

INSPECTION REPORT

SILVERTON CE PRIMARY SCHOOL

Silverton

LEA area: Devon

Unique reference number: 113365

Headteacher: Mr H Nickels

Reporting inspector: Mrs S Whitehead
23024

Dates of inspection: 6th – 7th November 2002

Inspection number: 247354

Short 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:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Coach Road Silverton Devon
Postcode:	EX5 4JY
Telephone number:	01392 860677
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Clapshaw
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Silverton CE Primary School is smaller than most schools. There are currently 123 pupils on roll aged four to eleven years and there are eleven more boys than girls. The school was built in 1975 and serves the village and surrounding area. The school building has been altered and extended over recent years. Five classes are accommodated within the school building and they contain single and mixed year groups. Pupils come from a mixture of local authority and privately owned homes. Children's attainment on entry is above average in literacy and numeracy skills and average in personal and social development. Eleven per cent of pupils are entitled to free school meals which is broadly in line with the national average. Eleven pupils have been identified by the school as having special educational needs; this is well below the national average. Three pupils have statements of special educational needs; this is above the national average. No pupils have English as an additional language. All pupils are from white UK ethnic backgrounds.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths. Standards in English, mathematics and science are very high by the age of eleven. They are also very high compared to those of similar schools. When these standards are compared to pupils' levels of attainment on entry to the school, pupils of all abilities make good and sometimes very good progress. The school provides a very broad and rich curriculum. Pupils achieve very well in art and design, design and technology, geography, history and choral speaking. The very good quality of the teaching results in the good progress made by pupils. The very good leadership by the headteacher and governors and the strong commitment of all staff have led to high expectations of pupils and very good provision for their academic and personal development. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are very high. Pupils also do well in art and design, design and technology, geography and history.
- The leadership and management by the headteacher are very good; he is very well supported by the staff and governors.
- The quality of teaching and learning is very good overall and it is sometimes excellent.
- There is a rich and relevant curriculum with very good cross-curricular links.
- The pupils' attitudes to work and behaviour are very good. Relationships between pupils, and staff and pupils, are also very good.
- The school takes very good care of its pupils and the provision for their spiritual, moral, social and cultural development is very good.

What could be improved

There are no areas for improvement

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in March 1997, it has made very good improvements, particularly in the standards achieved by pupils, which have risen from generally in line with national expectations to very high in English, mathematics and science. This is mainly due to the very good leadership of the headteacher, the effectiveness of the governors, improvements in the quality of teaching and learning and the raised expectations of pupils' academic and social achievements. The weaknesses recorded in the

previous report have been successfully rectified. Schemes of work have been introduced and reviewed for all subjects. There is a clear overview of the curriculum. The school has adopted the nationally recommended guidelines for the Foundation Stage and assessment procedures for these children, on entry to the school, are very good. School policies have been reviewed and planning takes into account the needs of more able pupils. More than half of the pupils have attained the higher Level 5 in the national tests for eleven-year-olds in recent years.

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	A	A*	A	A*
Mathematics	A	A	A	A
Science	B	A*	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children make very good progress during their time in the Reception class. The current children are on target to exceed the early learning goals. In Years 1 and 2, pupils make good progress in reading and standards are well above average. In mathematics and science, sound progress is made and standards are above average. Writing standards are similar to the national average. Pupils make good progress during Years 3 – 6 and achieve high standards. The results of the national tests were very high overall in 2001, in the top five per cent nationally. In 2002, results were very high overall compared to those achieved by similar schools. The number of pupils taking the national tests varies year on year and is sometimes small. In 2003 there will be eleven pupils. However, over the last five years, the school's results have improved at a similar rate to the national trend while being maintained at well above average. Standards in English, mathematics and science for pupils currently in Year 6 are close to the national average. This is a small cohort of pupils with a higher proportion than usual of pupils with special educational needs. However, school data shows that these pupils have made good progress from a lower starting point.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Throughout the school, pupils concentrate well, work hard and are keen to take part in lessons.
Behaviour, in and out of classrooms	Very good. This is because of the excellent, consistent management of pupils' behaviour by all staff.
Personal development and relationships	Very good. Pupils show consideration for adults and each other. Older pupils care very well for younger members of the school community.
Attendance	Very good. Attendance rates are well above the national average.

TEACHING AND LEARNING

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

The quality of teaching and learning is either good or better in nearly all the lessons. In a large proportion it is either very good or better. Very good lessons occur across a range of subjects. There is excellent teaching in the Reception class and very good teaching of English, mathematics and science in the Years 5 and 6 class. There is no unsatisfactory teaching.

The teaching of the basic skills of literacy and numeracy is very good. Teachers make effective use of other subjects such as history to develop pupils' literacy skills. Numeracy skills are taught well because teachers plan interesting activities which bring excitement to learning. This enables pupils to make good gains during lessons. The assessment of pupils' learning is evident in the skilful questioning by teachers and the careful monitoring of their work. This ongoing assessment is used very well to plan work, which is well matched to the needs of pupils of all abilities. More able pupils are challenged by the tasks. Pupils who need additional support benefit well from the good teamwork between teachers and their assistants and this enhances their learning. The class assistants make a very good contribution to lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The Foundation Stage curriculum is well planned and covers all the nationally expected areas of learning. The curriculum for Years 1 – 6 is broad and balanced. An extensive programme of visits and visitors enhances and enriches the curriculum. There is a strong emphasis on musical activities, art and choral speaking.
Provision for pupils with special educational needs	Good. Individual education plans contain achievable targets and pupils' progress towards these is regularly reviewed with parents and pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' self-esteem is raised through the implementation of the school's aims and values. Social and moral development are strongly and successfully promoted. Cultural development is enhanced by visits and visitors. Pupils are made aware of British multicultural society.
How well the school cares for its pupils	Very good. The welfare and all-round development of pupils is a high priority for all staff. The assessment of pupils' academic and personal achievements is very good. This information is used effectively in teachers' planning.

While teachers identify opportunities for the pupils to extend their literacy and numeracy skills, the school is totally committed to allowing sufficient time for the more creative aspects of the curriculum. This enables pupils to achieve well across a range of subjects. Parents' views of the school are very positive and they make good contributions to the life of the school. The school works well with the local community and has good links with other educational establishments.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very clear direction for the work of the school. He tackles school improvement with energy and enthusiasm. He is well supported by the deputy headteacher and values her contribution. All staff show a strong commitment to raising standards and they work well together as a team. Co-ordinators provide good leadership for their subjects.
How well the governors fulfil their responsibilities	Very good. Governors play a full part in planning school improvement. They support the school well and are effective in posing challenging questions and holding the school to account for its decisions. They fulfil their responsibilities efficiently through a well-organised committee structure.
The school's evaluation of its performance	Good. Staff and governors look critically at the school's performance. The governors have an effective programme for monitoring the work of the school.
The strategic use of resources	Very good. Finances are managed well and best value is sought during purchases. Special grants are used effectively.

There is a good number of teachers and a very good number of class assistants resulting in a favourable ratio of adults to pupils. Alterations and extensions to the school building have improved the learning environment for the pupils. However, the office space for the headteacher is inadequate. The school grounds are delightful and developing.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school • Children enjoy going to school • The headteacher and teachers form a very good team • The standard of pupils' behaviour is good • The quality of teaching is good • The school expects the pupils to work hard 	<ul style="list-style-type: none"> • Parents would like more after-school activities for pupils

Inspectors agree with parents' positive comments. However, they consider that the number of after-school activities is good for a small school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are very high. Pupils also do well in art and design, design and technology, geography and history.

1. Pupils attain very high results in English, mathematics and science by the time they leave the school. These standards are very high overall when compared to similar schools. There is a strong commitment among staff to raise standards and teachers have high expectations of what pupils can achieve. Consequently, pupils make good progress and achieve well in relation to their level of attainment on entry to the school. Parents agree that their children achieve well. The school has won two awards for school improvement and achievement. In 2001, the school was placed very high within the Devon table of test results.
2. At the time of the last inspection, standards in most subjects were judged as average with above average attainment in reading and information and communication technology (ICT). The attainment level of children in the Reception class was mainly above average. The above average standards in the Reception class have been maintained. There has been a considerable improvement in standards in most subjects, particularly English, mathematics and science by the age of eleven. The above average standards in reading have been improved to well above average throughout the school and standards in ICT have been maintained. Standards have also risen in art and design, design and technology, geography and history. This is evident from the work recorded in pupils' books and the displays of work around the school.
3. When children enter the Reception class, their levels of attainment in literacy and mathematics are generally above average with some variations between each year. The quality of teaching is very good and the teacher rapidly builds on children's previous achievements. Children benefit from a very good range of well-planned activities, which are based on the nationally recommended areas of learning. Children make very good progress and achieve well. The current children are on target to exceed the early learning goals by the end of the Foundation Stage. They are very well prepared for work within the National Curriculum. All children make very good progress in developing reading skills and identifying key words. Some children pick out the names of animals from a text. They are beginning to use non-fiction books to find information and identify the initial sounds of words; for example, children found words beginning with 'b' which rhymed with their own name. Children's counting skills are good and more able children are already calculating how many more to make ten from seven, after only half a term in school. They make careful observations of fruit with a hand lens and classify them confidently into those that need to have the skin removed before eating and those that do not. Children talk animatedly about what they see when the fruit is cut open and suggest important words for the teacher to record. This shows that children have a good range of vocabulary, such as 'feint lines'. Children speak clearly and confidently in complete sentences and make sensible predictions.
4. In English, reading is taught well throughout the school and, consequently, pupils achieve well and make good progress. Pupils are provided with many opportunities to read both in literacy and other lessons; for example Year 2 pupils tackled an unfamiliar poem with enthusiasm during a literacy lesson when they read 'Late at Night' together, with good expression. The school library is used well for pupils to look for information to support their learning. By the age of eleven, pupils are confident readers. They read

with fluency and expression. The good support from parents, many of whom hear their children read regularly at home and write comments in reading diaries, is helping to improve standards. Pupils make a good attempt at spelling unfamiliar words; for example more able pupils in Year 2 noticed differences in the pronunciation of groups of sounds within words such as 'eight' and 'height'.

5. Pupils' speaking and listening skills are very good. The skill of listening carefully is introduced and reinforced in the Reception class and further developed, consistently, through the school. All pupils are involved in school performances so that they gain experience of speaking for an audience from an early age. Many pupils enter the Poetry Society assessments which occur annually. An external assessor visits the village because of the number of pupils who recite poetry during this event. Pupils achieve very well with their poetry. All pupils enter the Devon Festival for Performing Arts. They compete in the choral speaking section where they perform in class groups. The school proudly displays certificates showing their success. These activities contribute very well to pupils' confident speaking skills.
6. Improving the standards in writing was a school focus last year. Teachers scrutinised pupils' writing and decided that they needed to plan more opportunities for pupils to write longer pieces. Early writing materials were purchased for the younger pupils and more use was made of tape recorders, role play and drama as stimuli for writing. These actions have proved effective in raising standards. In the 2001 national tests for eleven-year-olds, a very high proportion of pupils (77 per cent) gained the higher Level 5 in English. Teachers use an interesting range of texts to stimulate pupils' imagination; for example in a Years 5 and 6 lesson, pupils discussed an extract from 'Someone's Watching, Someone's Waiting' before effectively writing imaginative paragraphs in the style of the author. Improvements in pupils' handwriting have resulted from whole class handwriting lessons three times a week. Pupils' work shows a higher standard of handwriting in a joined, well-formed style. Some lovely examples of this were seen in Year 2.
7. Pupils achieve well in mathematics. Teachers' planning is to a similar format and this is successfully based on the National Numeracy Strategy. As a result of this, pupils benefit from lively whole class introductions, interesting group activities and useful endings to lessons where the learning objectives of the lessons are discussed and the extent of pupils' understanding is assessed by the teachers. During the mental starter sessions, pupils answer the teachers' challenging questions enthusiastically. In Year 2, nearly all pupils raised their hands in their keenness to place two-digit numbers in the correct order. By the age of seven, pupils confidently count in tens. More able pupils accurately estimate the final number to be reached when counting in tens around a circle of pupils in the class. Pupils double numbers reliably, know the names of two-dimensional shapes and measure in metres and centimetres. In Years 3 and 4, pupils make use of their previous knowledge and understanding to solve multiplication and division problems. More able pupils use their knowledge of tables confidently to solve problems, using different methods, and evaluate how effective they are. By Years 5 and 6, pupils have a clear understanding of equivalent fractions. More able pupils use the correct terms such as 'numerator' and 'denominator'. Pupils apply the four number functions well to the solving of problems and more able pupils work reliably in thousands.
8. In science, much of the work is practical and investigative. This is the main reason for success in the subject and the high standards achieved. Science-based visits to Dartmoor and the gardening club, mainly for younger pupils, enhance pupils' learning. In Year 1, pupils name body parts accurately. They recognise joints, such as elbow and

ankle, and know how these help us move. Throughout the school, pupils are given many opportunities to predict and test during investigations. Years 5 and 6 pupils were very keen to find out which material was the best thermal insulator. They showed a secure understanding of a fair test and learnt about the use of a 'control' during an experiment. They knew how to use a thermometer accurately and recorded a table of results with great enthusiasm. The science co-ordinator and governors have recently monitored lessons and identified areas for further improvements. The scheme of work has been reviewed and adapted to accommodate the nationally recommended scheme of work where this is appropriate. Pupils' achievements are recorded at the end of each unit of work in order to plan future work, which is well matched to pupils' abilities.

9. Pupils do well in many subjects because of the broad and interesting curriculum which is planned for them. However, because this was a short inspection, there was insufficient time to look at all subjects in sufficient depth to form secure judgements on pupils' levels of attainment. In music, for example, Reception children achieve well for their age. They copy a repeated rhythm accurately and make a good attempt at singing a scale. These are skills expected of older children. The very good quality of teaching generally in the school and the broad range of teachers' subject knowledge, combined with their enthusiasm, has enabled pupils to achieve above expected standards in art and design, design and technology, history and geography. This is a good improvement from the previous inspection when these subjects were judged as in line with national expectations.
10. The quality of work displayed throughout the school shows the strong emphasis on promoting pupils' art and design skills and the high standards achieved. Initiatives such as an 'artist in residence' provide a high profile for the subject and inspiration for the work produced. Children in the Reception class produced excellent models of fruit, unaided, using plasticine. The fruits were a scale size and included intricate details of the surface of a strawberry and carefully formed individual grapes to form a bunch. Pupils' sketchbooks provide evidence of good quality portrait work. Faces have good proportions and there is careful use of shading in pupils' pencil and charcoal work. Pupils mix water colours and evaluate the quality of their work. They plan their designs well, for instance when making a sculpture. These skills are built on further in design and technology, when pupils draw and produce their own designs for models. They made very detailed models of Bronze Age huts, following a visit to Dartmoor, to a very high standard. Their working models of vehicles show all the elements of the design process and are effective. Pupils' skills in subjects such as geography and history are used very effectively in the projects that they produce during their final year, based on studies of the local area. These project books are beautifully presented and the work is of very good quality. Pupils do well in these subjects because teachers provide interesting tasks for them. Very good graphs resulted from the data collected to show the increase in the rainfall in Exmouth, as an example of climate change. In Years 3 and 4, pupils spoke knowledgeably about the Tudors. They used a variety of sources, including CD-Roms, to research information about Elizabeth I and Henry VIII and his wives. Pupils confidently talked about the way Elizabeth was portrayed in paintings and securely explained the opinions about her life and differentiated these from the known facts.

The leadership and management by the headteacher are very good; he is very well supported by the staff and governors.

11. At the time of the previous inspection, standards were reported to be in line with national expectations in most subjects. Since then standards have been raised significantly and they are now in the top five per cent nationally. The number of pupils on the school roll has increased showing the popularity of the school with parents. There have been improvements in nearly every aspect of the school's work. Those that were previously good have been maintained at that level. The improvements in the standards achieved by pupils are largely due to the clear educational direction for the life and work of the school, provided by the headteacher, and his enthusiastic and energetic example and commitment. He is dedicated to the all-round development of pupils. There is a strong emphasis on promoting pupils' personal development. This is reflected in the very good provision for pupils' spiritual, moral, social and cultural development linked with very good assessment of their academic and social development. The broad, balanced and interesting curriculum contributes effectively to this development and, consequently, pupils have very good attitudes to school, they are enthusiastic about their work and they achieve well.
12. One of the main factors of the headteacher's effective leadership is his open-minded attitude to school improvement planning. All staff and governors are fully involved in the process and their ideas and opinions are valued. The deputy headteacher provides effective support for management and she is included in many aspects of the school's work. The headteacher keeps up to date with educational research and attends conferences or training days on initiatives that help the school to improve further. The school's current emphasis on assessment is the result of a research initiative. The school has very good procedures for tracking pupils' progress and these are being further developed. The analysis of national and school data and frequent discussions with school staff and governors about the school's areas for development have led to a constant process of self-review. The financial resources available to the school have been used effectively for the benefit of the pupils. Funds have been set aside recently to release teachers from the classroom so that they can have conferences with individual pupils. These discussions allow teachers to build strong relationships with pupils and talk about the strengths and weaknesses of their learning, resulting in targets for improvement. This process is valued by the teachers and pupils and has been effective in raising standards. Teachers are also given time to monitor the subjects that they co-ordinate. Subject co-ordinators gain a well-informed understanding of the strengths and weaknesses of their subjects throughout the school. Action plans then lead to further improvements and pupils benefit from a progressive build up of skills as they journey through the school.
13. The governing body is very effective. Governors have a good range of personal expertise and their skills are channelled efficiently through the committee structure, which underpins their work. The chair of governors uses her excellent knowledge of the role of governors to guide them in their work and fulfil their statutory responsibilities. Governors have a very good understanding of the school's strengths and areas for improvement, gained through a comprehensive monitoring programme. They are linked to subject co-ordinators and their formal classroom observations are carefully recorded in a suitable format. The results of monitoring visits are shared with other governors and school staff and enable governors to make well-informed decisions. Governors and staff review the progress of the school improvement plan and governors ask probing questions in order to assess the effectiveness of previous decisions. The priorities of the plan are carefully chosen after consideration of the financial implications. The school has a healthy budget carry forward because governors are prudent and have

set aside funds to maintain staffing levels through annual fluctuations in the budget. The improvements in the school building have been carefully planned and good use has been made of available grants. Consequently, the building has been transformed from the original open-plan design to individual classrooms, which are much better suited to the needs of the National Curriculum. Governors have plans to improve the administrative area of the school. This is urgently required because the headteacher's office is completely inadequate. Recently good improvements have been made to the play area for the Foundation Stage and wheeled vehicles are to be purchased to fulfil the requirements of the nationally recommended curriculum.

The quality of teaching and learning is very good overall and it is sometimes excellent.

14. Sixteen lessons were observed during the inspection. Fourteen of these were good or better, seven were very good and one was excellent. The other two lessons were satisfactory. Teaching is very good in the Foundation Stage, good overall and sometimes very good in Years 1 – 4 and very good in Years 5 and 6. Very good lessons were seen in English, mathematics, science and history and an excellent lesson was seen in music in the Foundation Stage.
15. During the previous inspection, all of the teaching seen was at least satisfactory. Just over half of the teaching was good and 12 per cent was very good or better. The quality of teaching and learning has improved significantly since then. This is because of the monitoring of teaching and the scrutiny of pupils' work by the headteacher and staff. There are higher expectations of what pupils can achieve and a good training programme has improved teachers' subject expertise. Teachers set challenging but achievable targets for pupils so that they are motivated to do their best and improve their work. Assessment information is used well to plan work that is matched closely to the needs of pupils of all abilities.
16. The quality of teaching and learning is very good in the Foundation Stage and sometimes it is excellent. The activities are very well planned. They are closely matched to the needs of children and they are based on the teacher's assessment of children's attainment on entry to school. The children benefit from the very small number in the class, especially in the afternoons, and the excellent individual attention that they receive. Children settle happily into school and respond very well to the constant guidance and support that they receive from the teacher and teacher's assistants. They are very keen learners, soaking up the experiences offered to them, still eager to learn at the end of the day. For example, during a late afternoon music lesson, children eagerly learnt the words to a new song and tried their very best to sing this for a recording. They listened attentively to the result and evaluated their performance so that they were ready to make improvements to their singing in the next lesson. The teacher has very high expectations of the children and challenges them through frequent dialogue and questioning. Children are encouraged to be aware of how and why they learn. The learning environment the teacher creates is stimulating, colourful and invites learning. It is constantly changing as the teacher displays children's latest creations. Very good use was made of a digital camera to record a visit to the shops. The photographs and captions stimulated interest, initiated conversations and reminded children of what they had seen and learnt.
17. In all classes, teachers' management of pupils is excellent. The very good relationships are developed from mutual respect. The school's aim that 'staff will create and maintain an environment which promotes and secures good teaching, effective learning, high

standards of achievement and good behaviour and discipline' is fully complied with and achieved. Teachers use day-to-day assessment very well. They monitor pupils' work very effectively so that any errors of understanding are quickly rectified. There is a diagnostic quality to conversations with pupils so that they evaluate their own work and realise how this may be improved. This strategy is continued with teachers' marking of pupils' work. Teachers use questioning very effectively and always allow thinking time. A good example of this was seen in a Years 2 and 3 class, where pupils were counting on in tens. During the first round of counting one pupil had difficulty in counting beyond one hundred. He was provided with a strategy to cope with this. As a result, during the second round, with different numbers, the pupil was successful in applying the strategy, after thinking time, and he achieved the task.

18. The National Literacy and Numeracy Strategies are effectively used to guide teachers' planning. However, assessment information is used to modify this when necessary, as was seen in a Years 3 and 4 mathematics lesson. Since the last inspection, there have been improvements in the quality of teachers' planning. Previously, it was criticised for not providing enough challenge for more able pupils. This is no longer the case. Extra activities, to further extend pupils' learning, are included in planning and the needs of pupils who need extra support with their learning, including those with special educational needs, are identified. These pupils are fully included in all school activities and consequently achieve well. The tasks planned for them are closely linked to the targets in pupils' individual education plans. Teachers and their assistants effectively help pupils to make good progress towards achieving their targets.
19. Classroom assistants make an effective contribution towards pupils' learning. There are a very good number of assistants and they are involved in most classes. As a result, close teamwork has developed between teachers and assistants. Teachers include the assistants in their plans and provide clear instructions for them so that they are fully aware of the teachers' expectations. Assistants are fully involved in lessons. During the whole class introductions to lessons, they often sit with the pupils, helping and prompting the less willing to answer the teachers' questions and they ensure that pupils' attention does not wander from the task. Assistants play an important role during group work. They often support a group of pupils with their work while the teacher is involved with other tasks. They interact well with the pupils and are gaining the skill of providing the right amount of help to support learning while still allowing pupils to think for themselves. At the end of lessons, assistants often contribute to the discussions and remind pupils of important aspects of their learning.
20. In the very good lessons, teachers plan a good balance between exposition, activity and discussion so that pupils' attention is maintained. Lessons proceed at a brisk pace and teachers remind pupils of their expectations for them, urging them to do their best. Good work is praised and shared with other pupils and the learning objectives of the lessons are re-iterated. Teachers are aware of the pace of their pupils' learning. As soon as concepts are understood, they move swiftly on to another task to extend learning. However, when difficulties are encountered, more time is allocated to the task; for example, in a Years 5 and 6 mathematics lesson when pupils were having difficulty with the lowest term in some fractions, the teacher worked extra examples on the board with them to ensure their understanding. Teachers make very good use of learning resources; for example in a Year 1 science lesson, pupils were stimulated in their learning about bones and joints by looking at a skeleton and X-rays. Computers are used effectively in a variety of lessons and pupils enjoy this aspect of learning. Many very good lessons were seen in Years 5 and 6. This high quality of teaching results in very good progress by pupils and has a positive impact on the very high standards achieved by the older pupils.

There is a rich and relevant curriculum with very good cross-curricular links.

21. The curriculum fully meets the requirements of the National Curriculum. The quality and range of the curriculum for all pupils are very good and include the additional subject of French. As a result, the breadth and balance of learning opportunities for the pupils are very good and educational inclusion is well planned. The school has made good progress since the last inspection in developing schemes of work for all subjects. There are detailed guidelines on what should be taught for subjects and, with the adoption of some parts of the nationally recommended curriculum guidelines, teachers have identified the necessary stages of learning for each year group and ability groups. These now fully support teachers when planning the work and have a strong influence on the very good teaching. Visits and visitors to the school contribute very well to enrich the curriculum.
22. There has been a strong and appropriate emphasis on the National Literacy and Numeracy Strategies that are taught successfully across the school and these have a positive impact on standards. These strategies are constantly being reviewed. School funds have been effectively targeted to allow teaching assistants to work in classes to support these programmes. While teachers identify opportunities for the pupils to extend their literacy and numeracy skills, the school is totally committed to allowing sufficient time for the more creative aspects of the curriculum, for example choral speaking, where pupils have been very successful when entering festivals. There are very good opportunities for pupils to participate in musical activities. All pupils take part in an annual production and an end-of-year service. Instrumental tuition is available and many pupils take advantage of this. They often perform during assemblies so that other pupils share in their achievements and are motivated to play themselves. Singing and hand-bell clubs provide further opportunities. Pupils in Year 6 are learning to speak French. They thoroughly enjoy the French environment created by the teacher, including the French flag. They are gaining an understanding of basic vocabulary and simple sentences and are fascinated because the teacher conducts the lesson entirely in French. Pupils' good achievements prepare them well for secondary school and give them an advantage and confidence for their further studies.
23. There are very good cross-curricular links. The teaching of literacy is very well integrated with many subjects including the development of pupils' historical knowledge. History is also linked to art and design and design and technology, for example pupils designed Bronze Age huts after a visit to Dartmoor. ICT is used well to support learning in other subjects. Pupils designed leaflets about their Dartmoor trip. They regularly record their work, using wordprocessing skills, as was seen during a science lesson for Years 5 and 6. Pupils produced graphs to display rainfall data from geography and this also linked to their mathematics work. An impressive range of visits and visitors strengthen these links. The residential visit to Heatree House encompasses the development of scientific skills, history and pupils' personal and social development. Visits to the museums in Exeter and Tiverton enhance historical knowledge. The school also provides a very good range of visitors to the school. An artist in residence inspired pupils to develop their 'Colourful World' and musical interest was stimulated by drumming. Pupils are also involved in activities with other schools such as swimming galas and art projects.
24. There is good equality and access of opportunity for all pupils. This ensures their needs are addressed. The school has endeavoured to provide greater opportunities for higher attaining pupils since the last inspection. These pupils are fully included in teachers'

planning. They have 'booster classes' in Year 6 and these help them to achieve very well both in lessons and the national tests. Pupils with special educational needs enjoy involvement in the full curriculum taught to all pupils in the school. Their work is well planned with individual education plans augmenting the learning and providing for their individual needs. The school makes good use of a range of advice from visiting professionals in order to ensure that the curricular opportunities are modified to meet the assessed needs of the pupils. The special educational needs co-ordinator (SENCO) spends one morning each week working with individual pupils. She works with them to achieve their targets and sets homework tasks. Each teacher has a complete list of pupils who need additional support and the time and personnel allocated for that support. This ensures that teachers are frequently reminded of the needs of pupils and supply teachers, when needed, have detailed information to help them when teaching an unfamiliar class.

25. The range of extra-curricular activities is good. It involves pupils in sports clubs such as football, netball and cricket as well as clubs for music, drama and gardening. Some of these are also available for younger pupils. The very constructive relationships with both the secondary school and the pre-school group play an essential role in the progress and development of all the pupils. The visits made by Year 6 pupils as part of their induction to their new secondary school are supportive; teachers from secondary school visit pupils, giving them an insight into their achievements.

The pupils' attitudes to work and behaviour are very good. Relationships between pupils, and staff and pupils, are also very good.

26. Teachers and support staff motivate the pupils and plan experiences which make learning challenging and exciting. Pupils respond with enthusiasm and often show their determination to work hard. Parents contribute well to their children's learning, hearing them read and helping them with their spellings. This reinforces the importance of learning and has a positive influence on pupils' very good attitudes. Pupils love going to school and have great respect for their teachers. Pupils' attitudes to learning, based on an understanding of the importance of school, are significant factors in the school's success.
27. Throughout the school, pupils are keen to learn and they enjoy their work. In the Reception class, children undertake activities independently, for example modelling with plasticine and sensibly discussing their efforts, while the teacher is involved with another group of children. They also play well co-operatively, taking turns on the computer and sharing the prams in the playground. Children behave very well and show great interest in their work. They sustain their concentration very well for their age, maintaining their interest right up until the time to go home. The standard of behaviour for these young children is very good and improving because the teacher has very high expectations of them. There was real joy in learning a new song during a music lesson, and when studying fruits, children were well motivated and focused on the task. In Year 1, pupils waited very patiently for their turn to play a percussion instrument. In Years 2 and 3, pupils quickly handed out books because their friends were keen to get on with their work during a literacy lesson. They were also motivated to complete their work so that they had the responsibility for collecting the books. The enthusiasm for learning shone through in a Years 3 and 4 history lesson. Pupils were very keen to use the computer to find out facts about Elizabeth I. Pupils in Years 5 and 6 show very good and sometimes excellent attitudes to their work. In a literacy lesson, pupils listened very well to the teacher as she read an interesting text to them. They were willing to answer questions and offer their ideas. Less confident pupils were

motivated to respond by support from classroom assistants and carefully chosen questions from the teacher.

28. Throughout the school, pupils are eager to get started with the work set. Sometimes teachers have to remind pupils to listen to the end of their instructions because they are so keen to get started. Pupils work at a good rate and most pieces of work are completed. In most classes, there is quiet when pupils are concentrating on their work. They often verbalise their recordings quietly to themselves or discuss relevant topics with their classmates when engaged in paired or group activities.
29. Behaviour is very good throughout the school. Older pupils exhibit individual examples of excellent behaviour. Pupils behave very well around the school and they play well together during break times. Pupils behave very well in the dining area and meals are eaten in an orderly fashion. No pupils have been excluded from school. Pupils are courteous, friendly and their helpful manner gives a good impression of the school to visitors.
30. Relationships throughout the school are very strong. The very good relationships that teachers develop with their pupils set the standard for pupils to aspire to. An excellent feature of pupils' relationships is the care and consideration shown by older pupils for the younger ones. They ensure that the young children are safe in the playground and immediately rush to help if a younger child is hurt or distressed for any reason. Pupils co-operate very well during group activities and willingly help each other with their work, for example when a pupil is having difficulty with spelling or is unsure of the next step when using a computer.

The school takes very good care of its pupils and the provision for their spiritual, moral, social and cultural development is very good.

31. The standard of pastoral care provided by the school is very good. The very good support and guidance provided by all staff caters for the particular needs of pupils. The high level of support is acknowledged and appreciated by parents. The school has improved and strengthened the provision since the previous inspection.
32. The procedures for child protection are very good. These are based on the local authority's guidelines and well understood by staff. Most staff are well established at the school and, as a result, they have a wide knowledge of pupils' backgrounds and circumstances, which enables them to deal effectively with any problems. All health and safety requirements are met.
33. The procedures for monitoring and improving attendance and late arrival are very good, resulting in well above average attendance levels. The school rapidly contacts parents of pupils who are absent and records the reason for the absence. Pupils are encouraged to attend school regularly and, because they enjoy school, they are keen to do this.
34. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. Policies are consistently applied across the school and the success is clearly seen in the very good behaviour.
35. The school makes very good provision for pupils' personal development. There has been further improvement since the last inspection when this area was judged to be good. There are very good procedures for monitoring and supporting pupils' personal

development and for their educational support and guidance. The annual reports to parents give a clear indication of the pupils' development and areas for improvement. Pupils and parents are invited to meetings following reports so that future targets may be discussed. This process provides pupils with a good understanding of their own learning and provides parents with better knowledge to support their children. The school staff know the pupils very well and this knowledge is enhanced by the stable school roll.

36. The school has very good assessment procedures and clear tracking procedures. These procedures are very well linked to the levels of the National Curriculum. Targets for improvement are fixed inside pupils' books enabling teachers and pupils to see clearly the progress that is being made. The marking policy is closely linked with the assessment procedures. The school analyses data very thoroughly from baseline assessments and compulsory and optional tests. This information is used effectively to inform target setting.
37. Provision for spiritual development is very good. The school's aims and ethos create a learning environment which fosters spirituality and supports and encourages all pupils, including those with special educational needs. Everyone in the school is valued. Adults in the school are very good role models, especially the example of teachers and teaching assistants working together. There are good opportunities within the curriculum for pupils to develop their imagination and inspiration, for example in art and design and literacy. Assemblies include a time of stillness, silence and reflection. The close links with the church make a significant contribution to pupils' spiritual development. The personal, social and health education (PSHE) programme fosters the emotional life of the pupils by giving them opportunities to consider, discuss and manage their feelings. Teachers have high expectations of pupils, use a variety of teaching styles and value pupils' work and effort through high quality displays so that they enjoy learning and strive to reach high standards.
38. Provision for moral development is very good. The school has high expectations of behaviour. All teachers implement the school behaviour policy consistently so that pupils know the expectations are the same throughout the school. Equal opportunities are strongly promoted and all pupils, including those with special educational needs, know that they are valued and are expected to behave well. Older pupils, as well as teachers, make a positive contribution to moral development. For example, older pupils set a good example for younger children in the playground. They also teach playground games to younger pupils. Midday assistants praise pupils who behave well at lunchtime and reinforce the school's behaviour code.
39. Provision for social development is very good. It is promoted and exemplified through a range of events, activities and initiatives. The very good personal and social skills are a mark of the effectiveness of the school's procedures because, on entry to the school, children's personal and social development is average. Older pupils are involved with planning and producing leaflets for the annual residential visit. This visit gives them many opportunities to develop social skills and provides a vivid and lasting memory for pupils. The school values its links with parents and gives opportunities for parents and pupils to work together, for example during lessons and some clubs. The PSHE programme allows pupils to consider and develop personal qualities of kindness and helpfulness. Extra-curricular activities have a strong impact on pupils' personal development. Younger pupils worked with enthusiasm when planting pansies for winter during the lunchtime gardening club. The hand-bell club provides a continuing link for pupils who have moved to secondary school.

40. Provision for cultural development is very good. Although the school does not have minority ethnic pupils, as many opportunities as possible are provided for pupils to become aware of British multicultural society. A classroom assistant comes from India and helps to widen pupils' cultural awareness. History and religious education contribute to pupils' awareness of their own and other cultures through studies, visits and visitors. Pupils have visited a synagogue in Exeter as part of their studies of Judaism. They also watch video recordings of the Sikh and Buddhist ways of life. In geography pupils have learned about the differences between Indian and local customs and culture. Artists and theatre groups enrich the curriculum. The school plays a full part in the local community by taking part in art projects, the reciting of poetry and enters swimming galas and sports competitions.

What could be improved

41. There are no identified areas for improvement. This is already a very effective school. It has good systems and procedures to enable it to continue to make good progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	6	2	0	0	0
Percentage	6	44	38	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	123
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	11

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	10	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	8	10	9
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	83 (82)	88 (82)	88 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	10	10	10
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	92 (82)	92 (82)	92 (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	10	9	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	9	9	9
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (92)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	8	8	9
	Total	17	18	19
Percentage of pupils at NC level 4 or above	School	89 (85)	95 (92)	100 (100)
	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	74	0	0
White – Irish	0	0	0
White – any other White background	32	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	17	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 – Y7

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	21
Average class size	24.6

Education support staff: YR – Y7

Total number of education support staff	8
Total aggregate hours worked per week	139

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	317,582
Total expenditure	309,532
Expenditure per pupil	2,276
Balance brought forward from previous year	17,520
Balance carried forward to next year	25,570

Recruitment of teachers

Number of teachers who left the school during the last two years	1.1
Number of teachers appointed to the school during the last two years	0.8

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	123
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	0	2	0
My child is making good progress in school.	48	48	2	0	2
Behaviour in the school is good.	56	40	4	0	0
My child gets the right amount of work to do at home.	40	52	6	2	0
The teaching is good.	56	40	2	0	2
I am kept well informed about how my child is getting on.	46	44	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	18	2	6	0
The school expects my child to work hard and achieve his or her best.	54	44	0	0	2
The school works closely with parents.	50	44	2	4	0
The school is well led and managed.	60	34	4	2	0
The school is helping my child become mature and responsible.	46	48	4	0	2
The school provides an interesting range of activities outside lessons.	22	54	16	0	8