plenary session, when pupils used puppets when reading aloud their ‘speech bubbles’, promoted confidence in performing to an audience and contributed well to pupils’ speaking and listening skills. Such good teaching ensures that pupils make significant gains in their learning during the course of the lesson.

91. The subject is soundly managed by both co-ordinators. There are appropriate assessment strategies in place and information from these is used effectively to set targets and inform teachers’ future planning. Marking and the use of progress books however, are

inconsistent. The best marking offers constructive help on how pupils can improve their work. Good systems are in place for monitoring pupils' progress.

MATHEMATICS

92. At the time of the previous inspection, pupils' standards were similar to national standards at the end of Year 2. Inspection evidence indicates that the standards of the current Year 2 are also similar to national standards. Satisfactory progress has been made by the school in maintaining these standards in spite of some fluctuating results in the interim years, caused largely by small cohort sizes and varying numbers of pupils with special educational needs. During their time in Years 1 and 2 all pupils, including those with special educational needs and those who have been identified as having a talent in this area, make satisfactory gains in their learning.

93. Whilst in Years 1 and 2, the early mathematical skills and concepts, learnt in the reception year, are successfully built upon. As a result most pupils, by the age of seven, understand place value in number up to 50 and can quickly remember addition and subtraction facts to 10 and, for some pupils, up to 20. They can identify and use simple fractions. Many recognise and can name two-dimensional shapes, such as square, triangle and circle, but their knowledge of three-dimensional shapes, such as cube and cylinder, is more limited. Furthermore, approximately one third of pupils have a secure knowledge of place value in hundreds, tens and units. Their mental recall of the five and ten times tables is satisfactory and they can use an increasing range of mathematical language correctly.

94. Satisfactory progress has also been made since the last inspection in enabling the present Year 6 to attain national standards, in spite of the similarly fluctuating results and the reasons for them, that were found with Year 2 pupils. As a result, most pupils in Year 6 are able to multiply and divide whole numbers by 10, 100 and 1000. They have a good mental recall of their times tables and are quick to solve problems which include quite complicated multiplication and division. In addition, most pupils can interpret line graphs and understand the mathematical terms of mode and range when looking at a collection of data. They are able to find the perimeters of shapes and their area by counting squares, whilst the more able pupils can use a formula for such a calculation. Discussions with pupils at the end of both Year 2 and Year 6 show that their knowledge and understanding of the number element of mathematics is particularly well developed. Such average standards are good, given that a number of pupils, in Year 6 in particular, also have special educational needs. Indeed, it is the school's particular attention to the issue of inclusion that results in these pupils achieving well.

95. Within this overall pattern of satisfactory gains in learning being made across Years 3 to 6, there are significant variations in the rate of learning made by pupils in different year groups. The most noticeable difference is in the amount of progress pupils make in Years 3 and 4 compared to that made by pupils in Years 5 and 6. Pupils' rate of progress in Years 3 and 4 is largely unsatisfactory. Too little is expected of them and the work they are required to do is of an insufficiently high level to challenge their thinking and move their learning on at a satisfactory pace. Limited account is taken of the differing ability levels of the pupils. In contrast, in Years 5 and 6, pupils are set work that matches their abilities, are given a certain amount of time to complete that work and, as a result, rise to the challenge. Rapid progress is made by all groups of pupils in Year 5 and 6, so that they catch up on the lack of sufficient progress made earlier.

96. The satisfactory and good teaching found in Years 1 and 2, together with the good and often very good teaching found in Years 5 and 6 helps pupils, not only to learn at an appropriate rate, but also enjoy their learning. Moreover, where such good, well-planned

teaching takes place, lessons proceed at a brisk pace and much work is covered. The introductory mental mathematics session not only increases pupils' mental agility but also serves to motivate them. Indeed, as a result of these sessions and the teachers' good use of appropriate 'quick-fire' mental arithmetic questions, pupils look forward to mathematics lessons. In most lessons, pupils work hard and co-operate well when working in groups. Pupils, throughout most of the school, enjoy the subject and are most keen to learn. They take care of the resources available to help them and most willingly share and take turns when using them. In one or two instances, the teacher's slightly over-long introduction, particularly in the main teaching activity, means that a small group become bored and do not pay sufficient attention. As a result, pupils' rate of learning is reduced. An example of where many component parts of very good teaching come together was seen in a Year 5 and 6 lesson. The initial mental mathematics session, when explained to the pupils, elicited a response of, 'Oh I love this game' from one pupil. All pupils reacted enthusiastically to the game and showed how well they knew their times tables. The rapid rate of working went on into the next section where pupils were taught a variety of ways of multiplying and dividing by 10, 100 and 1000 and then by 5, 50 and 500. Group work followed with, for example, the more able pupils being required to multiply and divide decimal numbers such as 1.75 by 10, 100 and 1000. Pupils had calculators available to check their answers and these were appropriately used. At the end, the last few minutes were used to get pupils to explain to others what they had been doing, thus reinforcing the learning that had taken place. Such lessons with very good teaching features not only ensure that significant gains are made in pupils' learning, but also enable pupils of all ability levels to enjoy the subject.

97. In recent times both teaching and learning in mathematics have been helped by the school's successful introduction of the National Numeracy Strategy. In most classes it is very well established, followed well and, as a result, along with teacher's enthusiasm for it, is having a most positive impact on pupils' learning.

98. Both coordinators have a commitment to the raising of standards of pupils of all attainment levels. They monitor many aspects of the subject, including teachers' planning, classroom teaching and pupils' work. They scrutinise assessment test results and use the results of their analysis to build a view of the subject's strengths and weaknesses. Good support is provided to teachers and, where appropriate, suggestions are made for improvement. Learning resources are good and most teachers use them effectively. At present, effective use is not being made of ICT to enhance pupils' learning in the subject.

SCIENCE

99. Year 2 pupils are on target to reach average standards in science by the end of the school year. All, including those with special educational needs as well as the identified more able pupils, make satisfactory progress and achieve as well as they can. Pupils have a sound understanding of materials. They sort items into categories such as wood, plastic and metal. Pupils test materials for flexibility, strength and waterproofing, record work appropriately in tables and diagrams and draw simple conclusions. They know that electricity can be dangerous - 'never touch switches with wet hands' - and know from experimenting with batteries and bulbs that breaks in the circuit prevent the light from coming on. Pupils know that, 'Penguins are birds that can't fly', that they eat fish and lay eggs. This is a satisfactory introduction to work on animals and habitats.

100. Year 6 pupils are on target to reach average standards by the end of the year. They have a good understanding of the human body, and know, for example, that a balanced diet is necessary to sustain good health, and that muscles work in pairs. They know from experimentation how exercise affects heart rate, and use numeracy skills well to record and analyse their results in tables and graphs. Science contributes well to pupils' personal, social

and health education. For instance pupils know the effects of bacteria on health, and that, in a dirty kitchen, “mouldy rubbish will contaminate other foods and cause food poisoning”. Pupils understand the basic principles of light and study topics such as how a pinhole camera works. They investigate the reflective properties of materials, and relate well what they find to how these materials are used in cycle safety equipment.

101. Teaching and learning in Year 1 and Year 2 are good. Lessons are well planned with appropriate emphasis on practical work. A lesson on the five senses (sight, touch, taste, smell and hearing) was well organised and taken at a good pace. The classroom assistant was used effectively to supervise one of the investigations, while pupils were also given opportunities to work independently on some of the tasks. Pupils behaved well and worked hard because the work was interesting. Teachers make good links between science and other subjects, particularly English. Good questioning encourages pupils to talk about their work, and topics such as “keeping healthy” are used as the basis of literacy lessons.

102. Teaching and learning in Years 3 and 4 are, overall, unsatisfactory and, as a result, pupils make unsatisfactory progress. Work is appropriate for their age but teaching is not demanding enough. Consequently, pupils do not develop a sufficient depth of knowledge. For instance, pupils use basic science vocabulary such as “evaporate” and “condense” in describing the water cycle, but work is incomplete and superficial. Not enough emphasis is given to developing scientific investigation skills. For instance, pupils do not predict what will happen or draw conclusions from what they find when investigating how well a flask of water is insulated. In a particular lesson seen, pupils were unclear how to devise an experiment to investigate how shadows change length when an object moves away from a light source.

103. Although no lessons were seen in Years 5 and 6, pupils’ work shows that teaching and learning are good. Pupils make good progress and achieve as well as they are able.. The teacher sets high standards, especially in the quality of work expected. Pupils respond well. Written work, pictures and diagrams are all well presented.

104. Throughout the school, lesson planning is generally good and has improved since the last inspection. The cycle of long, medium and short term planning is well established and takes due account of the needs of pupils who stay in the same class for more than one year. More able pupils, as well as those with special educational needs, are supported effectively in lessons, so that they are fully involved and make the same progress as other pupils.

105. Teachers keep satisfactory records of pupils’ progress and an analysis of Year 6 test data is used to make changes to future planning. However, day to day marking does not usually give pupils sufficient help in showing them how to improve their work. The use of ICT to support teaching and learning is satisfactory. For example, pupils use computers to store the results of experiments and to draw graphs. Pupils visit a local secondary school to use their science facilities. This contributes well to the standards they achieve and helps them prepare for the next stage of their education. Standards now are similar to those found at the last inspection and appropriate development priorities have been set out in the recent science action plan.

ART AND DESIGN

106. Pupils’ standards in art and design are average at the age of seven and eleven, with a number of aspects in Years 5 and 6, which are above average. This represents an improvement since the previous inspection in some aspects of art and design for the oldest pupils. The implementation of a policy and clear scheme of work has led to improved developments in pupils’ artistic skills in some aspects of the subject. Sketchbooks are used effectively in Years 5 and 6, thus enabling pupils to experiment, practise and refine their skills.

This is reflected in the quality of work being achieved in clay work, portrait skills and some of the work in the style of particular artists such as Picasso and Andy Warhol.

107. Pupils make steady progress in Years 1 and 2. In the junior classes progress is uneven, progress dips in Years 3 and 4 but recovers well in Years 5 and 6 through good teaching, so that these pupils make good progress. Pupils with special educational needs are well supported so that they make the same progress as others in the class, given their prior attainment levels. Where higher-attaining pupils are well challenged, for example in Years 5 and 6, they make good progress in their acquisition of artistic skills.

108. Pupils are given the opportunity to work with an interesting range of media and to learn about the work of a range of artists including William Morris and Modigliani. Pupils use paint, pastels, clay and collage materials with the expected level of skill. Pupils in Year 1 use collage and paint to create a frieze of The Snowman's 'Winter Party' and they use tissue and other material to create simple rod puppets of 'The Three Pigs'. Many of these early skills are built on well so that, in Year 2, pupils can draw and paint symbols from religious festivals such as Diwali and Hanukkah showing careful observation and increasing control in the use of paint. Good links are made to other subjects. For example a collage frieze depicts life on Burgh Island, whilst painted and collage emperor penguins form part of pupils' studies in geography. They use computer programs satisfactorily to design hot air balloons.

109. Pupils in Years 3 and 4 use felt pens and pencils to reproduce patterns in the style of William Morris. Observational paintings of the church using watercolours are satisfactory. The range of experiences and opportunities to develop a wide range of skills is limited in Years 3 and 4 and is reflected in the standards of work seen. In Years 5 and 6, however, the good focus on art and design and high standard of teaching, enables pupils to develop a wide range of skills, including clay models, three-dimensional Tudor houses and portrait skills. In addition, they acquire an increasing artistic vocabulary with terms such as 'line' and 'tone'. Pupils explore the work of such artists as Picasso and Hockney and show an increasing knowledge and understanding of artists and their work. Much of the work is linked to other subjects, for example, history with portraits of Henry VII, Henry VIII and wives and models of Tudor houses. Work produced is at least satisfactory and often good. The enthusiasm and expertise of the class teacher is reflected in the pupils' enthusiasm and commitment. They make good progress as a result, although the dip in Years 3 and 4 means that pupils' standards are average at the age of eleven.

110. Pupils in Years 5 and 6 make good use of computer skills, for example, to access websites and locate information about artists and their work. Pupils in Years 5 and 6 also participate in a range of national art competitions, encouraged by their class teacher. They enjoy much success in these. Very good work was seen based on the work of Turner, which was successful in the 'Artworks' competition and was displayed at the Tate Modern. Prize money from this was used to enable the co-ordinator to provide specialist support with different groups. This resulted in the creation of large ceramic postcards based on the moors and shore of Devon. Again this work was of a high standard.

111. Teaching and learning are satisfactory overall in Years 1 and 2, unsatisfactory in Years 3 and 4, whilst in Years 5 and 6 they are good. Basic skills are soundly taught in most classes and well taught in Years 5 and 6. The range of skills and experiences is broad and, in Years 5 and 6 particularly, reflects the high expectations of the teacher through the interesting and challenging tasks that are set. As a result, pupils are well motivated, work hard and take pride in their work. It is evident that most pupils enjoy art and design. Most lessons are well structured and well resourced. In a good Year 2 lesson on puppet making for example, pupils were highly motivated by the well-chosen puppet resources. All were fully involved in the discussion. Effective questioning by the teacher deepened pupils' knowledge and

understanding of how different kinds of puppets worked. The teacher built effectively on the school visit to the puppet show in the village hall the previous day. Pupils were encouraged to use their initiative and demonstrated a good level of independence. Such good quality teaching ensures that pupils make good gains in their learning.

112. Art and design is well managed by an enthusiastic teacher who has good expertise in the subject. She sets a good example through her own work. There are informal opportunities to monitor work through displays but more formal monitoring of teaching has yet to be undertaken. There is no formal assessment in art and design to enable teachers to take account of pupils' prior attainment when planning lessons. The use of sketchbooks is inconsistent and some teachers would benefit from guidance in order to enable pupils to explore and experiment more.

113. The school is fortunate to have its own kiln and art and design room. However, the art and design room is not used as effectively as it could be, either as a working base or as an area to store resources carefully and celebrate pupils' work through quality display. The kiln is not currently protected by a safety cage. Visits to galleries, museums and places of interest are beginning to develop. For example, pupils visit the Harbour House at Kingsbridge for displays of art and visit the local church to develop observational drawing skills. The co-ordinator is having an effective influence on raising the profile of art and design in the school. The subject makes a good contribution to pupils' spiritual, social and cultural development.

DESIGN AND TECHNOLOGY

114. Pupils reach the standards expected for their age by the end of Year 2 and the end of Year 6. All groups of pupils, including those with special educational needs as well as those identified as having a particular talent in the subject, make satisfactory progress and achieve as well as they are able. Boys and girls perform equally well. Standards and progress are similar to those reported at the last inspection.

115. By the end of Year 2 pupils make articles such as paper and card hot-air balloons, fridge magnets and sandwiches. They draw pictures of what they intend to make and talk about their work once it is completed. Products are well made and attractively finished.

116. Year 6 pupils have a sound understanding of design. They know that products are made for a purpose and use design briefs well to prepare initial ideas. Some of the drawings in their design work on chairs are above the standard expected. They are very clearly drawn and labelled well. Although not part of formal design and technology lessons, wood and card Tudor houses, made at home over Christmas, are of a good quality. Pupils' "Tea" projects are well researched, including using the Internet. Pupils investigated the history of tea drinking and made and tested their own, using a variety of fruit and other flavours. They use appropriate vocabulary such as "infusion" to describe what they do, and this clearly has a positive impact on the development of their literacy skills.

117. No lessons were seen, but the quality of pupils' work shows that teaching is at least satisfactory throughout the school. Teachers make good links with other subjects. For example, the work on hot-air balloons is related to 'Barnaby Bear's World travels' in geography. Pupils measure and weigh materials accurately, for instance when making Christmas cakes. Planning ensures that pupils who are in the same class for more than one year do not repeat work unnecessarily and that pupils make steady gains in skills and understanding. The Year 5 and Year 6 teacher has high expectations of pupils and gives them ample scope for individual research in their work. Pupils respond well and produce good quality work.

118. Teachers teach practical construction skills well, but do not focus enough on the development of evaluation skills as the final stage of the design process. For example, Year 5 and 6 pupils explain that, "I enjoyed the tea because it tasted quite sweet and had a delicious taste of apple, sage and Echinacea". However, how to improve the finished product or, for instance, examine the suitability of the materials used, is not a strong enough feature of their work.

119. Planning is satisfactory but there is no system alongside it to track pupils' progress. The school has sufficient resources for design and technology, and subject leadership is satisfactory.

GEOGRAPHY

120. Pupils' standards are in line with those expected nationally by the time they reach the end of Year 2 and Year 6. All groups of pupils make satisfactory progress and do as well as they are expected to. Standards and progress are similar to those reported at the last inspection.

121. By the end of Year 2, pupils have a satisfactory understanding of the area in which they live and begin to compare the village with other places around the world. Although teaching overall is satisfactory there are examples of good teaching found within the school. For example, a good Year 2 lesson developed pupils' ability well in enabling them to read maps and to interpret aerial photographs. High quality maps and pictures of East Allington stimulated the discussion. Pupils were quickly able to identify the school, the church and other features such as local farms and woods. They took great delight in answering the teacher's questions, working well with their partner in an animated exploration of the map and photograph. Because they were fully involved in the lesson, all pupils behaved very well, making the job of class management look easy. Work was interesting, but demanding, and drew well on pupils' experience. All pupils made good progress.

122. Year 1 and Year 2 teachers also make good links with English when they teach geography. They encourage pupils to talk about their work, to use simple geographical vocabulary and to practise their writing skills in work on islands. Pupils write, for example, that "An island is a piece of land surrounded by water." and that in order to reach Burgh Island on the Devon coast, "When the tide is in you have to go on the sea tractor." Such writing has a positive impact on the development of pupils' literacy skills.

123. Year 5 and Year 6 pupils reach expected standards. They describe features of river systems such as "source", "meander" and "tributary". They know how mountains are formed, for example by volcanic activity or plate folding. They understand how humans exploit mountain environments for leisure and how they affect the appearance of those mountain environments, for example by building chairlifts in Alpine ski resorts. However, they explore and explain insufficiently the links between different aspects of geographical study such as how mountain climates affect local farming practices or travel and communications at different seasons.

124. No lessons were seen in Year 3 to Year 6 due to timetabling arrangements. In addition work was available only from Years 5 and 6. The quality of this work indicates that teaching and learning are at least satisfactory in this class. The teacher demands high standards of presentation and employs a satisfactory mixture of teaching approaches. Pupils respond well. They draw good diagrams and write clearly. The teacher checks work regularly, but marking does not show sufficiently well what pupils should do to improve the standard or quality of their work.

125. Teaching plans are good, and are organised to take account of pupils who spend more than one year in the same class. Planning has improved well since the last inspection. However, there is no system to record pupils' attainment and progress. Geography is a development focus for later in the school year. The coordinator has identified appropriate priorities for improvement, such as the development of learning resources, and subject leadership is satisfactory.

HISTORY

126. Pupils' levels of attainment at the end of Year 2 are about average. However, by the end of Year 6 they are below average. This is a similar picture to that found at the time of the previous inspection. Pupils, including those with special educational needs, as well as those who have a particular talent in the subject, make satisfactory gains in their learning in Years 1 and 2 but unsatisfactory gains in Years 3 to 6.

127. The main reasons for this are that, until recently, insufficient time was devoted to the teaching of the subject and that limited amounts of work, at a superficial depth, were asked of pupils in Years 3 and 4. The school has recognised the problem and, as a result, new time allocations have been introduced and a more structured curriculum put into place.

128. When pupils are taught history they enjoy it, respond well to their teachers and much learning takes place. In Year 1, for example, pupils studying the life of William Stone, a gentleman aged 102 years old who had visited the school to talk about life when he was a boy, vividly remembered his visit and his description of sleeping with five or six other children in a bed. Their observation of artefacts from that time brought a response of amazement at the weight of a steam iron when compared to a modern one. In addition, pupils study the lives of famous people from the past such as Guy Fawkes and Florence Nightingale. Such good use of artefacts and the accounts of famous people's lives, helps pupils in Years 1 and 2 to have a sound grasp of basic historical skills and knowledge, at least to the level expected of seven year olds.

129. In Years 3 to 6 a similarly good approach is now planned, where topics such as Victorians, Ancient Greeks, Tudors and a local study of East Allington are all identified. Little in-depth work has, as yet been completed in Years 3 and 4. In Years 5 and 6, detailed work on the Tudors has only recently begun. Nevertheless an appropriate approach to the teaching of the subject was observed in a good Year 5 and 6 lesson, where pupils were looking closely at a copy of a painting of 'A fete at Bermondsey' by Joris Hoefengel. Pupils were required to look carefully at the painting and to seek evidence to help them to get an idea about clothes, pastimes and life in that area of Tudor life. Very good questioning and careful observation ensured that pupils achieved significant gains in their learning and understanding of this topic during the course of the lesson. Whilst this approach is good, as also are the planned programmes of work, they have, as yet, had little opportunity to have any effect on pupils' overall progress or indeed on the standards they attain.

130. The subject is well used, particularly in Years 5 and 6, as a way of extending pupils' literacy skills. Historical reports on the Tower of London, newspaper reports about a survivor from the Titanic and biographical accounts of famous people such as Leonardo Da Vinci and Mary Jane Seacole, all help to broaden pupils' writing and writing styles and so enhance their literacy expertise.

131. The subject has two co-ordinators who rightly recognise that the amount of time devoted to the subject, particularly in Years 3 to 6, has been inadequate. Also they realise that the scheme of work is in need of further review, so that it has more detail in order to support teachers further. They have good plans in hand to address the issues when the subject

becomes, in the near future, a major focus in the school development plan. Resources at present are unsatisfactory as is an effective system for assessing and recording pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Standards by the end of Year 2 and the end of Year 6 have risen since the last inspection, but overall they remain below what is expected for pupils of their age. Boys and girls reach similar standards. Since the last inspection there have been three major developments in the school's provision for the subject. The school now teaches all aspects of the subject and the planning of work for pupils to do is good. In addition, the school has bought new resources. There are now enough computers and other equipment for the number of pupils in the school and to meet the needs of the National Curriculum. This equipment is of good quality. Finally, in-service training has improved teachers' confidence and they now teach the subject more effectively than in the past.

133. As a result of these improvements, pupils' standards are rising. All groups of pupils make good progress and achieve satisfactorily but because they are coming from a low level there has been insufficient time for pupils to reach the standards expected in all strands of the subject.

134. The school's decision to teach the subject in combination with other subjects works well, with an emphasis so far on text and picture-based work and using computers, including the Internet, for research. No lessons were seen during the inspection, but the quality of pupils' work shows that teaching in these aspects of the subject is good and that pupils reach the standards expected for their age. By the end of Year 2, pupils use the mouse and keyboard confidently. Pictures of triangles with the caption "Triangles have 3 sides and 3 vertices" and writing on "Autumn", suitably decorated with a border of autumn leaves, are typical of what they can do. In Year 3 and Year 4 pupils write on a range of subjects, for example producing lengthy 'Cinderella' play scripts and adventure stories with titles such as "Five Get Turned into a Monster". They use the Internet to find information on the Vikings, and they explore symmetrical patterns. Year 5 and 6 pupils draft and edit stories. They practise different writing styles such as newspaper reporting and persuasive writing. They also search the Internet efficiently to locate information on the Tudors and transfer it into their own work.

135. Progress in other aspects of the subject is satisfactory, although there is still some way to go for pupils to reach the levels expected for their age. Year 2 pupils, for instance, learn how to control a small robot device by instructing it to move around a chequer-board carpet, but they lack confidence. In Years 3 to 6 pupils use spreadsheets to store the information from science experiments and to draw graphs of their results. However, they have not yet learned, for example, how to use spreadsheets within some aspects of mathematics

136. Pupils are enthusiastic about the subject and are keen to learn. Year 6 pupils use their good computer operating skills effectively in individual history research and demonstrate with great enjoyment their contributions to the school's website.

137. The headteacher leads development in the subject well. Clear targets for improvement are set out in the development plan. Subject planning is good, and a satisfactory interim system for tracking pupils' progress has been introduced. The school is well placed to continue the good improvements made since the last inspection.

MUSIC

138. The standard of singing meets and often exceeds that expected for pupils aged seven and eleven. However, there is insufficient evidence to judge standards in other aspects of music by the end of Year 2. Year 6 pupils reach expected standards overall, but composition, listening and appraising skills have declined a little since the last inspection, largely because teaching time has been reduced to make way for national initiatives such as the National Literacy Strategy and the National Numeracy Strategy. All groups of pupils make satisfactory progress and achieve as well as they can. There are no differences in the standards reached by boys and girls.

139. Pupils sing regularly in year groups and as a whole school. Words are clear, singing is rhythmical, expressive and in tune. Songs from the Christmas performance were recorded for broadcast on the local radio. These were performed to a high standard. Standards are good because pupils are taught well. Lessons are organised well and taken at a brisk pace. A good variety of musical styles, such as blues and calypso, help maintain pupils' interest well. As a result, they work hard and clearly enjoy lessons. Although teaching is good, the teacher occasionally misses opportunities to develop further the quality of singing, for instance by focusing attention on the finer points of rhythm.

140. Good class composition and recorder teaching was seen in Years 3 and 4. The teacher introduced new playing techniques, such as slurring, well and directed performance clearly. Pupils made good progress in instrumental playing in the short time available. Pupils learn to read music from conventional notation and both teacher and pupils used vocabulary such as "crotchet" and "treble clef" naturally in discussion. The class composition lesson was good because work was demanding. Composing a five-section work using just one instrument is hard, and made pupils think imaginatively about the range of sounds it was possible to make, from instruments such as a single triangle or tambourine. Time targets for completing the work added a sense of urgency. Pupils responded well to the challenge. They worked hard and behaved well. By the end of the lesson many pupils had written their compositions down in picture form so that they could practise them and perform them to the class in later lessons. Pupils with special educational needs learn equally well as other pupils because they are fully involved in lesson activities.

141. Specialist teaching by one teacher throughout the school ensures good quality and a consistent approach. However not enough use is made of ICT in teaching and learning. Subject planning is good, but there is no system to track pupils' progress at present. Music contributes well to pupils' personal development, for instance through opportunities to perform in public. Many pupils learn to play woodwind and brass instruments, and handbell ringing is popular. Although sufficient in quantity, the range of recorded music and instruments from around the world is not sufficient to support pupils' understanding of life in other societies.

PHYSICAL EDUCATION

142. Overall, standards are as expected at the age of seven in games and swimming and have been maintained in Years 1 and 2 since the last inspection. Standards in games are above average by the age of eleven. No judgement was made about standards in the junior classes in the last report. However, provision for physical education does not meet fully the

statutory requirements of the curriculum for physical education in respect of gymnastics and dance. This was a key issue in the last inspection and it has yet to be addressed. The very small hall space and lack of appropriate resources, are the main reasons why these aspects are not covered as they should be. All pupils swim during the course of the year to a satisfactory standard.

143. In Years 1 and 2 pupils make satisfactory progress in their acquisition of skills in games and swimming. In Years 3 to 6 pupils' progress is uneven. Accelerated learning in Years 5 and 6, as a result of good teaching, enables pupils to make good progress in games. In gymnastics and dance however, progress is unsatisfactory. Pupils with special educational needs and those identified as gifted and talented are appropriately supported. The good attention to inclusion ensures their full participation, enabling them to make at least the same progress as others in the class.

144. Pupils in Year 2 move with the expected level of co-ordination and control. When given the opportunity they use the very limited hall space sensibly, although progress is inhibited as a result of the confined space and clutter of furniture in the hall. Pupils work well individually, in pairs and in groups as they participate in a variety of games. In groups, for example, they enjoy 'Domes and Dishes', working with their group to overturn plastic domes before their opposites turn them back again. All pupils bounce, throw and catch a ball with the expected level of skill. Pupils respond enthusiastically to the visiting specialist teacher, listening carefully and following instructions well. Their enjoyment and enthusiasm is apparent.

145. In the junior classes, younger pupils build steadily on these earlier skills. Older pupils make good gains in their games skills. They work together well in team games having many successes in tag rugby, kwik cricket, football and netball. Pupils improve their skills in sending and receiving a ball so that, by the age of eleven, many pupils have good skills, controlling the ball well and passing accurately. They work with sustained effort and a good level of enjoyment. Most pupils work well in a team, observing the rules and playing fairly.

146. The quality of teaching and learning in games is very good in Years 1 and 2, when pupils are taught by a visiting specialist. It is also good in Years 5 and 6. Teachers provide good role models, dressing appropriately for lessons, in most cases. They provide clear instructions, which pupils follow obediently and so ensure safety in lessons. Pupils have a good awareness of the impact of exercise on the body because teachers draw attention to this in lessons. Boys and girls show equal enthusiasm and enjoyment in lessons. However, some teachers lack confidence in the subject and do not have sufficient skills to teach all aspects of the curriculum well. This is a further reason why gymnastics and dance skills in particular, are not developed effectively in the school.

147. Although the teaching of games is well managed for the older pupils, the co-ordinator lacks confidence in other aspects of physical education. The subject has not been a priority for some time and insufficient attention has been given to addressing the key issue of provision since the last inspection. There are no formal assessment procedures in place for physical education. This restricts the extent to which teachers can take account of pupils' prior attainment when planning lessons. There is no formal monitoring of teaching in the subject.

148. A suitable range of out of school activities enhance pupils' experiences in games. Football, tag rugby, kwik cricket and netball activities are provided and these are well attended by pupils. Year 6 pupils have the opportunity for a residential experience, for example to Dartmoor, where they enjoy many outdoor adventurous activities. Parents make a valuable contribution to tag rugby and football activities. Pupils participate well in local events in the

village as well as the tag rugby festival in Kingsbridge.. These additional activities contribute effectively to pupils' personal development.

149. Resources for physical education are unsatisfactory, being very limited and with some resources in a shabby condition. This has a negative effect on standards and the rate of learning in the subject

RELIGIOUS EDUCATION

150. Insufficient progress has been made in the subject since the time of the last inspection. Pupils' standards are below the level required by the locally agreed syllabus at the end of both Year 2 and Year 6. Pupils of all ability levels progress, as they move through the school, at an unsatisfactory rate. Pupils' work and the small numbers of lessons that were observed, indicate that, when the subject is taught, pupils make satisfactory gains in their learning. However, this has only recently been the case. In the past, insufficient time has been devoted to the teaching of the subject and the scheme of work, only recently revised, has not been effectively put into practice. As a result, there has been a lack of coverage of work and there have been few opportunities for pupils to record work, in order that they can consolidate their learning and reflect on what has been learnt. Literacy skills in terms of extended writing are also limited.

151. Pupils by the end of Year 2 are beginning to realise that the Bible is an important book to Christians and that most religions have special places such as a church, synagogue and mosque. They are also beginning to learn about the main celebrations and festivals in the Christian calendar such as Easter and Christmas. Good work is evident on festivals in other religions such as Diwali and Hanukkah. This continues into Year 3 to 6 so that by the age of 11 pupils have an understanding of Hinduism and Judaism as well as Christianity. They know that the Qur'an is a holy book and just as important to Muslims as the Bible is to Christians. Indeed, when pupils have had the opportunity to study the subject, their level of knowledge and understanding is satisfactory, it is the depth and extent of their knowledge and understanding that is superficial, given their ages and abilities.

152. Pupils' attitudes to the subject are varied, some are keen and talk enthusiastically about other faiths and the work they have been doing. Others, however and, particularly the older pupils, express some reluctance about it, referring to the subject as 'boring, but its got better recently'. In the lessons observed, pupils were enthusiastic and well motivated by their teacher. The Year 2 lesson, related to families and belonging, was a clear example of good teaching motivating pupils' interest. The pupils talked freely about their own families, their school family and how important it was to play their own individual parts in making the family work and in it being happy. The teacher's careful questioning and good management of the pupils ensured that, during the course of the lesson, all made good gains in their learning. In the lessons seen during the inspection, the quality of teaching was at least satisfactory and, on occasions, good. However, over a period of time the lack of coverage and depth of coverage indicated that teaching is overall unsatisfactory.

153. The leadership and management of the subject are also unsatisfactory. The subject has had a low profile and has, until recently, lacked an effective scheme of work. Teachers have had little support and guidance for their teaching. Resources and artefacts are unsatisfactory and there are only very limited assessment and recording procedures in place. As a result, it is difficult for teachers to check the progressive development of pupils' skills, knowledge and understanding of the subject.