

INSPECTION REPORT

THE GROVE PRIMARY SCHOOL

Totnes, Devon

LEA area: Devon

Unique reference number: 113234

Headteacher: Ms H Hanrott

Reporting inspector: Mr R Wonnacott
2787

Dates of inspection: 18 - 21 November, 2002

Inspection number: 247332

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: The Grove
Totnes
Devon

Postcode: TQ9 5ED

Telephone number: 01803 862018

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Appropriate authority: The Governing Body

Name of chair of governors: Dr B Mountford

Date of previous inspection: November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2787	Mr R Wonnacott	Registered inspector	Design and technology Foundation Stage	What sort of school is it? How well are pupils taught? What should the school do to improve further?
15522	Mr B Morgan	Lay inspector	Educational inclusion	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?
2779	Mr J Billington	Team inspector	Mathematics History Special educational needs	The school's results and pupils' achievements How well is the school led and managed?
30490	Mrs A Traska	Team inspector	English Music Physical education Religious education	

2421	Mrs A Day	Team inspector	Science Information and communication technology Art and design Geography	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Grove Primary School is situated close to the town centre of Totnes in Devon. There are 172 pupils on roll, 88 boys and 84 girls, between the age of four and eleven years. This makes it an average sized school compared with primary schools nationally. Pupils are taught in seven classes. The percentage of pupils entitled to free school meals (16%) is broadly in line with the national average. The percentage of pupils with special needs (22%), including those with statements of educational need, is broadly in line with the national average. Pupils have a range of special needs, the majority of these relate to learning difficulties. There is one pupil who comes from a minority ethnic background and one from a travelling family. No pupils have English as an additional language. When children join the school as four-year-olds their levels of attainment are varied, but overall they are typical of that found nationally for the age group.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards attained by pupils have improved significantly. At age eleven years, pupils' standards in English, mathematics and science are higher than those found nationally for the age group; many pupils are on track to attain at a higher level than that expected for the age group.

Standards in information and communication technology (ICT) have improved but are still lower than those expected nationally for the age group. Standards in other subjects are typical of those found nationally, except in history where they are higher than those typically seen in primary schools. The school meets the needs of all pupils. The importance the school gives to including all pupils in activities is one of its strengths. All pupils are provided with equal access to the school's provision. Leadership and management are very good.

The cost per pupil to run the school is close to the national average. Teaching in the school is good. Pupils make good progress as they move through the school. Standards have improved significantly. When these factors are considered together, the school is judged to provide good value for money.

What the school does well

- An examination of the pupils' books indicates that standards attained by eleven-year-olds in English, mathematics and science are improving steadily. Many pupils are attaining standards that are higher than those found nationally.
- Teaching in the school is good. Much of the teaching is very good, and there are a few instances of excellent teaching.
- Very good provision is made for the spiritual, moral, social and cultural development of pupils.
- In lessons, pupils show very good attitudes to their learning. Pupils' behaviour is very good. Relationships in the school are very good. It is a caring school.
- Management and leadership overall in the school are very good. The headteacher is an excellent leader and manager. Senior staff and school governors are providing the school with a clear sense of direction.
- There is a very good range of opportunities for pupils to be involved in activities outside the

classroom.

What could be improved

- Although standards in information and communication technology have improved, they are still too low.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The serious weaknesses identified following the last inspection have been successfully eliminated. The outstanding leadership of the headteacher has enabled the school to make exceptional progress in the last two years.

The school was last inspected in November 2000. Although the school was providing pupils with a satisfactory education, it was considered to have a number of serious weaknesses. They were that:

- Standards in English, mathematics, science and information and communication technology were too low.
- Management in the school needed improvement.

Very good progress has been made in overcoming these weaknesses. In national tests for eleven-year-olds the school's results in English, mathematics and science show significant improvement over those reported in 2000. Standards in information and communication technology have improved but are still lower than those expected for the age group. The appointment of a new headteacher and deputy headteacher has resulted in a significant improvement in the school's management. In addition, three new teachers have been appointed.

There has been a significant improvement in the quality of teaching. The school has a very good capacity to improve further, due to the quality of leadership of the headteacher and the dedication of the staff.

STANDARDS

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

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

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

Over the last two years, there has been a significant improvement in the school's results in English, mathematics and science. In the 2002 national tests for eleven-year-olds the school's results for English and mathematics were well above the national average, at the time of the inspection the results had not been validated. In science, the school's results were above the national average.

As well as being compared with national results, the school's results are compared with schools with a similar percentage of free school meals. In the table above these are referred to as 'similar schools'. For this group of schools, The Grove's results were well above the average in English and mathematics, and above the average in science.

In the 2002 national tests for seven-year-olds, the school's results were in line with the national average for reading and above the national average for writing and mathematics. When compared with similar schools, The Grove's results have an identical pattern to that compared with national averages.

The school has used the range of data available to set ambitious targets for pupils in national tests for eleven-year-olds in 2003. The evidence gathered during the inspection indicates that the school is on track to meet these targets.

Inspection evidence indicates that in the key areas of English, mathematics and science the number of pupils who are on track to attain the nationally expected standard, by the age of seven and eleven, is above the national average. The highest attaining pupils are working at a level well above that expected nationally for their respective age groups. Overall, pupils attain standards in information and communication technology that are below those expected nationally. Standards in history are higher than those seen nationally. Inspection evidence indicate that standards are in line with those expected nationally for art and design, design and technology, geography, music, and physical education. Standards in religious education are in line with those set out in the locally agreed syllabus for the subject.

Pupils enter the Reception class with standards that are in line with those found nationally. By the age of five, they are working at the level expected for this age group. Teaching that is of a good standard and often of a higher standard, enables pupils of all abilities to make good progress as they move through the school.

(Inspection evidence was gathered by observing teaching and learning, holding discussions with pupils, staff and governors and through scrutinising a range of school documentation.)

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In lessons, the pupils' attitudes to work are very good. Pupils are keen to be involved in activities and they want to succeed. Pupils respond well to teachers' effective use of praise and advice, this helps them improve their work.
Behaviour, in and out of	Behaviour in the school is very good, both in lessons, and also in the playground, where, despite the space being very limited, pupils play

classrooms	together well.
Aspect	Comment
Personal development and relationships	The personal development of pupils is very good. Relationships throughout the school are very good. The oldest pupils are provided with many opportunities to take responsibility for aspects of school life.
Attendance	Attendance levels are similar to those found nationally for primary schools.

There are very good relationships between the teachers and pupils. This has a positive impact on the attitudes pupils show towards their work. Older pupils demonstrate mature attitudes when they help in the day-to-day running of the school. For example, Year 6 pupils provide help and support for the youngest pupils at lunch times.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching observed during the inspection was good. Forty-one lessons were observed, in five lessons teaching was judged to be excellent, very good in 14, good in 17 and satisfactory in the remaining five. No unsatisfactory teaching was observed. This is a significant improvement on that reported at the time of the last inspection. Inspection evidence indicates that the teaching observed during the inspection was typical of that found in the school at other times.

Teaching in English, where pupils were developing their literacy skills, was very good. Teaching in mathematics, where pupils were developing their numeracy skills, was good.

Teaching has a number of particular strengths and no significant weaknesses. Lessons are always very well planned. Teachers use very good questioning techniques that encourage pupils to explain why they provide different answers to questions. Pupils respond well to this approach. They are encouraged to put forward ideas and make suggestions. Pupils have the confidence to challenge ideas, including those of the teachers.

Excellent teaching was observed in a number of subjects including English, mathematics and science. Very good teaching was observed in many subjects including art and design, religious education and in work with children in the Foundation Stage. In all other subjects of the curriculum the teaching was of a good quality, overall.

Pupils make at least good and often very good progress in their learning as they move through the school. The high quality teaching is having a positive impact on the progress made by pupils. The

teachers' very good planning, and the good support provided by teaching assistants and other adults, enables the school to meet the needs of all the pupils. Pupils with special educational needs make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. Pupils are provided with good opportunities to develop their knowledge and skills in all subjects. The provision of activities outside of classrooms is very good.
Provision for pupils with special educational needs	Overall, the provision is very good. In lessons, pupils are provided with work that is appropriate to their stage of development. They are well supported and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' spiritual, moral, social and cultural development. Pupils are provided with many opportunities to reflect on the work they have undertaken. This is a particular strength of much of the excellent teaching.
How well the school cares for its pupils	The school has good procedures in place for ensuring pupils' welfare. Procedures for child protection are very good. The school has clear and very good practices for promoting race equality.

The school has recognised the need to spend more time teaching English, mathematics and science, and standards in these subjects show significant improvement. At the same time good learning opportunities are provided in all other subjects. A much wider range of activities than is normally found in primary schools is provided for pupils outside of the normal teaching time. The school has a good working partnership with parents. They are very supportive of the school's work and relationships with parents are positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with outstanding leadership. She is well supported by the recently appointed deputy headteacher and by subject co-ordinators. They are very clear about the school's strengths and weaknesses and have good plans for raising standards to an even higher level. Teaching and non-teaching staff provide the headteacher with very good and effective support.
How well the governors fulfil their responsibilities	The work of the school governors is excellent. They are supportive, and carry out their responsibilities effectively. They have well-developed systems that enable them to hold the school to account for its performance.

Aspect	Comment
The school's evaluation of its performance	All test results are thoroughly analysed. The data collected is then used to decide on priorities for future years. Good procedures for setting overall school targets are in place. Procedures for setting targets for individual pupils are well developed.
The strategic use of resources	Overall, the school uses the various specific grants provided to good effect. Good use has been made of money to support pupils with a range of learning difficulties; these pupils are making at least good progress in their learning.

The exemplary and inspirational leadership and management of the headteacher have been the major factors in raising pupils' standards in the last year. Members of staff who are responsible for managing different aspects of the school's work are very effective in their roles. This is a strength of the school. The headteacher has an excellent working relationship with the school governors. Together they have identified a set of appropriate priorities for the school's further development. The governors use the identified priorities effectively to plan spending. They fully understand and are using the principles of best value when making decisions regarding expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are keen to come to school and learn; they like school. • Teachers are very approachable and make time for parents. • The school encourages pupils to understand the difference between right and wrong. Behaviour is very good. • Parents judge that the school is helping their children to mature. • The school is a caring place. The headteacher is providing very effective leadership. 	<ul style="list-style-type: none"> • Some parents are concerned about the school's approach to teaching reading. • Some parents are concerned about the inconsistent way homework is set.

Parents returned 83 questionnaires. Thirty-seven parents attended the meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by the parents. The school's approach to teaching reading follows the guidance set out in the National Literacy Strategy, and the school is aware of the need to inform parents about this approach. The school is using homework in a positive way to support pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 *Evidence from the 2002 national assessments for seven-year-olds indicates that pupils' standards in reading were in line with the national average. Standards in writing and mathematics were above the national average. Evidence from the 2002 national assessments in English, mathematics and science for eleven-year-olds, shows the school's results to be well above the national average for English and mathematics and above the national average for science. Children enter the school in the Reception class with standards that are typical for their age group. Pupils make good progress as they move through the Foundation Stage (Reception class) and Key Stage 1 (Years 1 and 2 classes). This progress is maintained as pupils move through the Key Stage 2 classes (Years 3 to 6 classes).*
- 2 The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for seven-year-olds is Level 2 of the scale; higher attaining pupils should reach Level 3. The target for eleven-year-olds is Level 4; higher attaining pupils should reach Level 5. As well as comparing the school's results with the national picture it is possible to make comparisons with schools that are 'in a similar context', that is, schools which have a similar proportion of pupils entitled to free school meals.
- 3 When the school's results in the 2002 tests for seven-year-olds are compared with this group of schools, the results for reading shows that the percentage of pupils attaining the expected standard (Level 2) was in line with the average for this group of schools. In writing and mathematics, the percentage of pupils who attained the expected level was above the average for similar schools.
- 4 There are no tests for science at age seven. In this subject the class teachers make an assessment of pupils' attainment as they reach the end of Year 2. The 2002 assessments indicate that the percentage of pupils attaining the expected level was in line with the national average. When compared with similar schools, the percentage of pupils attaining the expected level was below the average for this group of schools.
- 5 In the 2002 assessments for eleven-year-olds, in English and mathematics the schools results were well above that for similar schools. In science the school's results were above those for this group of schools.
- 6 Work from the previous, as well as from this school year, was scrutinised and used to make overall judgements about the standards being attained by pupils. An examination of last year's Year 6 pupils' books in English, mathematics and science indicates that the higher attaining pupils were on course to attain the nationally expected standard and that a significant number would attain at the higher level. The work in the present Year 6 pupils' books for English, mathematics and science indicates that the majority of pupils are on track

to attain the nationally expected Level 4. A significant number are on track to attain at the higher Level 5. Discussion with a small group of Year 6 pupils supports the judgement made by examining their work. The standard of presentation of work in the books is good. Work in the books of the highest attaining Year 6 pupils is of a very good quality.

- 7 The school has undertaken a detailed analysis of its recent test results. As well as being used to make predictions about the school's future assessment results, data is used to help teachers set targets for individual pupils.
- 8 Inspection evidence indicates that pupils are attaining the nationally expected standards in all subjects except information and communication technology where standards are lower than those expected nationally, and history, where standards are higher than those typically found in primary schools. The recent development of the computer room has not yet had a full impact on pupils' standards in information and communication technology. The good use made of local resources has a significant positive impact on history standards. In English, mathematics, and history much of the work is of a standard higher than that seen in primary schools nationally. Very good and detailed teacher planning, together with learning opportunities offered outside the classroom, have had a significant positive impact on standards.
- 9 ***In reading and writing the majority of pupils make good progress. Standards are generally above those typically expected for pupils age eleven; pupils have made steady progress from average levels of attainment when they enter the school. A significant number of higher attaining pupils are generally working at a level above that expected for eleven-year-olds; they have made good progress. Progress in mathematics shows a similar picture. Many children enter the school with average skills in number work. By the age of eleven the standards are generally above those expected nationally.***
- 10 Standards in the important skills of literacy and numeracy are above those normally seen in primary schools. Teachers provide good opportunities for pupils to develop these skills in a range of subjects. For example, work in the computer suite is being used to good effect to develop pupils' literacy skills.
- 11 Inspection evidence indicates that the majority of children enter the school with standards that are typical for the age group. In reading and writing (literacy skills) pupils make at least satisfactory, and more often good progress as they move through the school. Work in the Year 6 books indicates that the school's approach to developing the pupils' skills in writing is having a significant positive impact, and standards overall in English are higher than those typically found for eleven-year-olds. In number work (numeracy skills) pupils also make good progress. By the age of eleven the vast majority of pupils are attaining the expected standard, with a significant proportion working at higher levels. Pupils can do quite complex calculations quickly and accurately and can explain how they obtain the result. In most other aspects of mathematics the attainment of pupils is also above the nationally expected standard. For example, they have a good understanding of the different properties of two-dimensional shapes and they are able to interpret information from graphs very effectively.

In science the standard attained by eleven-year-olds is higher than that typically found nationally. Pupils have good scientific knowledge, they are clear about the function of different organs in the body; they have a good grasp of the way scientific investigations should be constructed.

- 12 The teachers are making good use of the national guidance for teaching reading, writing and number work. The approach is having a positive impact on the pupils' standards of attainment in both English and mathematics.
- 13 Pupils with special educational needs achieve standards appropriate to their age and ability. They make good progress in developing skills in reading and number work. Very good provision is made for this group of pupils; they are well supported in lessons by teaching assistants who are clearly briefed and who understand pupils' needs and their learning targets. Teaching assistants are fully involved in planning lessons. This approach enables them to have a significant positive impact on learning. Their involvement in lessons is a strength of the school. All pupils are fully involved in all aspects of the school's work
- 14 These judgements represent a significant improvement on those reported following the last inspection when standards in mathematics and science were judged to be too low.

Pupils' attitudes, values and personal development

- 15 *In the lessons observed during the inspection, pupils' attitudes to learning were very good throughout the school. Behaviour in lessons and around the school was very good. The pupils know what is expected of them and respond positively to the encouragement and opportunities provided for them. Attendance levels are broadly similar to those seen in primary schools.*
- 16 Pupils' attitudes to learning are very good. They are keen to learn and enthusiastic about the many opportunities that are offered to them. Pupils respond in a positive way to the very good teaching, they pick up the teachers' enthusiasm for subjects and show that they are beginning to develop the same appreciation for different subjects. For example, in a Year 4 and 5 science lesson where the pupils were asked; '*Do forces have friends?*' the enthusiasm and level of understanding showed by the teacher was quickly transmitted to pupils. As a result they made very good progress in understanding the way different forces act on objects.
- 17 In the Reception class the children's personal, social and emotional development are fully provided for. The teacher and classroom assistants take every opportunity to develop these aspects of the children's needs. As a result, and after only a short time in the school, the children are able to take a satisfactory level of responsibility for their actions.
- 18 The school places much emphasis on promoting good behaviour at all times. It is succeeding well in this aim. Relationships throughout the school are very good and this has a significant positive influence on the high standards of behaviour. Staff operate the school's behaviour policy in a consistent and positive manner. Overall, behaviour in lessons was very

good. In no lesson was behaviour unsatisfactory. Examples of excellent behaviour were seen. For example, in a Year 6 art and design lesson pupils paid careful attention to the teacher and produced work of a high standard related to designs in the style of William Morris. Examples of very good behaviour were seen in lessons throughout the school. In a Year 3 mathematics lesson on fractions pupils responded very positively, they were excited by the work; they made good progress in learning. Teachers promote high standards of behaviour by managing pupils well, correcting unacceptable behaviour immediately. Teaching assistants also have a positive impact on pupils' behaviour. In a very small number of lessons high standards of behaviour were not maintained. In these lessons, either a small number of pupils did not listen sufficiently carefully to instructions, or the teacher did not allow them time to respond fully to instructions. The result was either that pupils were not clear about the task set or that they became frustrated in completing the task. When this occurred, learning was interrupted and progress slowed.

- 19 Behaviour in and around the school is very good. Pupils are polite and friendly. In conversation they are open, articulate and respond positively to adults. They play well together at break and lunchtimes. This behaviour is particularly notable given the cramped and unsatisfactory outside play areas. In the dining room they behave well, talking sensibly with friends. The school is providing pupils with an environment that is free of sexism and racism,
- 20 The personal development of pupils of all abilities is very good. The school's good programme of personal, social and health education enables pupils to learn about important health matters, including sex education and drug awareness. Pupils have opportunities to take responsibility, for example in acting as monitors in class. They also have the opportunity to serve as representatives of their class on the school council. They are very clear as to the nature of these duties and take the responsibility entailed seriously. Opportunities are provided for pupils to take responsibility for their own learning. For example, in history lessons for pupils in Year 6 they were investigating child labour in the 19th century. Pupils debated the issue in a mature way.
- 21 Levels of attendance are satisfactory, being similar to those typically found in primary schools nationally. Levels of unauthorised absence are slightly better than those seen in similar schools. Pupils are punctual and sessions and lessons begin on time. Pupils and parents are aware of the school's requirements in this area.
- 22 All pupils are involved in all the school's activities. The staff are very aware of the need to plan work that takes into account the previous learning of groups, or individual pupils.
- 23 These judgements represent a significant improvement on those reported in the last report. In the last two years there has been a marked improvement in the pupils' behaviour. Some unsatisfactory behaviour was reported following the last inspection, this has been successfully eliminated. Attendance levels have also improved.

HOW WELL ARE PUPILS TAUGHT?

24 *The teaching observed during the inspection was of a good standard. This represents a significant improvement on the quality of teaching observed during the last inspection. Evidence collected from the teachers' planning records and from the pupils' books indicates that the teaching observed during the inspection is typical of that usually found in the school.*

25 There are seven classes in the school. A Reception class provides education for four and five-year-olds. In Key Stage 1 there are two classes: a class for six-year-olds (Year 1) and a class for seven year olds (Year 2). In Key Stage 2 there are four classes: a class for eight-year-olds (Year 3), two classes with both nine and ten-year-olds (Years 4 and 5), and a class for eleven-year-olds (Year 6). Teachers teach their own class for all subjects.

26 During the inspection, 41 lessons or part lessons were observed. In total this amounted to just under 33 hours of teaching and learning. Teaching was judged to be excellent in five lessons, very good in 14 lessons, good in 17 lessons and satisfactory in the remainder. No unsatisfactory teaching was observed during the inspection. This represents a significant improvement on that reported following the last inspection.

27 Common strengths where teaching was at its best were:

- the very high quality of the teachers' planning;
- the way teachers used questions to help pupils develop their ideas;
- the time teachers provide for pupils to reflect on answers and discuss ideas;
- the teachers' high expectations about the progress pupils would make in the lesson;
- the teachers' understanding and knowledge of the subject.

These strengths played a major part in the good progress made by the pupils.

28 Where the teaching was satisfactory, a common weakness was that time wasn't used to best effect with pupils sitting and listening to the teacher for too long. As a result the progress made in learning was only satisfactory.

29 The contrast in teaching approach was evident in the two Key Stage 1 classes. For example, in a Year 2 English lesson where pupils were developing their skills in spelling a list of common words, the teacher ensured that pupils were fully engaged in the activity. She encouraged pupils to think about the possible mistakes that could be made in spelling words. One pupil was able to explain that; '*you might put a 'w' in want because you put a 'w' in 'when' and 'where'*'. There was clear progress in the pupils' understanding during the lesson. In comparison, in a Year 1 English lesson pupils were kept sitting and listening to the teacher for too long before they were able to move on with the task set. A small number of pupils became restless and this slowed the progress made by all the pupils.

30 Excellent and very good teaching was characterised by the high quality of teachers' planning; this ensured that lessons had a clear focus and went with a swing. For example, in a Year 4

and 5 science lesson where pupils were developing their knowledge of forces, the teacher provided an excellent range of resources that helped pupils understand that forces work in pairs. The teacher's enthusiasm for the work was quickly matched by the way the pupils responded. They made very good progress. By the end of the lesson the majority were much clearer about the forces that were involved when an object sank or floated in a bowl of water.

- 31 The quality of the teachers' planning was of an equally high standard in lessons when the teaching was satisfactory. However, the planning was not consistently used to such good effect. For example, in a mathematics lesson where Year 4 and 5 pupils were developing their understanding of fractions, the work did not sufficiently challenge the highest attaining pupils. Pupils were not set clear time slots in which to complete tasks and the progress made in the lesson was only satisfactory.
- 32 Provision for pupils with special educational needs is very good. Teaching assistants, especially those working closely with the pupils with statements of educational need, use individual education plans to set specific targets for improvement. As a result these pupils make good progress in their learning. Throughout the inspection there were many examples of both teaching assistants supporting and encouraging pupils so that barriers to learning were removed. This is an improvement since the last inspection.
- 33 ***Teaching in the Reception class was good.***
- 34 Four lessons were observed in the Reception class. Teaching was judged to be very good in one lesson and good in the remaining three.
- 35 The planning for lessons was very detailed and provided a clear picture of the way children's learning would progress. In all the lessons the teacher and teaching assistant were very clear about their complementary roles and they supported each other very effectively. The teacher's questions enabled children to respond with their own suggestions, and the higher attaining children were able to articulate at a high level. In all the lessons observed the teacher insisted that children listened with care to instructions. This approach is giving children the necessary disciplines that will enable them to cope with the more formal learning in the Year 1 class.
- 36 ***In the Year 1 and 2 classes teaching was good, overall.***
- 37 Ten lessons were observed in the two classes. Teaching was excellent in two lessons, very good in two lessons, good in four lessons and satisfactory in the remaining two lessons. The excellent and very good teaching all occurred in the Year 2 class.
- 38 Excellent teaching occurred in an English lesson where pupils were developing their literacy skills, and in a physical education lesson. In both lessons the teacher used very effective questioning techniques to help pupils develop their skills and understanding of the work set. For example, in the English lesson pupils were increasing their use of words to link ideas in their writing. At the beginning of the lesson many of the pupils were unclear about the nature

of the task. However, the teacher's skilful use of questions enabled the majority to make very good progress, so that they had a good grasp of the work by the end of the lesson.

- 39 The very good and good teaching occurred in a number of subjects including religious education, design and technology and information and communication technology. In these lessons the teachers' planning was of a very high standard. Resources were well organised and pupils were able to complete tasks at a good pace.
- 40 The satisfactory teaching occurred in the Year 1 class. The teacher's planning for the lessons was of a high quality. However, the lessons lacked the pace of other lessons and pupils made only satisfactory progress in learning. For example, in the English lesson where pupils were developing their reading and writing skills, the introduction to the lesson was too long. This meant that pupils became restless and a small number lost interest in the activities. When the pupils moved to work in groups they responded positively to the tasks and completed them in a satisfactory way. However, over the 60 minutes of the lesson the progress in learning was only satisfactory.
- 41 ***In the Years 3 to 6 classes teaching was very good, overall.***
- 42 Twenty-seven lessons were observed in the four classes. Excellent teaching was observed in three lessons, very good teaching in 11 lessons, good teaching in ten lessons and satisfactory teaching in the remaining three lessons.
- 43 Excellent teaching occurred in lessons where pupils were being taught mathematics, science and physical education. In all three lessons the teachers used every opportunity to help pupils evaluate and develop their own learning. For example, in a physical education lesson where Year 4 and 5 pupils were developing gymnastic skills, the teacher used half of the class to evaluate and comment on the work of the other half. Pupils observed each other in great detail and were able to make constructive comments about the way that individual performances could be improved. The lesson was conducted at a brisk pace. Pupils made significant gains in their learning.
- 44 Very good teaching was observed in all four classes. Careful preparation of resources enabled pupils of all stages of development to be successfully challenged. For example, in a Year 6 English lesson where pupils were exploring a journalistic style of writing, the range of materials available for different groups of pupils challenged their different levels of understanding. The highest attaining pupils were working at a higher level than that expected for the age group. The lower attaining pupils were given work at the right level of understanding and they were well supported by a teaching assistant. By the end of the lesson there were clear gains in the pupils' understanding of the particular writing style.
- 45 ***The teaching observed in English was very good.***
- 46 Ten lessons were observed. Teaching was excellent in one lesson, very good in six lessons, good in one lesson and satisfactory in the remaining two lessons. The excellent and very good teaching was characterised by the way teachers used the national guidance for literacy

to provide a structure to the lesson, without being totally dogmatic about time slots. For example, in an English lesson where Year 4 and 5 pupils were re-writing the story of *The Three Little Pigs* as a play script, the teacher was prepared to extend the first part of the lesson. Pupils were given the opportunity to explain how they would use different stage directions to help actors. This was time well spent as pupils were then able to transfer the skills to their own directions, when they worked in pairs. In Years 1 and 2 class teaching varied from excellent to satisfactory. In Years 3 to 6 class teaching varied from being very good to satisfactory.

47 ***The teaching observed in mathematics was good.***

48 Seven lessons were observed. Teaching was excellent in one lesson, good in five and satisfactory in one lesson. The excellent teaching occurred in a Year 3 lesson where pupils were improving their knowledge and understanding of fractions. The teacher's enthusiasm, together with her clear understanding of the subject, quickly transferred to the pupils, who were excited by the activities. As a result, an aspect of mathematics that can be relatively mundane was invigorated. Pupils learnt at a very high rate. In Years 1 and 2 class teaching was consistently good. In Years 3 to 6 class teaching varied from being excellent to satisfactory.

49 ***Overall, in all the other subjects of the curriculum, the teaching observed was judged to be good. Excellent or very good teaching was observed in a number of subjects including science, physical education, art and design, and information and communication technology.***

50 Three science lessons were observed, teaching was excellent in one, good in another and satisfactory in the third. In the two art and design lessons observed teaching was judged to be very good. Two design and technology lessons were observed, teaching was judged to be good in both. Very good teaching was seen in the one geography lesson observed. Good and satisfactory teaching was observed in two history lessons. In information and communication technology teaching was consistently of a good quality. In the two physical education lesson observed teaching was excellent. In the two religious education lessons observed teaching was very good.

51 In the science lesson where teaching was judged to be excellent. Year 4 and 5 pupils were developing their understanding of the way forces act in pairs. The range of resources available to the pupils was extensive. Once pupils had completed an investigation they were given time to reflect on what they had observed. They used this time to write down their thoughts and then discuss them with others. The level of scientific understanding that developed was much higher than that typically found for this age group. In the Year 3 religious education lesson where teaching was judged to be very good, pupils were provided with a range of suitable artefacts that helped them understand how signs and symbols are used in different religions. Very good and sensitive questioning by the teacher helped pupils to realise that symbols were important to different religions.

52 ***The progress made by pupils as they move through the school is good and at times***

very good.

- 53 Children make satisfactory progress in the Reception class, so that they enter the Year 1 class with standards that are in line with those typically found for the age group. The evidence indicates that standards attained by eleven-year-olds are high for their age group. Many pupils are on track to attain at a higher level than that typically found in primary schools. The evidence in the pupils' books, together with evidence from books of the previous Year 6 pupils, demonstrates that over a period of time, pupils are developing their knowledge, skills and understanding in all subjects. Progress in English, mathematics and science is particularly secure. An examination of the work in the present Year 6 pupils' books, indicates that all but a small number are on track to attain the nationally expected level (Level 4). A significant number are on track to attain at Level 5.
- 54 The progress made by pupils is a reflection of the high quality of teaching. In just over two-thirds of the lessons observed during the inspection, the pupils made good or very good progress in their learning. Very good progress was observed in lessons where English, mathematics and science were being taught. The very good progress was a result of the way in which the lessons had been planned in great detail, making use of national guidance and the school's own scheme of work for the subjects. Pupils were provided with stimulating materials. They showed excitement about their learning. In all the lessons observed pupils made at least satisfactory progress.
- 55 Pupils who have been identified as having special educational needs make good progress as they move through the school. Pupils are very well supported by enthusiastic and caring teaching assistants. In the best lessons, pupils are provided with structured opportunities that enable them to build on their past learning.
- 56 These judgements represent a significant improvement on those reported following the last inspection when thirteen per cent of teaching in the Year 3 to 6 classes was judged to be unsatisfactory. The proportion of excellent and very good teaching has also risen.

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

- 57 *The curriculum provided by the school is good overall. It is broad, balanced and relevant to the needs of the pupils. A very good range of out-of-school clubs and activities is a strength of the provision; this enhances the standards attained by pupils. The school gives appropriate emphasis to developing skills in reading, writing and number work. Provision for pupils with special educational needs is very good. The time allocated to teaching is appropriate. All the statutory requirements for the curriculum are fulfilled.*
- 58 The school is providing the youngest children in the Reception class with a stimulating set of experiences. Work in this class is carefully planned and makes very good use of the nationally set out programme of work for young children. The planning uses the guidance to

provide learning in small but accessible steps. As a result the nine children in the group have made satisfactory progress in the short time they have been in the school.

- 59 The school's approaches for teaching the basic skills of numeracy are effective and those for literacy are very effective. The planning takes full account of the National Literacy and Numeracy Strategies and this makes a good impact on teaching and learning. In other subjects, the school has made very good use of national guidance to inform planning. This has ensured that the quality of planning has improved since the last inspection. It now provides a very secure framework for teaching and learning. Teachers look for links across subjects and progression within subjects. For example, in a Year 3 geography lesson about where pupils live, good use was made of mathematical skills by using graphs, tally charts and tables to organise and present information. Teachers ensure that they develop opportunities in other subjects for pupils to apply skills learned in literacy and numeracy. In a Year 6 science lesson, pupils recorded their findings from an experiment using note taking to good effect.
- 60 Teachers' planning and practice take account of any special needs pupils may have. The school caters for pupils with a range of needs. This reflects the inclusive ethos of the school and its intention to recognise and develop individual talents ensuring that individual pupils reach their potential. The commitment of the staff and their good use of time and resources remove any barriers to learning. Very good support from teaching assistants and appropriately targeted tasks result in pupils making good progress.
- 61 The school is very effectively implementing the new Code of Practice for pupils with special educational needs. Individual Education Plans are used well to plan, monitor and evaluate the progress pupils make. All pupils are encouraged to work co-operatively. A special area adjacent to the playground is being developed as a retreat for pupils who do not always want to be involved in the busy, small playground area.
- 62 The special educational needs co-ordinator provides very good leadership and works in close partnership with outside agencies. Provision for pupils with special educational needs is very good. This represents good progress since the last inspection.
- 63 The school offers a wide range of out of school activities that have a very positive impact on pupils' development. This is a strength of the school. Activities include a sports club, aerobics, art, pottery, science, music, chess, cookery and craft. They are offered to pupils in all year groups, and pupils clearly gain from them. An example of this was in the aerobics club where pupils were developing creative and physical control. In the science club pupils were extending work they had done in lessons, and in the art club pupils were learning to make prints of designs they had produced earlier. Residential visits are built into the annual programme and make a significant contribution to both the intellectual and social development of pupils. Good use is made of the local environment to support learning in both geography and science. Visits are made further afield to extend pupils' experience. An example of this was the visit to Exeter Museum in connection with the work about Ancient Egypt.

- 64 Good provision is made for pupils' personal, social and health education. Very good quality planning, which includes clear intentions for learning, ensures that all pupils have access to a well co-ordinated programme of teaching. This covers health education, including drug misuse and awareness, sex education, social skills and environmental education. Personal and social education is included regularly in the timetable for all classes. Good links have been made with the local police, who contribute to a Junior Life Skills programme, which looks at safety issues. These include work on personal safety, safety at the coast and in the environment.
- 65 An effective school council has been established and is beginning to provide pupils with a real opportunity to contribute to the decision-making process in school. The impact of the council was seen recently through pupils' involvement in ideas about the outdoor play facilities and the development of the quieter section of the play area. Older pupils feel that younger members of the council '*take it seriously and make good contributions*'. As a result of the quality of provision for personal, social and health education, pupils make good gains in learning.
- 66 The local community makes a good contribution to pupils' learning. Pupils have been involved in the Mayor choosing ceremony and carol singing. Volunteers from the community support pupils in the development of reading skills. Parents and members of the local community offer their skills to develop learning opportunities for the pupils in a number of areas, for example, in art and design and science.
- 67 The school has established good links with the primary school liaison officer at the local high school to support the transition of pupils to secondary education. For example, pupils will be visiting and using the science laboratories later this year.
- 68 ***Provision for pupils' spiritual, moral, social and cultural development is very good.***
- 69 The school provides a very caring ethos that allows pupils to grow and which values individual strengths and differences. Evidence of this is seen in the way pupils with special needs are integrated into the life of the school and are enabled to take part in all its activities. Assemblies and acts of worship are well planned and meet statutory requirements. They provide valuable time for pupils to reflect on issues such as things that are personal and special to us as individuals. An example of this was the theme of Year 1 and 2 assemblies during the inspection. Pupils were asked to think about 'treasure' and reflect upon things that they hold dear and value. This was handled with sensitivity and pupils responded very thoughtfully to the experience.
- 70 Many opportunities are offered for pupils to explore values and beliefs. Where teaching is at its best, pupils' questions are welcomed and space is created for them to reflect and develop their own thoughts, feelings and ideas. For example, in a Year 3 religious education lesson where pupils were recognising and understanding the meaning of the symbols in the Christian faith, they were able to explain their feelings and consider the experiences of one pupil who volunteered more personal information. In a science lesson for Year 4 and 5 pupils, they showed great respect for each others views and were given time to reflect upon

the forces of nature such as gravity. Many other opportunities were provided through art, music and literature for pupils to reflect and express their feelings. The poem *Storm* by H W Longfellow inspired some powerful images in pupils' writing about the mysteries and power of the universe.

- 71 Pupils have a very good sense of right and wrong. Teachers often encourage pupils to discuss moral issues when they arise spontaneously in lessons. In an English lesson about play scripts, pupils carefully discussed whether they felt Cinderella was unfairly paid or poorly paid and they were able to discuss the difference between the two. Pupils are able to think through the consequences of their own and others' actions. As a result they are very considerate towards each other both in classrooms and in the playground.
- 72 There is very good provision for the pupils' social development. The highly effective school council provides good opportunities to develop pupils' sense of responsibility. Teachers expect pupils to get on well in group and class activities. Relationships in lessons are very good. Pupils respond very positively to each other and to their teachers. This is a strength of the provision. This leads to a very positive but purposeful working atmosphere.
- 73 Opportunities for cultural development are very good. Very good opportunities exist for pupils to learn about their own culture in a number of subjects. In geography they learn about the immediate area. In history they study aspects of the Victorian era on traditions in this country. In religious education they explore Christian and other cultures. Through a multi-cultural week each class studied the culture and lifestyle of a different country. Learning opportunities were very exciting, and other parts of the world including Japan, Mexico, India and the West Indies were studied. Some pupils wrote interesting poetry in the style of Caribbean poets such as John Agard and Benjamin Zephaniah.
- 74 In classes and around the school there are artefacts and examples of pupils' work exploring different facets of other cultures. Examples included the story of Rama and Sita, Islamic art and Indian Rangoli patterns.
- 75 These judgements reflect the way the school has evaluated and developed its provision in the last two years. The school has made significant improvements in the provision for spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 76 ***Overall the school provides a very good level of care for its pupils. Teachers and support staff are accessible, caring and thoughtful. Procedures for assessment are very good and have improved since the time of the previous inspection. The school makes good use of the information gained from assessments in planning the next stage of learning for pupils.***
- 77 The arrangements for ensuring the welfare of pupils are very good. The very good quality of relationships throughout the school helps to ensure that members of staff know the pupils well. This promotes a high standard of care for all pupils. Good policies are in place to

promote race equality. This aspect of the school's work is closely monitored by the headteacher. The governors are aware of the need to provide access for all pupils, they have an accessibility plan in place.

- 78 The procedures for child protection are very good. The headteacher is the designated person responsible and she has received appropriate training; this is regularly updated. The school's health and safety policy is thorough. Teachers use the policy to good effect in lessons and when pupils go on school visits. Regular checks relating to health and safety matters are carried out. Findings from these checks are acted upon immediately. There are regular fire drills when equipment is tested. Clear procedures are in place for any pupil who becomes ill in school. There is a clear policy for the use of medicines in school, with staff being kept informed of changing needs. First aid is well organised with staff receiving a good range of training. Although the school does not have a separate medical room pupils who are unwell during the school day receive good care. The accident book is completed with the necessary detail. There is a clear policy, and set of procedures, to protect pupils when using the Internet to gain information.
- 79 Throughout the school there is very good support for pupils with special educational needs. Their needs are identified at an early stage and appropriate individual support provided. Individual Education Plans are clear and well focused so that pupils are able to make good, and often very good progress. Teaching assistants provide sensitive help in the classroom and they are deployed well.
- 80 Good policies and well-understood procedures encourage high quality behaviour from the pupils. The school, following the headteacher's excellent example, promotes a positive approach to behaviour, encouraging and rewarding success. The result is that behaviour in and around the school and in lessons is very good. All staff use the policy in a consistent way. Examples of this approach were seen in many lessons, for example in a Year 2 physical education lesson where pupils were exploring their feelings and responses to sounds through dance. The teacher was quick to make clear that she expected high standards of behaviour and used the school's rewards systems well. Pupils responded positively, they worked very hard to complete the task. The positive approach taken by the school has eliminated bullying. There is no evidence to indicate that there is any sexism or racism in the school.
- 81 Good policies and procedures are in place to monitor and promote the pupils' personal development. The programme of personal, social and health education plays a significant role in this. The school has ensured that the programme has a specific place in the timetable. The school makes good use of external specialists such as the school nurse to support the programme. Pupils' experiences are also enhanced by opportunities to take part in educational visits, including attending residential visits. Pupils have opportunity to take responsibility around the school by acting as monitors. The school council meets regularly with the deputy headteacher to discuss matters that have been raised during discussions within classes. A number of issues have been discussed recently which have given rise to improvements. For example, pupils have had a positive influence on the range and quality of

play facilities and their organisation and in helping to identify a designated quiet area in the playground.

- 82 The school's arrangements for recording and promoting attendance are successful. Registers are maintained efficiently, they are systematically analysed and action taken promptly to follow up any absence. If necessary the education welfare service is involved to follow up any cases of concern. Parents are aware of the school requirements in this area. The result is that the school has levels of attendance that are showing improvement over time. The school's levels of attendance are now broadly comparable with similar schools.
- 83 Very good systems are in place to monitor the academic development of pupils. The school makes very effective use of data about its performance to plan and set targets for development and improvement. The recent improvement in standards has been a direct consequence of this approach. During the inspection teachers were seen to carry out assessments of pupils' learning during lessons. Satisfactory and effective systems are in place for recording these assessments. An examination of the pupils' books shows that marking is frequently used to help pupils improve the quality of their work. For example, the teacher's comments in the books of the Year 3 pupils provides them with clear guidance as to ways in which they could improve the quality of their work.
- 84 Overall, these judgements represent an improvement on those reported following the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 85 *The parents who returned the questionnaire or attended the parents' meeting were very supportive of the school. They expressed satisfaction with the standards achieved by their children and with the information they receive from the school. Parents are very clear that children enjoy life in school, staff care for them well and help them to develop good attitudes to learning and each other. Parents are confident in approaching the school on any matter. They are clear that the school has improved in a number of ways since the last inspection. Parents judge the headteacher to be very effective as a leader. They consider the pupils' behaviour to be very good.*
- 86 Arrangements for the induction of pupils are good and parents are involved in this process. The prospectus provides parents with good and useful information about the school and its organisation. This is a well-written document that meets all the necessary statutory requirements. The annual report to parents made by governors meets all the requirements and it is also well produced. The report is written in appropriate language and contains information that gives a clear picture of the school's life and work. A good quality school newsletter is produced weekly. As well as routine administrative matters, it contains a wide range of information about forthcoming school events.
- 87 Annual written reports to parents about their children's progress and attainment are of a good standard; they meet requirements. Reports contain useful information about the work

covered as well as information about what pupils can do. Information about personal development and attendance is also included. Reports contain comments about the targets being set for individual pupils. These are discussed with parents at the termly meetings so that parents can support their children's learning.

- 88 Parents consider staff to be approachable. Many parents take the opportunity to discuss matters on an informal basis at the start and end of the school day. During the inspection many informal conversations between parents and teachers were observed. Parents of pupils with special educational needs are now involved fully in reviews of progress with staff and are offered advice as to how their children can be supported to make further progress. Parents of pupils with statements of special educational needs are also fully involved in formal reviews of progress.
- 89 The school has a clear policy for homework. Whilst parents are generally satisfied as to the amount of homework set for pupils a small minority commented about the consistency with which the work is set. An examination of school records, pupils' books and discussions with pupils show that homework is generally set and marked in a satisfactory way. However, inspection evidence does show that there is some inconsistency in the way homework is set. The school should review this area of its work. A small number of parents were unclear about the school's approach for teaching reading. The school is making good use of the advice set out in the literacy strategy. This information needs to be shared with parents.
- 90 The school receives very good support from parents in a number of ways. There is an active Parent Teacher Association. This is very successful and has raised considerable sums of money to enable the school to enhance its provision. For example, recent donations have supported improvements to the school library, through the purchase of books and new furniture. Parents support staff on educational visits and their help is appreciated.
- 91 Much of this aspect of the school's work has seen a continuation of the high standards noted in the last inspection. The quality of information provided about the life of the school has improved, as has the working relationship with the Parent Teacher Association. This aspect is now judged to be a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 92 *Overall, the leadership and management of the school are very good. Since the last inspection the school has made significant positive development in the quality of education provided for pupils. Governors, teaching and non-teaching staff now have a shared vision and a commitment to raising standards whilst maintaining the caring ethos of the school.*
- 93 The headteacher provides the school with excellent and inspirational leadership and management. As a result the school has a clear sense of direction and is very well placed to improve, and to raise pupils' standards of attainment to higher levels. The headteacher is very well supported by the newly appointed deputy headteacher and the subject co-

ordinators. Together they are very clear about the school's strengths and weaknesses; they understand the actions that need to be taken to further improve the educational provision.

- 94 Subject co-ordinators provide very good leadership and management of their subjects. They have a clear delegated role and are playing an increasingly important part in the management of the school. They take their responsibilities very seriously. Their hard work and expertise has enabled the school to make significant improvements since the last inspection. The National Literacy and Numeracy Strategies are firmly in place within the school curriculum. The successful delivery of these strategies is having a positive impact on pupils' attainment.
- 95 There is a shared commitment to improvement within the school. The chairman of the governing body together with the governing body provides dynamic and purposeful leadership. He is closely involved in furthering the school's improvement. Governors are linked to specific curriculum areas and link governors visit school and consult closely with co-ordinators, reporting back to the governing body with their findings. Co-ordinators report periodically to governors on standards and progress in the subjects for which they are responsible. This enables the governing body as a whole to be kept fully up to date with important developments and to act in the role of 'critical-friend' to the school. Governors have the full range of committees that deal with grounds and buildings, health and safety, curriculum, finance and personnel. The committee structure is both efficient and effective. The governors acknowledge the good support the school has received from the Local Education Authority, in overcoming the weaknesses identified at the last inspection.
- 96 The shared commitment of governors and staff to improve pupils' levels of attainment means that overall, standards are now in line with those found nationally, for pupils in primary schools. The school is now considering an application for the award of the nationally recognised Basic Skills Quality Mark (BSQM) and the Arts Mark.
- 97 A good and detailed school self-evaluation programme has been implemented. This includes analysis of test data, the regular scrutiny of pupils' books, an evaluation of teachers' planning and lesson observations. Priority has been given to evaluating work in English, mathematics and science, and significant improvements have occurred in these subjects.
- 98 The governing body has a very good understanding of the school's strengths and weaknesses. In partnership with the headteacher and senior management team, governors have a very clear and comprehensive plan for school improvement. The plan is drafted by the headteacher and then discussed, amended and approved by the curriculum committee and by the full governing body. The school improvement plan is thoroughly evaluated termly, successes are measured and the plan updated where necessary. Governors are aware of, and use, the principles of best value to evaluate the work of the school.
- 99 The governing body complies fully with statutory requirements. For example, the school is implementing the required processes for performance management, and annual performance targets are set for the headteacher and teaching staff.

- 100 The new management structures have ensured that teachers have contributed to the development of the way medium-term and short-term curriculum planning is done. Planning focuses closely on what pupils are going to learn, providing a clear structure for teaching. To enable teaching to have the maximum impact on pupils' learning, planning is monitored and classroom assistants are closely involved in the planning process. The impact of the planning process on learning outcomes is evaluated regularly. This has resulted in increasingly effective teaching and learning. Information from national assessments in English, mathematics and other data is gathered and analysed in detail to compare the school's performance with that of other schools nationally and with other schools in the county of Devon. Assessment information to guide curriculum planning is used well and procedures for monitoring and supporting pupils' academic progress are very good. These developments have been effectively led by the headteacher, supported by subject co-ordinators. The headteacher's contribution to this area has had a very significant and positive impact on school improvement.
- 101 The co-ordinator for special educational needs, appointed to the school in January 2002, is providing good leadership; she works very closely with staff to ensure this group of pupils is safe, secure and progressing well. The area of special needs has a high profile in the school. The co-ordinator's relationships with parents are good. The school has pupils with a wide range of special needs and the co-ordinator has worked hard to ensure that they are catered for as effectively as possible. The co-ordinator knows all the pupils with special needs well and has comprehensive documentation on all of them. Special needs resources have been audited and the format of Individual Education Plans for special needs pupils are reviewed regularly and discussed with parents. Currently, when Individual Education Plans are discussed with parents, the co-ordinator cannot always be present to offer specialist advice. There are proposals to enable the co-ordinator to be at such meetings, and this would strengthen the process further.
- 102 The new government requirements for pupils with special educational needs are being implemented and currently training on the implementation of the Disability Act is planned for early 2003. The governing body has agreed a whole school approach to special needs and to the Disability Act, and training and development of aspects of the curriculum are fully integrated into the school improvement plan. The co-ordinator works in close partnership with outside agencies and has made good links with Devon Local Education Authority support services.
- 103 Good use is made of income that is designated for a particular purpose. In particular, the money identified to support pupils with special educational needs is well targeted. Other specific grants have been used effectively, particularly those relating to staff professional development and the implementation of the national strategies for literacy and numeracy.
- 104 Very good systems are in place for the administration and day-to-day management of the school's financial affairs. The school administrator is very effective and has access to an appropriate range of technology to support her work.

- 105 All statutory systems pertaining to the performance management of the headteacher and teachers are in place. Financial control of the budget by the governors is very effective and the principles of best value are applied to financial decisions.
- 106 ***Teaching staff have a good range of qualifications and experience. The quality and size of the outdoor accommodation is unsatisfactory, with playground space being restrictive. Generally, learning resources are good in terms of their range and quality.***
- 107 Staff are committed, hard working and generous with their time. They have good access to professional development opportunities, including class-based support from the Local Education Authority's inspectors and advisory teachers.
- 108 The school accommodation is well maintained. Attractive displays of pupils' work enhance the school environment. The hall is used effectively, though the computer suite is currently underused. The hall is small though the floor is of a good quality; this enables barefoot work to be undertaken. Only the Reception class and Year 1 are housed in the main building of the school. All other year groups, Years 2 to 6 are located in temporary classrooms. Some classrooms have outdated furniture. Space for teaching and learning is restricted in some classes which are small and often cramped, particularly Year 6.
- 109 During the week of the inspection, the caretaker kept the building very clean and the site free from litter. The governors have been active in keeping the building well maintained. Governors, through the grounds and buildings committee have all aspects of health and safety procedures in place.
- 110 Overall, the areas surrounding the school are unsatisfactory. Playground space is very limited. There is insufficient hard-core play area for the number of pupils in the school. The school has a small school field.
- 111 The school's learning resources are good across the curriculum. Resources are used well in lessons. The recently developed computer suite provides pupils with good opportunities to develop their computer skills though it is underused currently. The school library does not provide pupils with sufficient opportunities to carry out their own research; it is limited in its impact on teaching and learning.
- 112 The last inspection found management to be a serious weakness. The outstanding leadership of the headteacher, supported by the senior management together with the hard work of the school staff and governors, have overcome the issues identified. The management of the school shows very significant improvement and is a major strength of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

113 The school governors, in conjunction with the headteacher and staff, should take the following actions to raise the already improving standards in ICT, to the nationally expected level, through building on the developments that have occurred in the last two years by:

- Providing staff with continuing training so that they gain in confidence in using ICT;
- Ensuring that the resources that are available are fully used, so that pupils in all age groups have better access to computers;
- Identifying, in a clear way, how skills in ICT can be developed through their use in other subjects;
- Developing a systematic programme for monitoring and evaluating the use of ICT, to ensure that all aspects of the subject are fully covered.

(See paragraphs 8, 111, 143, 163, 178, 203, 226, 234, 235, 236, 238, 241 and 242).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	14	17	5	0	0	0
Percentage	12	34	42	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	172
Number of full-time pupils known to be eligible for free school meals	n/a	23

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	33

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	19
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	11	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	18	19	19
	Total	27	29	29
Percentage of pupils at NC level 2 or above	School	90 (91)	97 (94)	97 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	18	17	18
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	90 (91)	87 (91)	90 (88)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	10	10	11
	Total	22	24	25
Percentage of pupils at NC level 4 or above	School	76 (76)	83 (68)	86 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	15
	Girls	10	10	10
	Total	21	24	25
Percentage of pupils at NC level 4 or above	School	72 (70)	83 (68)	86 (89)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	171	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	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)	8
Number of pupils per qualified teacher	21.5
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	103.5

Financial information

Financial year	2001/02
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	£
Total income	467845
Total expenditure	451385
Expenditure per pupil	2400
Balance brought forward from previous year	5328
Balance carried forward to next year	21788

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
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	172
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	47	1	0	0
My child is making good progress in school.	49	44	5	1	1
Behaviour in the school is good.	47	53	0	0	0
My child gets the right amount of work to do at home.	37	43	13	4	2
The teaching is good.	53	45	1	0	1
I am kept well informed about how my child is getting on.	45	46	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	65	31	4	0	0
The school expects my child to work hard and achieve his or her best.	58	41	0	0	1
The school works closely with parents.	37	55	6	0	1
The school is well led and managed.	72	25	0	0	2
The school is helping my child become mature and responsible.	48	47	2	0	2
The school provides an interesting range of activities outside lessons.	46	48	2	4	0

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

- 114 *The provision made for pupils in the Foundation Stage of education is good. Children are on course to reach the expected targets for the end of the Foundation Stage in the six areas of learning identified in national guidance, for this group of children. These judgements are similar to those reported following the last inspection.*
- 115 Children start their time in the Reception class in two groups. One group joins the school at the start of the academic year in September, and the second group join in January. At the time of the inspection there were nine pupils in the class, seven boys and two girls. During their time in the Reception class children reach the age of five. Before joining the school children have attended local Nursery classes. The Reception class teacher has regular and effective links with the Nursery classes. This enables children to settle quickly in their new environment.
- 116 Teaching in the Reception class is good. Detailed and effective curriculum planning ensures that children are provided with a range of stimulating experiences that meet the requirements of the national guidance for this age group. As a result, all aspects of the curriculum are properly covered and the activities planned are suitable for the children's varying levels of development. The teacher's planning shows how children are prepared for the requirements of the literacy and numeracy strategies when they move into Year 1. Assessment procedures are thorough. The teacher assesses each child when they join the class. At the time of the inspection the school was reviewing the assessment procedures that were in place, as the Local Education Authority's scheme was considered to have some weaknesses. The teacher makes regular assessments of children's progress; this information is used to good affect to plan the next step in children's learning. Overall pupils enter the school with standards typical of those found nationally for the age group.

Personal, social and emotional development

- 117 In this area of the children's development, teaching is good. The indications are that children are on track to reach the expected standard by the end of the Foundation Stage.
- 118 Class routines are well established and children rapidly learn what is expected of them. Although the children had only been in school for nine weeks they were very aware of the teacher's expectations about behaviour. The classroom is well organised and activities well prepared so that children move confidently from one activity to another. Children persevere and become very engrossed in activities, for example, when learning to use the computer mouse. They show real enthusiasm and enjoyment when activities catch their imagination, for example, when using the Lego to build a fire engine with a long ladder. The teacher used the activity to good effect to encourage children to count to ten. The teacher is always firm in insisting that they listen to her instructions and each other's comments.

- 119 The teacher and teaching assistants are caring and sensitive to the children's needs so that they feel able to seek help and support as they need it and relationships are very good. Staff acknowledge and praise children who behave well and work hard; they remind children about what is expected. Consequently, behaviour is very good in class and around the school. The small group of children have made positive relationships with each other. They are able to share equipment in a sensible way, they help each other with tasks. For example, children shared construction toys when making models of fire engines, discussing ways in which they could make the ladders longer.

Communication, language and literacy

- 120 Teaching in this area of the children's development is good. Children are on track to attain the national expected standard by the end of the Foundation Stage. The children's vocabulary is well developed and they are able to hold a sensible conversation with adults. In the short time they have been in school they have made good progress. The evidence from lessons and looking at the teachers' planning demonstrates that appropriate and well-matched activities enable children to improve their writing skills, in particular the formation of letters.
- 121 The teacher and teaching assistant talk to the children about the activities using the relevant vocabulary, encouraging the children to join in. For example, when making shoes from cardboard the teacher encouraged the children to use simple mathematical language relating to the size of the pieces of paper they would require. As a result, children were later able to recall and use the correct vocabulary. They all understood the idea of big and small objects.
- 122 The majority of pupils can recognise the initial sounds of letters. They are beginning to recognise some individual words. They understand the sense of what they are reading and talk readily about the pictures, sometimes relating them to their own experiences.

Mathematical development

- 123 The teaching observed where pupils were developing their mathematical ideas was good. The children are on track to attain the nationally expected standard by the end of the Foundation Stage. Children make good progress in relation to their attainment on entry to the school.
- 124 During the Foundation Stage, children experience a wide range of relevant mathematical activities including number work and counting, shapes, shopping and learning the days of the week and the months of the year. The classroom has a suitable range of mathematical equipment for counting and sorting. Opportunities are taken to make children aware of the way mathematical ideas can be used in everyday situations. For example, when making shoes to go into the classroom 'Shoe Shop' the teacher ensured that children used the correct language when measuring their shoes. Children are starting to sort objects in using mathematical properties. For example, when decorating their shoes children referred to the different shapes they would use.

- 125 Higher attaining children have a good grasp of number and are able to count to ten; they have a good understanding of the sequence in which numbers occur. When making a fire engine from Lego, children were able to count the number of pieces in the ladder and were able to explain that one more piece would make it '*eleven not ten*'.

Knowledge and understanding of the world

- 126 Teaching and provision in this area are good and children are on course to reach the expected national standards at the end of the Foundation Stage. The majority of children make good progress in relation to their attainment on entry to the school.
- 127 Children are introduced to computers, they learn to use the mouse when moving and positioning objects on the screen. Children use the school's new computer suite and are beginning to develop a range of skills higher than those typically found for this age group.
- 128 Children join the Reception class with a good range of experiences; careful teacher planning builds on these. Children are encouraged to explore the local area and good use is made of the school's wild area. When asked, children were able to explain their route from home to school, they could name shops that they passed. Children are starting to understand the passage of time; they are able to explain how their parents were older, and that they had younger brothers and sisters.

Physical development

- 129 The teaching observed in this area of learning was good, and children achieve well in relation to their attainment on entry to the school. Children are on track to attain the nationally expected standards by the end of the Foundation Stage. Children's physical skills are broadly similar to those found nationally for this age group. Children benefit from the use of a small but well-equipped hall and a secure outdoor play area.
- 130 During the inspection the children were observed using the equipment in the school hall. Although the hall is relatively small it provides a secure environment for the small group of children. All the children showed high levels of confidence when using the climbing frames. They were able to climb to relatively high levels, with a good understanding of the need to be safe for themselves and other members of the group. The hall is also used to provide children with the opportunity to use bicycles on wet days. Children enjoy this aspect of the provision. The teacher makes good use of the opportunities provided by relating activities to other aspects of the children's development. Children were encouraged to visit an imaginary filling station and pay for their fuel.
- 131 The class has direct access to secure outdoor provision. The area is on a slope and has the potential to be dangerous. However, observations made during the inspection indicate that staff and children are fully aware of the potential dangers and the area is used to good effect.

- 132 Children's manipulative skills are developed through the use of pencils, pens, brushes and a range of tools, which they generally handle correctly. Lower attaining children struggle to use scissors when the materials are too difficult for them to cut. Children also have access to a variety of large and small construction toys and to modelling materials such as clay. They show good skills in using the range of opportunities that are available.

Creative development

- 133 Teaching in this area of the children's development is good. Children are provided with the opportunity to explore materials for themselves, with the teacher and teaching assistant providing sensitive support. Children attain standards that are typical for the age group and they are on track to attain at the nationally expected level by the end of the Foundation Stage. The highest attaining children show skills that are higher than those seen for the age group.
- 134 A variety of interesting experiences are available to the children but these are too often tightly directed by the adults. Children use paint to record their ideas. Many of the paintings are of a high quality and show that children have observed their surroundings carefully. A child's painting of a garden showed a very good understanding of the way colour can be used to enhance a picture. The careful way colours were added to butterflies was particularly noticeable.
- 135 This area of the school's work is well managed. The co-ordinator has a very good understanding of the way young children learn and she has used the national guidance for the age group to develop a good programme of learning for the children.

ENGLISH

- 136 *In the 2002 tests for eleven-year-olds the school's results in English were well above the national average and well above the average for similar schools with many attaining at the higher level. This is a significant improvement on the standards achieved at the time of the last inspection. The inspection evidence indicates that pupils are in line to achieve the targets set for English test results in 2003. National tests for seven-year-olds in 2002 show that pupils' results were in line with the national average for reading and above the national average in writing. The pattern is identical when compared to similar schools.*
- 137 Over the last two years, there has been a dramatic improvement in the school's results for eleven-year-olds, including those attaining at the higher level. This is a result of the overall improvement in the quality of teaching in Key Stage 2.
- 138 Inspection evidence indicates that the present Year 6 pupils are on track to attain the ambitious targets set for English test results in 2003. Present Year 2 pupils are on track to attain the national expected standards for seven-year-olds. The higher attaining pupils are in line to attain at a higher level than expected for the age group.

- 139 Work in the books of the present Year 6 pupils is generally of a high standard. A significant number of pupils is already achieving or working towards Level 5. Work in the books of Year 2 pupils is already showing progress since the start of the school year. Pupils of all abilities, including those with special educational needs, make at least good and often very good progress as they move through the school.
- 140 Pupils are confident speakers, showing levels of attainment that are often high for their age. In English lessons, pupils listen attentively, sometimes for long sessions within the literacy hour. They speak clearly, with well-developed vocabulary and are confident to share their ideas and suggestions with others. In lessons, very good use is made of ‘talking partners’ to rehearse ideas prior to suggesting them to the class. Opportunities are provided for thought and reflection so that pupils give reasoned accounts for their views. During the week of inspection there were examples of role-play. For example, in one lesson pupils in a Year 2 class practised their organisational skills in working with a group to plan a presentation on the story of Rama and Sita. These young pupils learned about the importance of a narrator in assisting the audience’s interpretation of the characters’ actions. Years 4 and 5 pupils made suggestions of how to improve a play-script by selecting appropriate words for the characters to use. Pupils used good expression when making their suggestions. For example, when a boy suggested that the mouse may say ‘*Poor Cinderella . . .*’ when she could not go to the ball. The poignancy of his words and expression touched the pupils immensely and attracted a strong empathetic response from others. Pupils in Year 6 were investigating journalistic styles. They considered a prepared letter from the council proposing to build houses on their school playing field. They showed skill in discussing argument and counter-argument, some expressing indignation at the suggestion. In a Year 4 and 5 class pupils discussed the power of similes in altering the tone of a statement, for example, they selected ‘outraged’ as a substitute for sad; ‘*I was outraged when you lost my earrings*’. Lower attaining pupils and those with special educational needs benefit from the unobtrusive support offered by teaching assistants, who re-phrased questions and encouraged pupils’ responses. One pupil selected the word ‘*beautiful*’ as a substitute for ‘*nice*’ in the lesson about similes. The teaching assistant placed his response in context by asking him to describe how his little sister looked in her new dress, and this strategy was successful in encouraging his suggestion.
- 141 Attainment in reading is higher than that typical found in primary schools, with higher attaining pupils reading with a high standard of confidence and fluency. In Year 2, high attaining readers read with accuracy and understanding as well as enjoyment. They articulate clearly and have a clear understanding of narrative. Pupils of average attainment are reasonably accurate and fluent but they have some difficulties with unfamiliar words. These difficulties are mirrored where lower attaining pupils have an insufficient range of strategies ‘at their fingertips’ to help them overcome hesitancy. In Year 6, higher attaining pupils are skilled and fluent readers, tackling books with a sophisticated range of meaning and vocabulary. One pupil was enjoying a humorous book: *The Vile Victorians*. She understood that the text was a combination of truth, exaggeration and irony. Another able reader provided the listener with ‘the plot to date’ when reading from a book based on the Arthurian legends. Both commented on preferred authors and reasons for their choices. Lower attaining pupils read accurately with the ability to self-correct. One girl described her

enjoyment of the style of J M Barrie and showed a piece of her own descriptive writing inspired by a description in Peter Pan. Overall resources for reading are satisfactory and the recent investment of the Parent Teacher Association in purchasing a thousand books has augmented the school library stock, although pupils were not observed using the non-fiction books to develop their research skills. There is limited evidence to show that Year 6 pupils, in particular, do undertake research for the different topics studied in the year. This is having a satisfactory impact on the development of their literacy skills. Advice from the local library service has helped to 'weed out' older texts and a programme for continued replacement is in place. Although attractive books are available in classrooms, limited space prevents the establishment of attractive reading areas. The school benefits from the support of members of the Retired Senior Volunteer Programme, who hear pupils read and discuss their books on a regular basis. Some parents are unclear about the school's approach to teaching reading and the school proposes to meet with parents to discuss the principles established through the National Literacy Strategy.

- 142 Standards in writing are in line with those expected for the age range. Higher attaining pupils exceed the expected standard, and Year 6 pupils of average attainment are already on track to achieve Level 4 by the end of the school year. Throughout the school pupils write for a variety of purposes and audiences, this is a marked feature of work in English. In Year 2, pupils practise their spelling and punctuation skills through independent and guided writing. They prepare instructions on how to make a monkey mask and retell events in stories. They write 'Fruit Poetry' using descriptions such as '*brown, hairy kiwi*' and '*soft, sweet plum*' and practise word processing skills in geography through accounts of the location of their homes in Totnes. The introduction of a school handwriting policy reinforces the importance of correct letter formation, and pupils' handwriting shows improvement during the term. Pupils in Year 3 write descriptive poems, presenting them as a shape on the page. They sequence stories and are practising the use of inverted commas. They use whiteboards to note references from non-fiction texts, and higher attaining pupils identify the difference between fiction and factual accounts when comparing extracts on the theme of spiders. Pupils in Years 4 and 5 prepare and refine their play-scripts. They *produce written plans for a design and technology project and captions for their work on The Iron Man*. By Year 6 pupils can write persuasively in preparing non-chronological reports. For example, a pupil, in summarising her report about The Grove concludes: '*From funded trips to computer suites, The Grove is an extremely fun place to be*'. Year 6 pupils can write in a variety of styles including Caribbean poems emulating the style of Benjamin Zephaniah, and inspired by H W Longfellow, use personification in writing about *The Storm*. Pupils present their work well and the speed of their writing is not inhibited by the use of ink pens.
- 143 The school is developing its use of information and communication technology in literacy sessions. For example, a Year 6 class practised their skills in journalistic styles by preparing a newspaper report. In a Year 4 and 5 class pupils used the computer-based thesaurus to select similes to be incorporated into play-scripts. These tasks were matched very closely to the needs of pupils, and they were clear about what they were going to learn.
- 144 ***Overall, the quality of teaching and learning observed in English lessons was very good.***

- 145 In total, ten lessons were observed during the inspection. In one lesson teaching was excellent. In six lessons it was very good. In one lesson teaching was good and in the remaining two it was satisfactory. Teachers use the literacy hour to good effect, placing the right emphasis on text, sentence and word level activities. Teachers have very good subject knowledge. Their thorough planning is very good, showing what pupils of all abilities are expected to learn, which they discuss with pupils. Their questioning is skilful in getting thoughtful responses. They use interesting resources, sometimes demonstrating reading and writing that they share with pupils. Teachers know and manage their pupils very well and plan to meet the needs of all of them.
- 146 Teachers encourage all pupils to be involved in literacy lessons. In partnership with dedicated teaching assistants, they make sure that pupils with special educational needs make good progress. Higher attaining pupils are challenged well and teachers and teaching assistants discuss targets for literacy improvements at the end of each session.
- 147 In the best lessons teachers use the last part of the session well to make an assessment of what pupils have learnt. Where teachers' marking is most effective comments written in pupils' books are positive and include advice for improvement. Pupils' results are carefully analysed and pupils' progress is tracked to determine those in need of additional support and booster classes.
- 148 The very good strategies for teaching literacy skills have a direct effect on pupils' good attitudes to English. They behave very well, get on well together and can also work on their own. They persevere with tasks and have positive attitudes to reading and writing activities.
- 149 ***English is well led in the school by an effective and knowledgeable co-ordinator.***
- 150 The co-ordinator provides staff with a clear direction in the development of English. The training and advice from the Local Education Authority has been used to good effect. Three teachers in the school are now identified to offer demonstration lessons to other Local Education Authority schools. The whole school planning format for literacy ensures consistency of approach throughout the school, as do the agreed policies for handwriting and spelling. There is a good variety of resources to support teaching, including recently purchased books for guided reading. Opportunities to develop literacy skills are well-established, including through the school's thematic weeks. Further links with other subjects are highlighted for development. The co-ordinator analyses test and assessment results and this analysis is used well. Pupils' strengths and weaknesses are identified so that teaching and learning support may be appropriately focused. A good programme of termly monitoring has been introduced including examining the quality of writing in pupils' books. Evidence from monitoring and evaluation has been used as the basis for a good action plan and the co-ordinator has a clear vision for the management of English in the longer term. She knows that this means maintaining and extending the current good practice in order to sustain improved standards. In particular, the developments of opportunities for pupils to develop their research skills and the use of information and communication technology to assist learning are highlighted.

- 151 The school has made very good progress in developing English provision since the last inspection, as a result standards have improved considerably.

MATHEMATICS

- 152 *Inspection evidence indicates that throughout the school, standards in mathematics are above those found nationally for the age group. In the 2002 tests for eleven-year-olds, the school's results were well above those obtained by schools nationally and well above those for similar schools. The percentage of pupils attaining at the higher Level 5 was well above the average for schools nationally and above the average for similar schools. Since the last inspection the standards attained by the pupils have improved significantly, as has the quality of teaching and the management of the subject. The provision for mathematics is now good.*
- 153 Pupils' overall performance in mathematics has improved significantly since 1997. There has been a steady increase in the percentage of pupils reaching the nationally expected Level 4.
- 154 A scrutiny of the work of the previous Year 6 mathematics books indicated that there was a wide range of attainment in the group. The evidence indicates that overall, this group of pupils were working at a level higher than that expected for eleven-year-olds.
- 155 The work in the present Year 6 books indicates that the majority are on track to attain the expected Level 4, by the end of the school year. Higher attaining pupils began this year multiplying hundreds by tens and units choosing from a range of strategies. In discussion they can explain their strategies confidently, and are very secure in mental processes. They can explain a range of ways of performing calculations and handle large three digit numbers well. Lower attaining pupils have a good understanding of the way the position of the decimal point affects the value of a number. However, they are less confident when challenged to multiply and divide larger numbers. Discussions with pupils and observations in lessons confirmed that an increasing number of pupils are on track to attain the higher Level 5. Higher attaining pupils were able to apply mental and oral skills in a very confident way; and used these skills when undertaking mathematical problem solving.
- 156 Inspection evidence shows that the majority of pupils enter the school with levels of attainment typical of that found nationally. The evidence indicates that during their time in the school, pupils make good progress in mathematics. Good assessment procedures are in place that enables the school to track pupils' progress in mathematics, from year to year. This information has been used to help the school set ambitious targets for the 2003 and 2004 national tests. There is a strong commitment within the school to reach these targets.
- 157 *Overall the quality of teaching and learning observed during the inspection was good. In one lesson teaching was judged to be excellent, in five it was judged to be good and in one it was satisfactory. There was no unsatisfactory teaching. The*

quality of teaching and learning has improved significantly since the last inspection.

- 158 Teachers throughout the school are implementing the National Numeracy Strategy effectively as each class has a daily mathematics lesson, which focuses on developing the pupils' numeracy skills. There is consistency in the use of the recommended three sections for each lesson. Overall, the mental and oral elements in the introductions are good. In the main part of the lesson, pupils are set tasks that are planned to match their varying abilities. The summing up period is used to good effect to check gains in knowledge and understanding. In the best lessons this session is also used to extend the pupils' learning and to advise them about the next stage of learning.
- 159 Teachers make effective use of questioning to develop pupils' ideas or to reinforce their earlier learning. Lessons are well planned, pupils are clear about what they are going to learn, activities are well matched to the pupils' previous learning and resources are well selected. Pupils are well managed, and activities are well matched to pupils' previous attainment. Mental work is conducted at a very good pace and use made of a range of appropriate support equipment. For example, in a Year 2 lesson the teacher provided each pupil with a number 'fan' and used this well to build pupils' understanding of place value. The excellent subject knowledge of the teacher and her enthusiasm for the subject enabled pupils to make good progress. In the best teaching teachers make very good use of assessments to plan activities. For example, in a Year 3 class the teacher checked pupils' understanding very carefully and ensured that work on fractions built on what pupils had learned previously before moving on to extend work to new areas.
- 160 When teaching was judged to be satisfactory it provided a sound base to develop the pupils' knowledge and understanding of mathematics. However, the overall quality of learning would have improved if the activities to be undertaken by the pupils had been more challenging. For example, in a lesson where Year 4 and 5 pupils were learning about equivalent fractions, while there was effective use of questioning for pupils in the first section of the lesson, the pace of teaching then slowed and more able pupils were not challenged sufficiently.
- 161 Pupils showed good attitudes in mathematics lessons; they were well behaved. Pupils responded positively when challenged and were attentive and eager to contribute to lessons. They worked co-operatively when required and maintained their concentration. Older pupils used a range of mathematical strategies to solve problems. Individual pupils presented their work tidily and accurately. Throughout the school, homework is used consistently and effectively to extend the work done in lessons.
- 162 Pupils' books are marked conscientiously. At its best, marking informs pupils of their success and challenges them to improve further; written comments indicate how the work could be improved. There were good examples of older pupils entering into a dialogue with their teachers in their books. In Year 6, pupils and the teacher exchanged short messages noting what the pupils did not understand and what they needed to concentrate on in the future.

- 163 Pupils make good progress in mathematics as they move through the school. With the introduction of the elements of the numeracy strategy, pupils are making very good progress in mental calculations. Information and communication technology has started to have an impact on the pupils' work in mathematics, so that they understand how computers can help them with mathematical problems. There is evidence of pupils presenting their results in science in charts and graphs. All these experiences are helping pupils to view mathematics in its wider context. All pupils have a very good attitude to their work and as they move through the school they demonstrate increasing levels of concentration and perseverance.
- 164 Within all classes, teachers' assessments are used to group pupils according to their prior understanding of the subject. This approach adds rigour to the teaching and learning. In addition, assessment is used to target extra support for pupils through nationally financed strategies.
- 165 Pupils who have been identified as having special educational needs make good progress. Work is provided that takes careful consideration of the needs of this group. Teaching assistants are involved in planning lessons and they provide individual pupils with valuable support.
- 166 ***Mathematics is very well managed by the co-ordinator who is knowledgeable and committed to improvement across the school. Planning is careful, detailed and of high quality. The hard work and expertise of the co-ordinator has ensured that the provision for the subject is now very good.***
- 167 The numeracy co-ordinator is well supported by the senior management team and all staff. Additionally, the link governor for numeracy visits school to work closely with the co-ordinator. The governor then reports to the governing body on progress in the subject. The co-ordinator also reports periodically to the governing body to ensure it is kept up-to-date with the most recent developments in the subject. This structure adds to the effectiveness of the management of the subject and also ensures that the 'critical friend' role of the governing body is fully implemented. The co-ordinator has based the mathematics scheme of work on the national strategy. Planning for the subject is very effective and monitoring ensures that teachers use the different stages of planning in a consistent way throughout the school.
- 168 A range of good strategies has been used to support and develop the teaching of mathematics. These include very effective use of assessment, scrutiny of pupils' books, evaluation of lesson plans and analysis of data. Pupils' progress is tracked through the school and there are plans to improve the gathering of information and to introduce further training in the subject. Developments have been thoroughly planned and evaluated. Effective in-service training has raised teachers' knowledge and understanding of the National Numeracy Strategy.
- 169 Resources for mathematics throughout the school are satisfactory. In lessons pupils have easy access to a range of appropriate materials to support and enhance their learning.

- 170 Evidence gathered during this inspection indicates that the school has made very good progress in the provision for mathematics since the last inspection.

SCIENCE

- 171 ***In the 2002 national tests for eleven-year-olds the school's results were above the national average. Inspection evidence indicates that in Year 2 and Year 6 standards in science are above those expected nationally, for the respective age groups. Good progress has been made since the last inspection because of a combination of good quality teaching and pupils' own very good attitudes to their work. Pupils experience a very good range of activities based on the national programme of work for science.***
- 172 In Year 2, the class teachers make assessments of seven-year-olds' science attainment. The 2002 assessments show the school's performance was above the national average, especially for those pupils attaining the higher Level 3.
- 173 During the last two years the results in the national tests in science for eleven-year-olds have improved. When compared to similar schools, the results were also above the average and the percentage of pupils who attained the higher Level 5 was high. Overall, the girls performed slightly better than the boys.
- 174 Because the inspection occurred relatively early in the school year, there was only limited evidence in the pupils' books. The standard of this work was in line with that seen nationally. However, when all the inspection evidence is taken into consideration, in particular discussions with pupils, then standard attained by pupils are higher than those seen nationally. Discussions with pupils indicate that Year 6 pupils have a good understanding of what constitutes a fair test. They can make predictions, experiment, observe and draw conclusions.
- 175 The range of work planned by teachers and undertaken by pupils covers the national programme for science in a balanced and progressive manner. Planning has been rigorously updated, and along with a science policy is having an impact upon the quality of activities planned. Detailed analysis of the 2002 national test results revealed strengths and weaknesses within the subject which have been addressed through careful planning, training opportunities for teachers, a revision programme for Year 6 and through the weekly science club.
- 176 The school has made good efforts to improve practical science. This whole school target has been addressed very effectively. Pupils' attainment is regularly monitored and ongoing whole school assessment, including assessment of groups and individual pupils enables progress to be carefully measured throughout the school. Work in pupils' books shows a good understanding of the movement of the Earth. Pupils in Years 4 and 5 showed an excellent understanding of the way forces operate in pairs.

- 177 During the inspection there were instances of pupils making very good use of teacher-made resources to support their learning, particularly in exploratory work. Key scientific words are emphasised and clearly displayed such as *exploring* and *research* which encourages pupils to use them with understanding and meaning. Very good opportunities are provided for pupils to work together in small groups. They listen to each other very well, taking turns to say what they think and making shared decisions. For example in a Year 4 and 5 lesson, each group worked on a different focus to do with forces and after practical work and lively discussion, recorded their findings in specially prepared booklets.
- 178 Work in Year 6 books shows that a good range of areas have been covered with a growing knowledge of scientific ideas, especially of investigative science. Work in lessons has reinforced some of these areas of learning, such as reversible and irreversible changes. Most pupils revealed that they had a good understanding of this through experiments which involved measuring the amount of time it takes to dissolve different amounts of sugar. The higher attaining pupils were able to predict the time taken and could explain their thinking. The newly furnished computer room has not yet made a significant impact on work in science.
- 179 Throughout the school, pupils have very good attitudes to learning in science. They thoroughly enjoy practical investigations and show that they can work together in co-operative and sensible ways. Pupils of all levels of attainment make good progress as they move through the school. Pupils with statements of educational need make good progress.
- 180 A range of opportunities including, the science club, the development of the pond area, planned conversations with pupils, an interactive science week with parental involvement and a science explorer Dome visit, all make noticeable and positive contributions to both attitudes and learning.
- 181 ***Overall, the quality of teaching in science lessons observed during the inspection was good.***
- 182 Three lessons were observed. Teaching was excellent in one, good in one and satisfactory in the third.
- 183 In all the lessons observed the teachers showed that they had a good knowledge of the subject, their planning was detailed and they used good and often very good questioning skills that helped pupils develop ideas. Pupils were often given time to reflect and explore their thinking before offering an explanation. Skilful teacher questioning in a Year 4 and 5 lesson challenged the more able pupils to explore and test out their own ideas about 'forces'. The management of the lesson, characterised by the teacher's confidence in letting pupils investigate for themselves, resulted in very good gains in learning. Each activity selected in the lesson covering magnetism, air resistance, friction and upthrust was challenging, interesting and fun. The quality and organisation of the resources and the interaction of the teacher with individual pupils and groups made the learning of very high quality.

- 184 ***The subject is very well led and managed.***
- 185 The co-ordinator has excellent subject knowledge and has a very clear view about the development of the subject. This is a strength. Very good support has been offered to staff through training events to improve their confidence and competence, especially within investigative science.
- 186 The school has used national guidance for the subject in a very sensible way, and it is enhanced by the school's own policy. Procedures for assessment and recording are developing very well. Very useful class diaries are maintained with photographs and comments as a record of work not always shown in books.
- 187 Standards and progress in science are closely monitored by the co-ordinator. Teachers are open to ideas and the climate of monitoring has developed well across the school.
- 188 Overall very good improvement has taken place in science since the last inspection, particularly in key areas such as planning, monitoring, teaching and learning and resources.

ART AND DESIGN

- 189 ***Inspection evidence indicates that, in art and design, pupils age seven and eleven attain standards that are in line with those expected nationally for their respective age group. Pupils make satisfactory progress as they move through school. They have very positive attitudes to the subject overall. This indicates an improvement since the last inspection.***
- 190 No lessons were seen in the Year 1 and 2 classes but inspection evidence indicates that pupils are making satisfactory progress in the two year-groups. They are on track to attain standards expected for seven-years-olds. Pupils are able to use a good range of materials and approaches to communicate their ideas. Pupils are able to draw from close observation and use a variety of materials to communicate meaning.
- 191 In Year 2, pupils are able to understand that there are different ways of recording their ideas and thoughts through observational drawings using ink, mixing and using water colours, using lines and shapes and using displays as a stimulus for drawing. There is photographic evidence of a parent who is a local artist developing some interesting work, using recycled materials, during the Art Week.
- 192 Pupils in Years 1 and 2 were seen during the inspection enjoying their experiences in the art club, where they were printing their previous designs. They understood the process and were able to make good suggestions to improve the finished products. By Year 6, other print work showed good progress.
- 193 As pupils move through the school, work in art and design is often carefully linked to work in other subjects such as mathematics and English. A good example of this was seen in a

Year 3 lesson when work on a tapestry was linked to English through the story of *The Iron Man*. Pupils were able to work with a range of materials with confidence and make changes or explore alternatives. By Year 6 pupils have extended their ability to produce detailed drawings, painting and patterns. The work in art and design is linked to work in other subjects. For example, a study of the Victorian period included pupils reflecting on the work of William Morris.

- 194 Pupils with statements of special educational needs are included in all aspects of the subjects and they make good progress as they move through the school.
- 195 Evidence from displays and a portfolio of photographs show a good range of work undertaken during the last year. Work covered includes drawing, painting, textiles and computer art. Some of the textile designs are of very high quality and one has won a local competition. Multi-cultural art has been a key feature in the multi-cultural week. A whole school study in drawing shoes has helped teachers appreciate how a skill can be developed through the school.
- 196 The profile of art and design has been raised since the last inspection and has benefited from a more systematic approach to planning. Planning now carefully builds on skills previously taught. Sufficient time is allocated to art and design, which enables pupils to make good progress over time.
- 197 ***The teaching in art and design observed during the inspection was very good.***
- 198 In both the lessons observed teaching was very good. The work was well planned and a good range of resources was provided for pupils. Pupils were encouraged to think about the way in which materials could be most effectively used to express their ideas. Pupils were keen to learn and showed sustained interest in their artwork. When other inspection evidence is taken into consideration, particularly the work on display and the limited evidence in pupils' books, then over the longer period of time teaching in art and design is judged to be good.
- 199 ***Art and design is well led and managed.***
- 200 The co-ordinator for the subject has very good subject knowledge and a clear plan for future developments that include working for an Arts Mark Award. Artwork from the school has been closely linked to community involvement such as the Totnes Show and Jubilee Celebrations. Resources for art and design are good.
- 201 The judgements indicate good development in the schools' provision for art and design since the last inspection.

DESIGN AND TECHNOLOGY

- 202 ***Inspection evidence indicates that Year 2 and Year 6 pupils are on track to attain the standards typically found nationally, for their respective age groups.***

- 203 The overall coverage of the subject is good. As pupils move through the school they are provided with a range of opportunities that enable them to develop the necessary skills in all aspects of design and technology. At the time of the inspection the newly developed computer room was not having a significant impact on work in design and technology. The school recognises this and there are clear plans to develop this aspect of the subject.
- 204 Overall, standards in design and technology are in line with those expected nationally. Pupils in Year 2 have planned and made a fruit salad using a good range of fruits. They have then evaluated the outcomes and discussed ways in which they could have improved these. Pupils in Years 3 to 6 are provided with a range of activities to help them understand and use different materials. Pupils in a Year 4 and 5 class are making simple toys with movable parts. At the time of the inspection some of these were complete, and they were of a high standard. Pupils in Year 6 have drawn good detailed plans to show how they will make a Ferris Wheel, which they will make before the end of the term.
- 205 During the inspection two design and technology lessons were observed. Teaching was good in both lessons. The lessons were thoroughly planned with clear indications of what the pupils would learn. In a lesson where Year 4 and 5 pupils were making toys with a movable part, the teacher's skilful questioning helped pupils to explain how they were going to complete the task. Pupils answered questions with confidence, showing that they had understood the need to evaluate their work as they went along. They made good progress during the lesson. Pupils with special educational needs were well supported and they too made good progress.
- 206 ***Management and leadership of the subject are very good.***
- 207 The co-ordinator has a clear understanding of the school's approach to design and technology. She has provided staff with guidance about the subject and is managing the subject in a very effective way. Documentation relating to the subject is of a high quality and when fully implemented the standards attained by pupils should improve.
- 208 There is a range of satisfactory resources in the school, including equipment and materials to support activities in food and textile technology.
- 209 These judgements represent an improvement over those reported following the last inspection.

GEOGRAPHY

- 210 ***Inspection evidence indicates that Year 2 and Year 6 pupils are attaining standards that are typical of those found nationally in geography for their respective age groups. The standards reported at the time of the last inspection have improved. Pupils make good progress in developing geographical skills as they move through the school.***

- 211 Pupils make good progress in the Years 1 and 2 classes. During the inspection no lessons were seen in Years 1 and 2 but an examination of books and discussions with pupils indicates that the present Year 2 pupils are on track to attain standards expected for seven-year-olds. The higher attaining pupils are on track to attain at a level higher than that expected for the age group. For example, work in the pupils' books shows they have a good understanding of places and environmental change through a local study of Totnes. Good use of maps and aerial photographs has supported the quality of the learning. Pupils can identify geographical features, houses, roads, shops and rivers. They are beginning to develop good geographical skills and can recognise symbols such as railway lines. They are able to observe and describe changes to the town since the 1960s and can make comparisons between different types of housing. The majority of pupils can draw their route from home to school.
- 212 Pupils make good progress in the Year 3 to 6 classes. In Years 3 to 6 pupils develop their skills still further. Pupils in Year 6 were engaged in a local study of the possible closure of the main road in Totnes to traffic and they are exploring the implications of any closure. Pupils showed a good understanding of environmental changes and the need to seek the opinions of different groups within the community. Pupils reflected carefully and recognised that some groups were under-represented in their survey. They are beginning to understand there are links between the location and function of places. Some very good links were made between geography and mathematics in a lesson seen in Year 3. Pupils were able to ask geographical questions relating to where they lived and used mathematics to make sense of the information. Very good use was made of graphs, tally charts and tables. Pupils are developing their use of geographical vocabulary.
- 213 An examination of whole school planning and documentation and discussions with the co-ordinator revealed there is a broad and balanced approach to the subject. Fieldwork and trips to local places of geographical interest help pupils learn about landscapes and settlements at first hand. The school has yet to fully realise the way in which computers could enhance work in geography.
- 214 ***In the one lesson observed in geography teaching was very good.***
- 215 The very good planning, lively resources including the use of an overhead projector and the interactive approach enabled pupils to make very good progress. Good use of the teaching assistant, and the setting of different tasks for different abilities ensured very good learning in this lesson for all pupils. The standard of work produced in the lesson was good. Since the last inspection planning for geography has improved. It is more detailed, and clearly identifies aspects to be studied and the outcomes expected.
- 216 ***The subject is very well led and managed.***
- 217 The co-ordinator is enthusiastic about the subject and has a very clear view of progress since the last inspection and which areas need further development. The co-ordinator has made good use of the national scheme of work for geography, whilst still using the surrounding area well for in-depth investigations. The planning clearly indicates how

geography will be linked to other subjects. The planning is regularly monitored by the co-ordinator. Improved assessment and recording helps teachers identify pupils' levels of achievement. The next stage of development will be to use this information to inform planning and teaching, enabling teachers to plan more carefully for individual needs. The effective monitoring by the co-ordinator including analysis of planning, sampling pupils' work and talking to pupils of different abilities, enables the co-ordinator to report back to teachers on areas of strength and where improvements could be made. The re-organisation of resources and purchasing of new maps and atlases for all classes will enhance the level of resources, which are already good.

218 The subject continues to develop from the sound foundation reported at the last inspection.

HISTORY

219 *The evidence gathered during the inspection indicates that by the age of seven and eleven pupils attain standards in history that are higher than those found nationally.*

220 Inspection evidence indicates that pupils in Year 2 use information sources to answer questions about the past beyond living memory. They see differences in aspects of past lives and their own. By Year 6, pupils piece together evidence about the past to make inferences about key features of past societies. They are able to talk confidently about the structure of Victorian society and how life might have been for both rich and poor. Pupils were able to talk about visits to Totnes and Exeter and how these are used to enrich their studies in history.

221 In Year 2 pupils are studying the houses and homes in Totnes. Pupils were able to write about changes to Totnes over time and looked at the changes in the style of houses built from Victorian times to the present day. Pupils were able to discuss and explain some of the different features of the houses from the different periods. They were able to directly study houses in the immediate vicinity of the school and could link the historical aspects of their work with geography.

222 In Years 4 and 5 pupils investigate Ancient Egypt. They ask and answer questions about how the structure of the society of Ancient Egypt contrasted with aspects of modern British society. Pupils develop their understanding further in literacy lessons through putting themselves in the place of Ancient Egyptians. They undertake a range of imaginative and factual writing about the Ancient Egyptians, using information gained from photographs, text books, videos and a visit to Exeter museum. Discussions with pupils in Year 4, examination of work in books and on display indicate that they have a good factual knowledge of life in Ancient Egypt. They know of a range of different ways of finding out about the past: *'We know about the Ancient Egyptians because people like Howard Carter excavated their tombs'*. They also said that: *'We have looked at the gods they believed in and found out a lot about how their kings were buried. We found out by looking at*

photographs of old artefacts and by going to the museum'. They are showing good progress in the development of the understanding of chronology.

- 223 Year 6 pupils are looking at the contrasting social contrasts in Victorian times and particularly the issue of child labour. They are able to apply their knowledge to make interpretations of Victorian artefacts and talk knowledgeably about some of the principal events that occurred through the period. Their knowledge of social conditions in the Victorian period is good. They understand that views about particular issues, such as child labour, are coloured by the values of the day. Consequently, pupils understand and can articulate the range of views which supported child labour in the 19th century and use historical sources to explain why these views were held.
- 224 The Victorian theme is further developed in art and design, where pupils explore the natural patterns of William Morris and observational drawings of Victorian artefacts, to develop ideas for their own Victorian designs.
- 225 Pupils who have statements of special educational needs make good progress as the move through the school. Work is planned to meet their different needs and they are well supported by classroom assistants.
- 226 No evidence was gathered to show that the recently developed computer room was adding to the pupils' study of history.
- 227 ***Overall, teaching in history is good.***
- 228 Two history lessons were observed. Teaching was good in one lesson and satisfactory in the other. Lessons are characterised by very good planning, good use of resources and skilful questioning which encourages all pupils to think and discuss their ideas. For example, in a Year 6 lesson pupils were able to offer a range of reasons in support of child labour. In the good teaching in Year 4 and 5, pupils were provided with a range of photographs of Ancient Egyptian artefacts which they examined and talked about collaboratively. They combined their knowledge and then drew up their findings on a chart. Pupils commented that, *'They weighed the heart of the dead person to see if they would be allowed into the afterlife.'*
- 229 Teachers go to some lengths to inspire pupils, using teaching assistants and differing activities to support all pupils in developing some understanding of past lives. Impressive and lively displays in classrooms and corridors incorporate artefacts, models, key words and pupils own work.
- 230 Pupils are enthusiastic and attentive in lessons. The positive attitudes to the subject and the thorough teaching brought about effective gains in learning in the lessons seen.
- 231 ***History is well managed by an experienced co-ordinator with good subject knowledge.***

- 232 Planning for history includes the use of sites of historical interest in the area. The school makes good use of local culture and history. Elements of the nationally recommended scheme of work are sensibly included in the history programme. Links to other subjects, especially literacy, are well made by the use of writing frames to support pupils in their writing. The co-ordinator and staff use nationally provided sheets to monitor progress in the subject. Planning is consistent throughout the school and of high quality. Suggestions for improvement are thorough and helpful. Resources are good with the range of historical artefacts for pupils to gain ‘hands on’ experience being very good.
- 233 The positive points outlined above represent continuing improvement in history in the school from the sound basis reported in the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 234 *By the age of seven and eleven pupils are attaining standards in ICT that, although significantly improved since the last inspection, are still lower than those expected for the age groups.*
- 235 Inspection evidence indicates that there are many pupils coming to school with a good understanding of ICT and who have access to a computer at home, whilst others do not. The recently developed computer suite and the extended range of software are beginning to impact upon standards. Throughout the school there are pupils who need to be extended further in their knowledge and skills, and those with less well-developed skills who need to be supported more rigorously.
- 236 In Years 1 and 2 most pupils have a good understanding of basic computer skills. They are able to open and run programs and use the mouse effectively. During the inspection, Year 1 pupils in a science lesson were using a CD-ROM program, which helped their work in understanding parts of the body. They were gaining confidence in computer skills and using the software efficiently. However, evidence of pupils using the computer across a range of subjects was not evident. The recently developed computer room has not had enough time to make a significant impact on the pupils’ skill development.
- 237 Pupils develop their skills as they move through the school. By Year 6 the majority of pupils are able to locate, combine and amend a range of information. An example of this was the Caribbean tourist publicity brochures where Year 6 pupils had found and used relevant information and could discuss their reasoning for presenting the information in particular ways to appeal to different audiences. In a Year 4 and 5 lesson pupils were able to find information connected with Islamic art, they were able to find information and use a program to organise, develop and present their work. In another Year 4 and 5 lesson pupils showed great confidence in reordering synonyms on screen. Displays around the school show that a good range of word-processing skills is being developed.

- 238 Although pupils are making satisfactory progress overall, the more able pupils are not making enough progress in some of the higher order skills. Pupils in all age groups need more frequent access to computers in order to attain the standards expected for eleven-year-olds in aspects of the subject, in using the computer to control events and developing the skills that will enable pupils to display data and information in different ways. The school acknowledges that there is a need to further develop the pupils' skills.
- 239 *The teaching observed in ICT was good.*
- 240 Teaching was judged to be very good in one lesson and good in three others. In all the lessons observed the teachers were confident about using computers and were able to explain and demonstrate techniques easily to pupils. Very good questioning and interventions by teachers enable pupils to reflect on their work and make useful changes if necessary. In one lesson there was a very good balance between class teaching and pupils' exploration. Pupils made good progress in the lesson.
- 241 A common weakness in teaching is that, although pupils co-operate and work well together on themes, expectations are not high enough for the more able pupils. Tasks are not challenging enough, with too few opportunities for independent work. The support provided for pupils with special educational needs is very good and enables them to make good progress in developing their ICT skills.
- 242 The recent improvement in the level of resources has not yet made a significant impact on pupils' levels of attainment. Training for staff has been effective and they are confident when using computers. Taking these two factors together, the indications are that pupils should attain the nationally expected standard by the end of the school year.
- 243 *The subject is well led and managed.*
- 244 The co-ordinator has good subject knowledge and is clear about the strengths and weaknesses in the use of the school's ICT provision. Detailed planning is being implemented across the school that shows how pupils cover all aspects of the subject. Good links are developing between other subjects and ICT skill development. Resources, including CD-ROMs, literacy packages, a programmable toy, Internet access and the new computer suite are providing a good base for further development. Staff are all well trained and are confident and eager to move forward. Although pupils have a good understanding of the uses of ICT they need more opportunities to apply these skills in all subjects across the curriculum.
- 245 There has been a significant improvement in ICT provision and teaching since the last inspection and although standards are still lower than those expected nationally they are already beginning to improve.

MUSIC

- 246 ***In the last inspection, the attainment of Year 2 and 6 pupils was below that found nationally and had remained so for some time. Evidence from one lesson observation, together with scrutiny of planning and a review of resources for teaching, indicate that there has been significant improvement, and standards are now satisfactory overall, with examples of very good teaching and learning.***
- 247 Inspection evidence indicates that the revised arrangements for teaching music have been successful in raising pupils' standards. A scheme of work, purchased to augment national guidelines has resulted in music holding a secure place within the school's provision. Each teacher includes music in their weekly timetable and this provides for greater continuity and progression in pupils' learning.
- 248 Pupils sing with confidence and take pleasure in music lessons and assemblies. They can control the quality of their singing and Year 6 pupils can sing in four part harmony in a round such as 'London's Burning' while accompanying their singing with tuned xylophones. They use a good range of tuned and untuned musical instruments, which are very well organised in a central music store. Some of these instruments support the multi-cultural elements in the school curriculum. There is a good quality stereo in the school hall and portable CD players are available for use in the school. There are good opportunities for pupils to develop musical appreciation, including responding to the mood and atmosphere created by music in lessons in religious education.
- 249 Staff training has resulted in increased staff confidence. The co-ordination of music by the headteacher has placed the development of music in a secure position in the school's plan for development.
- 250 The limited evidence gathered during the inspection indicates that music teaching in the school is improving rapidly.
- 251 In the one lesson observed teaching was good. Year 4 and 5 pupils learned about rhythmic patterns as part of a sequence of lesson. They worked together in making and repeating rhythmic patterns through clapping and tapping. Working in groups with untuned instruments, pupils were eager to participate, help each other and demonstrate their work. The teacher used opportunities to develop pupils' understanding of the effect of ostinato and good links with numeracy were made when pupils counted the number of beats in the sequence.
- 252 Standards achieved by all pupils, including those with special educational needs are satisfactory overall, with some higher attaining pupils exceeding expectations. Good teaching is effective in supporting pupils' learning. Although not subject to direct observation, two further lessons were noted during the inspection. Year 2 pupils used a range of untuned instruments to accompany their singing of a Caribbean song; 'Jacknass wid him long tail', using triangles, cymbals, claves and wood blocks to highlight features of their singing. They knew the difference between sustained and staccato elements and performed with skill and enthusiasm. In the second lesson, pupils accompanied the teacher singing an African celebratory song and performed it themselves in three parts. As the song

progressed, the pupils were challenged in managing the change of beat from regular to a complex pattern.

253 A music club is organised after school, including use of a software program in the newly established computer suite.

254 ***The subject is well led and managed.***

255 Currently, the headteacher is responsible for the co-ordination of music, pending the appointment of a co-ordinator in January 2003. The school improvement plan identifies priorities for the next steps in music provision. These include investigating with governors, the use of peripatetic music teachers and further staff training requirements. Links established with the local community college with Arts Status and the support from the College's Advanced Skills Teacher is planned.

256 These judgements indicate a significant improvement to those reported following the last inspection.

PHYSICAL EDUCATION

257 ***Pupils' standards in physical education are similar to those expected of pupils in this age range. The curriculum is broad, varied and enriched through opportunities in after-school clubs.***

258 Inspection evidence indicates that pupils in Years 2 and 6 are on track to attain the standard expected nationally for their respective age groups. A whole school plan identifies the units to be covered as outlined in national guidance, this has been supplemented by advice from the local authority. There was limited opportunity to observe lessons, due to the season of the year and inclement weather, but scrutiny of teachers' planning, together with the availability of resources, indicates that physical education is secure within the school's curriculum framework.

259 ***The teaching observed in the inspection was very good overall.***

260 Teaching was excellent in both lessons observed. Both lessons ran efficiently, enabling pupils to practice and develop their movements in dance and gymnastics. In both lessons the planning was very detailed. Teachers encouraged pupils to reflect on their performance and think about ways in which it could be improved. In one of the excellent lessons, pupils in Year 2 responded to the mood created by music. Pupils demonstrated good control and their movements were graceful and precise. Pupils of all abilities attained good standards and were engrossed in producing movements in response to the teacher's good exposition and were confident in performing their work for others' appreciation. In an excellent gymnastics lesson, pupils worked in pairs to link jumping and turning movements in a synchronised sequence. Pupils who have special education needs are fully integrated into physical education lessons; they make good progress.

- 261 An examination of the school's record indicate that the majority of pupils are on track to reach the nationally expected standard in swimming for the age group.
- 262 Teachers pay due regard to pupils' health and safety, including conducting a risk assessment of activities.
- 263 ***Management and leadership in the subject are good.***
- 264 There is an appropriate scheme of work in place giving guidance to teachers on a broad range of activities including swimming. A very good range of clubs and activities is in place to support pupils' physical development as well as their social skills. Pupils have the opportunity to take part in a range of outdoor adventure activities such as problem solving in an environmental visit to Sharpham, orienteering on residential visits, horse riding and quad biking. The school has links with a teacher of physical education at the community college, and the school site has been used by the local authority as a venue for training other schools in developing trails. This work includes developing pupils' mapping skills, to support the geography curriculum.
- 265 Resources are good and include a range of small and large apparatus. The school hall, hard surfaced play areas and school field are too small for the number of pupils. However the school makes considerable efforts in overcoming these limitations but space is restricted. The Parent Teacher Association has agreed to prioritise spending this year on the purchase of large equipment.
- 266 There has been good improvement in physical education provision since the time of the last inspection

RELIGIOUS EDUCATION

- 267 ***By the ages of seven and eleven, pupils attain standards in religious education that meet those specified in the locally agreed syllabus. All pupils, including those with special educational needs, make good progress in developing an understanding of religious ideas and practices as they move through the school.***
- 268 Because of the timing of inspection, early in the school year, there was limited work in pupils' books. However, work on displays and a portfolio of past examples indicate that by Year 2 pupils know about the major Christian festivals and the symbolism of food for special times. They can make comparisons with a range of other faiths including Hinduism, Sikhism and Judaism. Pupils in Year 3 link the five pillars of Islam to examples in their own lives such as playing together, and peace and harmony between nations and pupils. In Years 4 and 5 pupils develop ideas about giving thanks through work on their homes, families and the beauty of nature, as well as their personal talents. These pupils examine representations of Jesus through images in art and write descriptive captions such as 'kind, thoughtful' and express their feelings in response to music. They compare Islamic motifs with Rangoli patterns and produce their own examples. In Year 6, pupils learn about the

- Hindu gods and the importance of a shrine in a Hindu home. They study moral themes such as resolving a conflict of opinion between a parent and child, which they record as a conversation.
- 269 The work in pupils' books is of a good standard.
- 270 ***The teaching of religious education during the inspection was of very good quality.***
- 271 Teaching was very good in the two lessons observed. The teachers' individual planning is very good and shows that they are using the school's scheme of work effectively. In one of these lessons, part of a three-week unit on the theme of 'Light', pupils recalled the main features of the story of Rama and Sita. They worked very well in groups to plan a role-play to present part of the story. The teacher provided a range of simple yet effective resources such as musical instruments and fabric to illustrate and enliven their activities. The pupils' understanding of the significance of the story was deepened when Divas were lit to enact the return of Rama and Sita. This provided the opportunity for pupils to describe and demonstrate 'happiness' and 'relief'; words suggested by the pupils themselves. In another lesson, pupils were absorbed in examining the meaning of signs and symbols in Christianity. Pupils were confident to share their own thoughts and feelings and demonstrated understanding and respect of others' views.
- 272 Collective worship makes a positive contribution to the school's work in religious education. Themes for assemblies are planned and recorded. In the week of the inspection, the theme was 'Treasure', combining the story of Noah's Ark with the Greek Legend of Pandora's Box. Pupils were fascinated to discover that the contents of a treasure chest included the teacher's personal treasures such as family photographs and a teddy bear. They gave examples of their own treasures and a display of work showed written examples prepared by the pupils. Pupils sing tunefully in assembly and there is a strong spiritual element when pupils have a period for quiet reflection.
- 273 ***The subject is very well led and managed.***
- 274 The co-ordinator has undertaken some impressive work in planning the whole school approach to religious education. There are good links with other subjects including work in literacy and art and design. Information and communication technology skills are in an early stage of development. The co-ordinator has undertaken a detailed review of teachers' planning and has set up a system for regular monitoring of pupils' work, including talking to pupils about their understanding of the subject. A useful portfolio of examples of pupils' work, annotated by teachers, provides a very good exemplification of standards of work. A detailed action plan highlights the introduction of an assessment and recording system. Resources for religious education are very good. These include books, texts, artefacts, videos and guidelines for teaching. The school has links with local churches and includes visits to places of interest such as Buckfast Abbey.
- 275 These judgements indicate an improvement on the school's provision in the last two years.