

# INSPECTION REPORT

## **CHARLETON C E PRIMARY SCHOOL**

West Charleton, Kingsbridge

LEA area: Devon

Unique reference number: 113391

Headteacher: Miss P. Lewis

Reporting inspector: Mr R. W. Burgess  
20950

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> March 2003

Inspection number: 247360

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	West Charleton Kingsbridge Devon
Postcode:	TQ7 2AL
Telephone number:	01548 531275
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs R. Nash
Date of previous inspection:	1 <sup>st</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	R Burgess	Registered inspector	Mathematics Science Information and communication technology Geography History Physical education Educational inclusion Provision for pupils with special educational needs	Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
12775	J Goodchild	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
8845	H Sumner	Team inspector	English Art and design Design and technology Music Religious education Areas of learning for children in the Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Charleton C E Primary School is situated in South Devon, about three miles from Kingsbridge. The school serves both the village itself and surrounding areas where the housing is both rented and privately owned. On entry to school most pupils have a wide range of ability which is average overall with a significant variation from year to year. The school operates an admissions policy for children to start school in the September or January before their fifth birthday. Most pupils have attended a nursery or a playgroup. There are 57 pupils on roll, aged from four to eleven. The school is much smaller than other primary schools. Twelve per cent of pupils are eligible for free school meals and this is broadly in line with national averages. The school has recognised ten pupils as having learning difficulties which is similar to the national average. Three pupils have a statement of special educational need which is well above average. English is the first language of all pupils.

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

This is a good school that has successfully established an effective climate for learning. Teaching is very good overall. There are good relationships that promote enthusiasm for the school. From average attainment on entry the majority of pupils make good progress with a significant number attaining standards above national expectations by the end of Year 6, particularly in English, mathematics, science, information and communication technology (ICT) and art and design. Leadership and management are very good and governors are actively involved in the overall management of the school. There is a strong commitment to continued improvement. There has been very careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The school provides good value for money.

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

- The majority of teaching is good or better.
- Standards by the end of Year 6 are good for the majority of pupils.
- Leadership and management by the staff and governors are very good.
- Very good provision for children in the Reception Year and for pupils with learning difficulties.
- Pupils' very good attitudes and behaviour reflect the very good provision.
- Very good care and support for pupils.
- Very good partnership with parents.

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

- Planning for continuity in pupils' learning in history, geography and design and technology
- Accommodation for whole school activities, physical education and staff.

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

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

The school has made a good improvement since the last inspection in December 1997. The headteacher, staff, governors and parents have a very good and effective partnership which has helped the school improve. The school has successfully developed and implemented plans to tackle all the weaknesses identified in the last report. The standards in design and technology have been improved although the school recognises the need for further development of the subject. In religious education and ICT standards have risen and are above national expectations by Year 6. The requirements of the National Curriculum are, for the most part, met well. The curriculum is planned as a whole, to include literacy and numeracy hours and this ensures that basic skills are progressively taught throughout the

school. There is now very good provision for children in the Reception Year. The school identifies clear and realistic targets and is well placed to continue to build on its improvements.

## 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	N/A	N/A	D	E
mathematics	N/A	N/A	E	E
science	N/A	N/A	D	D

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

As there were less than ten pupils in each cohort in the years 2000 and 2001 results for those year groups are not published. In 2002 results reflected the number of pupils with learning difficulties, two of whom had statements of special educational need and factors outside the school's control also impacted on pupil's performance. Test results indicate standards for Year 6 pupils were well below the average in English and mathematics and below in science. The number in each year group with learning difficulties varies considerably and is above 50 per cent in one year group. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national tests are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

Levels of attainment upon admission to the school are broadly average. By the end of the Reception Year almost all pupils attain at least average standards in all the areas of learning. During the inspection standards for the majority of pupils in Year 2 were average in English, mathematics and science. For the majority of pupils in Year 6 standards were above average in English, mathematics, science, art and design, ICT and some aspects of music. Standards in religious education are also above expectations. The majority of pupils achieve well and progress is good, particularly for the pupils with learning difficulties.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. Pupils listen attentively and respond well in lessons.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is very good. Pupils are polite and courteous to adults.
Personal development and relationships	Relationships are good throughout the school. Pupils take responsibility for their learning and show appreciation for the work of others.
Attendance	Attendance is satisfactory. The majority of pupils arrive punctually.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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 is very good overall. The quality of teaching in English and mathematics is very good. The particular strengths of the teaching are teachers' good subject knowledge, particularly in science and art and design, and the effective teaching of basic skills together with good provision for the range of ages and attainment in each class. Methods ensure that a wide range of strategies are used to interest and motivate pupils. Pupils make good progress in their learning. Pupils with learning difficulties, the majority of whom have social, behavioural and language difficulties, develop increasing independence. They are well supported by the support assistants. There is very good use made of time, support staff and resources. The detailed planning provides work that is usually well matched to pupils' prior attainment.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall, being generally broad, and balanced and relevant. Provision for children in the Reception Year is very good. The provision for pupils' personal, social and health education is very good. The curriculum is enriched by a wide range of visits and visitors. Provision for out of school activities is satisfactory. Apart from the lack of adequate accommodation for physical education and whole school activities, the curricular opportunities provide a broad and balanced education. There is a sensitive awareness of all pupils' needs with teachers and other staff valuing all pupils equally.
Provision for pupils with special educational needs	The school makes very good provision for pupils with learning difficulties. Records of progress are clear and are used well for individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall. Provision for spiritual development is good. For moral, social and cultural development it is very good. There are very good opportunities to learn about the different cultures in today's world.
How well the school cares for its pupils	Marking, checking and monitoring procedures are very good and used well. The school provides very good support for pupils' personal and academic development. There is very good attention to matters regarding child protection and health and safety.
How well the school works in partnership with parents	There is a very close and effective partnership with parents, who have very positive views of the school. This has a positive impact on pupil's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is clear vision for the school. The improvement plan has clear and relevant priorities. Staff give very good support to the headteacher and are fully committed to achieving the school's aims. The level and quality of support and administrative staff are very good. The principles of best value are used well, for example, through the employment of part-time staff with subject specialisms in science, art and design and religious education. This enhances the quality of provision and contributes to the standards achieved in these subjects.
How well the governors fulfil their responsibilities	The governing body has a very good understanding of its responsibilities and of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. There are effective monitoring and evaluating procedures involving governors, headteacher and staff that inform future planning.
The strategic use of resources	Good. Learning resources are used efficiently and effectively and are satisfactory. The school has a significant carry forward of funds which are earmarked for future building developments. The accommodation, which is used very well, is unsatisfactory and restricts activities in physical education and whole school activities. The accommodation for staff is poor.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They find it easy to approach the school.</li> <li>• Their children like school.</li> <li>• The care for and awareness of the needs of individual children.</li> <li>• The school keeps them well informed about their children's progress.</li> <li>• The school enables their children to achieve a good standard of work.</li> <li>• The school's values and attitudes have a positive effect on their children.</li> <li>• They feel that the school encourages parents to play an active part in the life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities outside of lessons.</li> <li>• Homework.</li> </ul>

The responses to the questionnaire sent out to parents and at the meeting with inspectors prior to the inspection indicate a very high level of satisfaction with the education provided and the standards achieved by the school. Inspectors' judgements support the positive views expressed by the majority of parents. Evidence indicates there is a satisfactory range of activities outside of lessons and homework set is appropriate and provides good support for work undertaken in school.

## **PART B: COMMENTARY**

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

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

1. Statistical data for small cohorts of pupils can be misleading. The small number of pupils in each year group has a significant impact on the attainment each year and makes trends from year to year an unreliable measure. Inspection evidence indicates that when the levels of attainment of pupils on entry to the school are taken into account they make good progress in their learning. The wide variation in the numbers of boys and girls in each year group make any comparative analysis unreliable.

2. The previous inspection in December 1997 reported that standards of achievement overall were satisfactory in Reception Year. In Year 2 standards were good in mathematics and science and satisfactory in all other subjects. In Year 6 attainment was good in English, mathematics, science and ICT and satisfactory in all other subjects with the exception of design and technology which was unsatisfactory. Present inspection judgement is that standards have improved. The school has successfully raised standards since the last inspection. The commitment of the headteacher, staff and governors is reflected in their continual drive to further improve the quality of education provided.

3. Most children start school with knowledge, skills and understanding in all areas of learning which are similar to that expected of their age. Baseline assessment, administered soon after children start school, confirms this picture, although there is a wide range of attainment within each year group and significant variation from year to year. On this basis, inspection evidence suggests that children make good progress during their early schooling. By the end of the Reception Year, with the exception of children with specific learning difficulties, attainment is at least in line with and often above national expectations. The development of language and literacy skills is good and the children have an appropriate understanding of number and shape. They also develop confidence in the creative areas of learning. The children enjoy physical activities and participate in physical education lessons with enthusiasm. They attain achieve well in their knowledge and understanding of the world. Reception children work together with Year 1 pupils, but at levels appropriate to their age and prior attainment. Their good progress is helped through planning, careful match of work to their needs and the very good contribution made by support staff. The high quality of teaching has a significant impact on the progress made by the children.

4. In Year 2 attainment for the majority of pupils many of whom entered school with below average levels of attainment is average in English, mathematics and science. In Year 6 attainment for the majority of pupils is above average in English, mathematics and science. In Year 6, standards are very good in art and design and good in ICT. Progress in learning is good across the school. In religious education attainment is good and meets the levels expected in the locally agreed syllabus well. Learning is at least good. All pupils have a good understanding of Christianity and some knowledge of other required world religions.

5. Attainment is at least in line with national expectations in all other subjects. Progress in learning is at least satisfactory throughout the school in all other subjects. The school is acutely aware of the limitations caused by the space available within the school for physical education. It makes best use of its available resources and provides swimming lessons for pupils in Years 2 to 6 and games or gymnastic lessons for pupils in Years 5 and 6 in a specialist facility.

6. These standards reflect the improvement resulting from the careful planning of skills, particularly in the Reception Year and Years 1 and 2, introduced since the last inspection. This has resulted in improvement in the quality of teaching. The school has set clear and realistic targets for further improvement.

7. In Year 6, pupils' attainment in speaking and listening are above national expectations. Their attainments in reading and writing are also above national expectations. The school has successfully focussed on improving standards in the core subjects. The literacy and numeracy strategies are providing enhanced opportunities for pupils to make good progress. Literacy and numeracy feature highly in the curriculum and good links are often made within other subjects to enhance these skills. Speaking and listening skills have a strong focus in the Reception Year. Not only do teachers and support assistants provide clear models for these skills but also they actively encourage opportunities for speaking and listening in all lessons. Children are encouraged to enquire, answer and make suggestions. Time is provided to enable children to discuss their feelings and ideas and teachers encourage the use of appropriate vocabulary in different subjects. Very good support is provided for children with lower prior attainment in literacy and for those with learning difficulties. The needs of those with communication difficulties are well met.

8. The youngest children quickly learn to recognise print and to handle books correctly. In Year 2, the majority of pupils are developing strategies to work out unfamiliar words and read confidently at good levels. Most pupils are fluent readers by Year 6 and read with accuracy and fluency. Reading is encouraged by the provision of a good range of books and other materials and these are organised in attractive and efficient ways to enable pupils to select and browse. In Year 2, pupils listen attentively to adults and to each other, expressing themselves clearly. Across the school standards in the basic skills of writing are developed well. Pupils make good progress in forming letters and writing their names. Handwriting is developed well, with most pupils forming words correctly and beginning to use joined handwriting in Year 2.

9. In Year 6, pupils are writing independently and legibly and use appropriate vocabulary. Standards of handwriting clearly improve as they progress through the school and by Year 6, the majority of pupils have acquired good handwriting styles but this is not consistently reflected in their written work across the curriculum. They are developing the skills of writing for a range of different audiences and purposes. Older pupils are able to write extended pieces of work, for example, about their topic work. Spelling is generally good.

10. Pupils' mathematical learning is good. In Year 2 attainment is at least satisfactory for the majority of pupils, with the exception of those with learning difficulties and by Year 6 most pupils' attainment in mathematics is above national expectations. Pupils make good progress in the development of mathematical knowledge and skills. In Year 2, pupils use their numeracy skills appropriately and confidently name two-dimensional shapes. By Year 6, most pupils have a good understanding of number, shape, space and measurement. They have good problem solving skills and use a variety of ways to organise and record their work. Pupils have good opportunities available to them during the numeracy sessions to practise their number skills. This commitment to numeracy means that mental skills are practised on a daily basis and pupils are able to use and apply mathematical skills to support progress in other subjects. The systematic development of skills, knowledge and understanding ensures that pupils use their prior learning to reinforce their understanding of new work.

11. Standards in science are satisfactory in Year 2 and good for most pupils in Year 6. Pupils acquire a good knowledge and understanding and develop good investigative skills. They confidently explain about the needs of living things and use appropriate scientific vocabulary. By Year 6, pupils recognise the need to have fair tests. They carry out a wide range of investigations, predict, observe and measure with appropriate precision and record their work well. Pupils learn to investigate and experiment, using these skills effectively when learning about new subjects. They develop confidence in carrying out tasks, recognise a fair test and work well collaboratively.

12. Teachers' knowledge and understanding in ICT has improved since the last inspection. Further development and improvement through national initiatives are currently taking place. The subject is well organised and pupils develop confidence in using the computer and other equipment. Pupils attain good standards in their skills and make good progress in their learning. There is good use of ICT across subjects providing opportunities for pupils to learn how to use equipment effectively and efficiently. Pupils show confidence and respond well.

13. Pupils with learning difficulties make good progress in relation to their individual learning targets, particularly in English and mathematics. They are supported by detailed, high quality individual education plans, which show clear and appropriate targets for learning. The individual education plans identify individual needs effectively and with very good support they achieve the objectives set. All pupils on the special educational needs register have individual education plans which set targets for learning and monitoring and give dates for reviewing progress. Progress in learning of higher attaining pupils is good.

14. The school has carefully analysed pupils' performance as part of its drive to raise standards. It has identified major factors that influence overall performance figures particularly the number of pupils with learning difficulties in certain year groups. It has compared performance with similar schools. Whilst comparisons with other schools may be unreliable, the school has identified targets for individual pupils based on their previous level of attainment. Effective measures have been established to raise standards, through detailed curriculum planning and refined marking and checking procedures. Targets and predicted standards are set for pupils with learning difficulties and individual education plans provide clear details of pupils' requirements. Additional literacy and numeracy support is provided and support assistants play an important part in helping pupils with learning difficulties.

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

15. The attitudes of pupils towards school are very good. Pupils are happy and keen to come to school and work with enthusiasm at their lessons. They demonstrate a commitment to learning. Relationships between pupils and with staff are good. They are happy to ask for help if they are experiencing difficulties with their work. There are many opportunities for collaborative or group work to further develop their social skills and they willingly share and support each other with their learning. Pupils in the Reception Year, for example, helped each other to remember the sequence when they were country dancing during a physical education lesson. Year 6 pupils shared their independent research with others by giving power point presentations of their findings. Pupils of all ages are encouraged to express their feelings on a wide range of social and moral issues. The majority listen with sensitivity to the views and opinions of their peers that may differ from their own. These opportunities contribute significantly to the development of pupils' understanding of citizenship within the wider community.

16. The standard of behaviour within the school is very good. The school has high expectations of pupils and they respond positively to this. They respond quickly to teachers'

requests and play harmoniously at break times. Little time is wasted in lessons in encouraging pupils to settle down to work and the pace of learning is good because of the quality of behaviour. This is a small school where all pupils are known by staff and any suggestion of oppressive behaviour is quickly identified and effectively dealt with.

17. The development of pupils' initiative and personal responsibility is good. Pupils develop into confident young people during their time in school and most are able to express their feelings and concerns in a logical manner by the time they move on to secondary school. Pupils are encouraged throughout their time at school to take responsibility for managing their own learning. Homework tasks often include independent research on topics being studied. For example, pupils in Years 5 and 6 enthusiastically undertook personal research on India which they are studying in religious education. Pupils show a concern for others less fortunate themselves through their charity fundraising activities. Year 6 pupils take pleasure in accepting the responsibility for organising their leavers' service at the local church.

18. The attendance level of pupils in 2001/2002 was satisfactory and in line with the national average for all schools. Though lower than in previous years there were acceptable reasons for this. Pupils are punctual arriving at school in the morning. The registration of pupils meets requirements.

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

19. The quality of teaching in the school was very good or better in slightly more than half of the lessons seen. It was particularly good for children in Reception Year and in some of the lessons observed for the oldest pupils, with very good provision for the wide range of ages and attainment. Levels of staff confidence in subject areas identified as weak at the time of the previous inspection, for example, ICT, have been improved through a well focussed programme of staff development and training.

20. The quality of teaching has improved markedly since the 1997 inspection. Significant improvement has been made in curriculum planning and delivery of lessons, particularly for children in the Reception Year and in Years 1 and 2. The monitoring and evaluating systems are effective and ensure consistency of approach in many aspects, including expectations of what pupils can achieve. Planning is good, showing clear objectives and teaching methods are often imaginative, promoting pupils' interest and enthusiasm. Pupils are managed well and very good use is made of time, support staff and resources.

21. In the good and very good lessons, teachers' planning shows clear and appropriate learning objectives, which are carefully matched to pupils' prior levels of attainment, reflecting the effective marking and checking of pupils' previous work. In these lessons a good range of teaching strategies is used and very effective use is made of support assistants. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. The management of pupils with social and behavioural difficulties is a particularly strong feature of teaching in Years 2 and 3. For example, pupils enthusiastically responded to a literacy session to develop their understanding of vocabulary using dictionaries and glossaries, following good planning and organisation with clear explanation and positive encouragement from the teacher, at levels appropriate to their age and attainment.

22. In all lessons teachers plan carefully, following National Curriculum Programmes of Study. They give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are appropriate and tasks accurately reflect pupils' needs and challenge pupils, particularly those of high prior attainment. Teachers make good use of questioning to encourage pupils to reason and contribute to discussions. Teachers show sensitive awareness of those pupils with reluctance or difficulty in communicating their ideas. Their sensitive approach is appreciated and used as a model by other pupils, which creates a supportive learning environment for those with lower prior attainment and those with learning difficulties.

23. The teaching of children in the Reception Year is very good. Good teamwork and communications are particular strengths of the provision for these young children and promote good standards. All staff have a good understanding of how young children learn. There is detailed planning and careful consideration has been given to planning for the transition into the National Curriculum. The teacher and support staff have very good relationships that enable children to make good progress. Children feel secure and their personal development is well provided for. The staff give very good sensitive support to the children and make very good use of observation and high quality discussion to provide children with good opportunities to experiment and explore. Group and class activities are very well organised. Good use is made of space and learning resources and objectives are very clear. Other adults who help, provide skilled support in the classroom. The broad range of children's prior experience is taken into account when planning activities and additional support is carefully organised where required.

24. Marking and checking of children's work in the Reception Year is very good. A good system has been established for recording children's attainment on entry and during their time in the Reception Year. The marking and checking that the teachers undertake are accurate and used effectively as a basis for the future planning of activities for children and work is well matched to their abilities. Resources are used well.

25. Teaching elsewhere in the school is very good. Basic skills are taught well, planning, methods and organisation are good and there is very good use of time, support staff, resources and marking and checking. Good examples of whole class teaching were observed and teachers carefully built on pupils' prior learning to ensure good progress over time. Time was used efficiently and pupils were keenly challenged.

26. Teaching is effective in all areas of the curriculum. Teachers give clear instructions and explanations and pupils know what is expected of them. There is an appropriate balance between the use of whole-class, group and individual teaching in most lessons. Questions are used effectively to assess understanding and help progress. Throughout the school there are good examples of teachers providing useful comments to pupils about their progress and how they might improve further. Relationships between pupils and teachers are very good and make a significant contribution to pupils' standards of attainment and the quality of education provided.

27. The teaching of pupils with learning difficulties is particularly good. The school has managed its provision well to cater for pupils' learning needs. The quality of the support assistants' work with these pupils is very good and has a significant impact on the progress achieved. Pupils are well supported in the classroom as individuals or in groups. Support assistants work very effectively under the direction of the class teachers. Pupils are sometimes withdrawn for teaching sessions of short duration for work linked directly to their individual education plans. Monitoring and marking and checking of targets set are good. Pupils with higher prior attainment are challenged and have good opportunities to extend their learning in most subjects.

28. Teachers' medium term planning is detailed and follows National Curriculum Programmes of Study. Teachers have good subject knowledge and good use is made of the skills in science and art and design of the part-time teachers. Teachers make good provision through literacy and numeracy lessons for the development of pupils' skills.

29. Relationships between all adults and pupils are very good, contributing well to the quality of education. Discipline is good. All staff, including support assistants and other volunteers, collaborate well to the very good relationships that exist.

30. There are very good procedures for checking pupils' attainment and progress and this information is used effectively to inform future teaching. Lesson plans contain opportunities for ongoing marking and checking of pupil's work and the individual education plans for pupils with learning difficulties are concise. Close observations are made of pupils' response and progress and teachers carefully monitor and record this information. Marking frequently includes constructive comment to help pupils to improve their work but this is not a consistent feature through the school. Homework is used effectively to support learning and follows the clear guidelines in the school policy.

31. The headteacher and staff have created a good climate for teaching and learning. All staff and governors collaborate well and are committed to further raising pupils' self-esteem and achievement. The commitment of staff and governors is justifiably rewarded by parents' very positive views of the quality of teaching in the school and its aims for their children. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided.

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

32. The quality and range of the learning opportunities provided for pupils are good. The provision conforms to statutory requirements, and also provides religious education firmly based on the locally Agreed Syllabus for the subject. The school's accommodation sets limits on the physical education opportunities it is able to offer. It manages to compensate for this by making good use of sports facilities in the neighbourhood, although this places additional demands upon the time available. The learning opportunities available to children in the Reception Year are very good with the exception of the lack of large play equipment. This represents a very good improvement since the last inspection. These younger children experience stimulating learning experiences in all the required areas of learning. They benefit from well planned lessons in line with the expected standards of the curriculum for the age group.

33. Provision for pupils with special educational needs is also very good. Teachers take their individual learning plans into account when planning lessons. Some of these pupils are withdrawn from class for extra support at the same time each week, but teachers adjust their lesson timetables to ensure that they do not miss key learning opportunities. In lessons, there is good matching of learning challenges to the educational needs of pupils at differing levels of prior achievement, though the school has not yet initiated special arrangements for those few pupils who show special talents. There are no pupils with English as an additional language in the school at present, but the school has access to appropriate support when needed.

34. The school provides well for the teaching of literacy and numeracy. Improvements in these elements of the curriculum are ongoing as the results of national tests are scrutinised and areas of relative weakness identified. 'Booster classes' are provided annually for pupils about to take national tests. Local experts are consulted where necessary. The teaching of

writing, for instance, has been the focus of recent advice and development. The professional updating of teachers is included in the school's development plan as necessary. Both literacy and numeracy are widely used across other subjects, enhancing provision for the development of these key skills and benefiting the other areas of learning.

35. There have been improvements in the time allocation for each subject. This is now satisfactory, with some good features, including a significant emphasis on English, especially in the earlier years. The allocation for mathematics is also substantial, increasing over the years as opportunities for its application in subjects such as science increases. There is an increasing emphasis on the use of ICT across the curriculum, its use now ranging from its application to research in history, to its use as a tool in musical composition. The school has mixed age classes and shows skill in alternating units of work over two years so that pupils are not faced with repetition in their learning experiences. Where subjects have alternate, half-termly teaching slots, as with history and geography, art and design and design and technology, four year sequences of learning are required. Such timetabling makes it difficult to ensure coverage, continuity and progression in pupils' learning, though the school has been largely successful in this. However, an imbalance between art and design and design and technology has emerged in practice, raising issues about progression in pupils' understanding of the key principles which underpin the design and technology process. Similar weaknesses are evident in the planning for history and geography where pupils' progress in research skills and mapping skills, respectively, are not ensured through the planning. Year 6 pupils have opportunities to learn French, in preparation for their move into secondary education.

36. The provision for pupils' personal, social and health education is very good. Its effectiveness is evident in the very good progress in pupils' social development. Teachers know their pupils well and respond to their individual needs. Social development is significantly enhanced by the many opportunities which pupils have to carry responsibility within the school and their close involvement in community events. The mixed age Family Team Time groups foster pupil's maturity as they mix with those of differing ages. Health education is supported by the good provision in science and appropriate arrangements are in place for sex education and drugs awareness.

37. The curriculum is enriched by a wide range of visits and visitors in many curriculum areas, from artists in residence to visits by the postman as part of the provision for Reception Year pupils. Many opportunities for pupils to visit places of interest are also available. Examples include attendance at significant musical and theatrical events and opportunities to study the natural environment. The school's provision for extra-curricular activities is satisfactory, with access to tuition in the playing of musical instruments, but there are limited facilities for the development of sports. The school's links with the local community are good. Pupils have opportunities to display their art in public places and are involved in cultural events within the community. The school regularly mounts substantial musical and dramatic performances for the benefit of the local people. There are strong links with the local church and with partner institutions including the Community College and local playgroup, with further developments envisaged.

38. The overall provision for pupils' personal development is very good. As a church school, all aspects of school life are informed by Christian beliefs and values. Though not aggressively overt, they permeate the learning opportunities which most directly contribute to pupils' personal development and lie behind the caring attitudes and high expectations of the staff.

39. Provision for spiritual development is good. Daily assemblies present opportunities for prayer and reflection. They encourage thoughtful attitudes to every day relationships and behaviour, and are sometimes used to stimulate pupils' thinking about current issues of major concern. For instance, a recent assembly focussed on issues raised by the Iraqi war. Pupils responded with intense concentration to the headteacher's sensitively managed comments and Bible reading. Other opportunities for reflection have included a Poppy Day remembrance of one minute's silence on the playing field, to which pupils' responded with intense thoughtfulness. The beliefs of those from other faiths such as Hinduism, and their significance in celebrations and for everyday life are included in religious education lessons. Creative impulses are encouraged in art and design and music and moments of excitement at the wonders of the natural world occur in some science lessons, as when pupils handled spiders and small lizards, for example.

40. The direct and indirect teaching of moral values is very good. They underpin the school's behaviour policy and foster awareness and concern for the needs of others. Opportunities for charitable giving are provided. Pupils are often well supported by their parents on these occasions, responding generously to 'shoe box' collections of toys for children in Eastern Europe, for instance. Pupils in Years 5 and 6 organised a performance to raise money for items needed by a school in Gambia, in response to a call from a former pupil who was working there. In history lessons, pupils study the example of famous Victorian philanthropists. They learn about statesmen of integrity, such as Gandhi and Mandela, who have given a moral lead in other cultures. Day to day interaction with staff is a powerful and positive influence on pupils' moral development as teachers and helpers demonstrate respect for all, an absence of prejudice and the importance of equality in human relations.

41. Social education is a very strong feature of the school. There are high expectations of personal conduct to which the pupils respond very well. Various opportunities for the development of responsibility are provided. For instance, older pupils are encouraged to care for younger children on the playground and to look out for their welfare on sports day. Each class has a specific responsibility in support of the school's smooth running. The older pupils look after the library, those in Year 4 are responsible for pencils and small equipment in the large, mixed-age classroom, younger ones help with the storage of art and design materials and Year 1 pupils with the tidiness of cloakrooms. Pupils are encouraged to show initiative, as when Years 5 and 6 arranged to show their work on Hinduism in the school assembly. The confidence and independence of pupils are promoted whenever possible. Opportunities range from experienced readers choosing their own reading books, not necessarily from school stock, and keeping a record of their observations, to younger pupils taking part in a nativity play at a local farm. Older pupils work independently in the computer suite. Contacts with the local community include close links with the church, with Year 6 pupils choosing their own hymns and speaking about their own experiences at their leavers' service. Role-play is often used as a learning strategy in lessons and Family Team Time provides very effective weekly support for pupils' social development and communication skills as small, mixed-age groups of pupils discuss issues arising in the school.

42. Provision for pupils' cultural development is also very good. Pupils have been to several concerts in recent years, including one given by the Bournemouth Symphony Orchestra and another by the Devon Youth Wind Orchestra. Instrumental tuition from visiting teachers is available to pupils who ask for it. Pupils visit theatres and attend an annual, "Shakespeare for Kids" event, which is followed up in literacy lessons. The school has had an artist in residence and has a strong link with a local arts group and with the local library which both set up exhibitions of pupils' work. Multi-cultural aspects are also strong with other cultures studied in geography, the very good use of religious education to promote knowledge and understanding of world religions and whole school participation in celebrations of Divali

and Hannakah, for instance, besides the main celebrations in the Christian faith. A special focus has been the use of lights as symbols in several religions.

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

43. The educational support and guidance that pupils receive is very good. Great care is given to introduce pupils sensitively to the school. Teachers undertake home visits prior to pupils joining the school and they start on a half day basis to help them to cope with the transition into full-time education. All pupils are well known by staff and this enables their individual needs to be met and their progress closely monitored. Very good links with the local secondary school help to prepare pupils well for moving into the next phase of education and allays any concerns they may have.

44. The school has very good procedures for assessing pupils' attainment and progress. The testing and recording system is very well developed and the information gained is used consistently and effectively. The consistency of marking has improved since the last inspection. This enables pupils to gain a clear understanding of their capabilities. There is regular assessment of pupils with special educational needs and the information is used to prepare effective individual education plans which are used well to support pupils. This is a very good improvement since the last inspection.

45. Procedures for monitoring and improving attendance are very good. Attendance is monitored on a daily basis and homes contacted if the school has not been notified of any absence. Arrangements are made for work to be sent home if pupils are absent for a period of time.

46. The school's procedures for monitoring and promoting good behaviour are very good. Pupils know and understand what constitutes acceptable behaviour. Clear behaviour management procedures are in place. These are adhered to by all staff. There is a sense of community within the school and the ethos effectively supports pupils who may experience difficulties with managing their own behaviour. Procedures for identifying oppressive behaviour are very good and effective. Pupils are encouraged to understand the effect of their actions on others.

47. The procedures for child protection are very good. All staff are familiar with procedures and appropriate training has taken place. Health and safety procedures are good and ensure the safety and protection of pupils. Governors undertake regular risk assessments and there is good attention to safety matters within the curriculum.

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

48. The parents' views of the quality and effectiveness of what the school provides are very positive. 50 per cent of parents completed the pre-inspection questionnaire. This is a high return.

49. The parents who expressed their views, either through the questionnaire or at the pre-inspection meeting, consider that their children like coming to school, are expected to work hard and are making good progress because of the school's high expectations of them. They feel comfortable approaching the school if they have any concerns. They were less positive about the amount of homework, the information they receive about their children's progress and the amount of out-of-school activities provided for pupils.'

50. Inspectors agree with parents' positive comments. The team considers that the setting of homework is good and generally extends pupils' learning and the development of independent learning skills. The range of out-of-hours activities is good for a school of this size. Learning support assistants run a recorder group and a church club at lunchtimes. Approximately 25 per cent of pupils are dependent on the school bus to get them home at the end of the school day and this reduces the opportunity for after school activities.

51. The quality of information provided for parents, particularly about the progress of their child, is very good. Parents receive an annual report followed by a consultation evening. Other opportunities for discussing their children's progress take place throughout the year. Parents of children in the Reception Year are invited in to discuss their progress six weeks after they start school. Annual reports are well presented. The majority give parents a clear picture of what their child has studied, how they have achieved and what they need to do to improve their work further. Regular newsletters keep parents informed about the daily life of the school.

52. The effectiveness of the schools' links with parents is very good. From the outset the school tries to ensure that parents feel they have an important role to play, alongside the school, in their child's education. Staff actively promote an effective, two-way relationship where parents feel able to discuss every aspect relating to their child's education. They are accessible to talk to at the beginning and end of the school day in an informal situation. The head teacher is kept fully informed of any areas of concern raised by parents. Parent governors regularly meet other parents outside of school and this gives opportunities for further sounding of parents' views. Parents' views are sought more formally through direct correspondence.

53. The contribution of parents to children's' learning is very good. They ensure that homework and research activities are carried out. The Parent Teacher Association organises fundraising events. Of particular note is their hard work in raising the required funding to support the schools' bid to the Local Education Authority for an extension of the mezzanine floor to create another classroom. Unfortunately their bid has been unsuccessful but they intend to resubmit in the near future

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

54. The school is well led and managed. The headteacher provides good leadership and a clear sense of direction. She receives very good support from her colleagues. There are very good relationships and equality of opportunity for all pupils. The headteacher, governors and staff have a shared commitment to improvement and good capacity to succeed. Significant improvements had been made since the last inspection in 1997 in teaching and planning due to the constructive teamwork led by the headteacher with the full support of all members of staff and the governing body. They have developed a clear sense of purpose and educational direction for the school. This promotes an ethos for learning which is greatly appreciated by parents.

55. The school produced a clear action plan in response to the last inspection report and has successfully addressed all the issues raised. It has monitored progress in these areas and is continuing to develop some aspects, for example continuity in subjects such as history and geography and opportunities in physical education utilising local facilities.

56. The headteacher provides effective leadership in order to realise the school's aims. These are appropriate and well-defined and being successfully met. She involves all staff in management issues and there are very good links with the governing body. The skills and experience of staff are employed to support developments in curricular, administrative and

pastoral aspects of the school. Subject responsibilities are delegated very effectively. There are positive attitudes to monitoring and evaluating and staff willingly share best practice. The headteacher maintains a close overview of the school. The school has developed procedures for detailed target setting to reflect the needs of individual pupils, a process to which all staff contribute.

57. The governing body operates very effectively. Minutes of the full governing body show that the governors play a clear role in the management of the school. They fulfil their statutory responsibilities and work in conjunction with the staff to ensure that the results of their decisions can be traced throughout the school. They have set targets in relation to school management and the curriculum. Governors take an active role in all school matters and have a clear vision for the school's educational direction and development. Governors evaluate standards, taking an active role in monitoring work in classrooms and the school's results in the National Tests. They are fully involved in determining priorities for development and their costs.

58. There is a comprehensive system in place involving all staff and governors in establishing needs for inclusion in the school improvement plan and identifying priorities. The published plan is an appropriate planning document which links actions with desired learning outcomes or the means to judge success through learning. It is a costed, effective action plan with valuable, achievable goals, which outline the main needs for development. The governors' long-term planning enables them to plan strategically to maximise financial resources. Additional funds allocated to support pupils with learning difficulties are used effectively to provide good support.

59. Financial planning is good, the headteacher and the governors exercise effective budgetary control and they make well-informed decisions about the use of resources available to the school. Careful financial planning ensures that the annual budget expenditure is focused to support educational developments and priorities which are reviewed each year. The school plans ahead effectively for financial contingencies. The governing body receives regular financial reports from the school and uses the information effectively to plan future developments. The school currently has a significant carry forward of funds. These funds are to enable improvements to the building for which plans have been developed to improve staff facilities and provision for whole school activities and physical education.

60. The school's accounts were audited in summer term 2001 and the day-to-day control of finances was reported to be good. The auditor's recommendations were immediately acted upon. Private school funds are properly audited each year and approved by the governors. Day-to-day financial control and administration are very good. The school administrative assistant manages the school office and related matters very efficiently and effectively. She offers very good support to the school, staff and visitors.

61. There are limited opportunities for subject managers to monitor teaching although the school does make good use of local advisory staff for this purpose. The co-ordinators regularly monitor planning, marking and checking of pupil's work to ensure there is appropriate content and that work matches the needs of all pupils, and the staff together determine areas for action. This monitoring identifies the strengths and weaknesses observed. Teachers and governors appreciate this clarity. Appropriate systems are in place for performance management. There are well-organised systems for governors and teachers to monitor both planning, teaching and pupils' work. For example, teachers moderate examples of pupils' work together to track pupils' progress. The school has begun to track the value added to pupils' attainment using data from the national tests. This analysis has been used effectively to focus curriculum provision, for example, through the additional numeracy support and to set individual targets. Funds have been effectively allocated for the

observation of teaching by a local authority advisor. The critical reflection by the headteacher, staff and governors on the work of the school in both teaching and learning is a key factor in the continued improvement in standards and the quality of provision.

62. The leadership and management of the provision for pupils with learning difficulties are very good. The Code of Practice is fully complied with. Regular targets are derived from individual education plans and are evaluated appropriately. There is a designated governor for special educational needs who fulfils her duties very conscientiously and the governing body is kept fully informed about issues. The governors meet their statutory reporting obligations.

63. Parents fully support the school, as reflected in the questionnaire and at the parents' meeting prior to the inspection. Their views are valued and used to improve the quality of education, such as in the school's recent plan to improve contact between home and school. The school meets statutory requirements for the recording and publication of National Test results and other requirements, including those for sex education.

64. Teachers have appropriate levels of qualifications in the subjects and this makes a significant contribution to the pupils' progress. Job descriptions have been provided for teachers. Responsibilities for co-ordinating subjects are very effective. Arrangements for the induction of staff are informal, but all staff are well supported by colleagues. The priorities for in-service training are linked appropriately to the school improvement plan. The school has good arrangements for staff development to benefit and extend expertise. Good use has been made of training days to address some issues through effective liaison with other local schools, such as familiarising teachers with newly acquired equipment for ICT. Staff make good use of their training and share expertise with their colleagues. There are appropriate arrangements for performance management.

65. There is a good level of classroom support for children in the Reception Year and for pupils with learning difficulties. The assistants make a valuable contribution to supporting pupils' learning. Staff working with children in the Reception Year make a good contribution to the children's development. They are suitably qualified and they foster positive working relationships with the children. There is sufficient space in the classroom and good provision for outdoor play. The resources for the teaching of the areas of learning in the Reception Year are good with the exception of large toys which are insufficient. Elsewhere in the school resources are generally satisfactory. There are sufficient computers and books. The staff make good use of the locality to extend the opportunities for learning. Visits into the community and visitors to the school enhance and enrich the curriculum. Regular visits to places of interest stimulate pupils' interest and enjoyment of their work.

66. The school is well cared for and the classrooms are of a suitable size for the current numbers in the classes. The accommodation is used well; some interesting displays of pupils' work and information in a range of forms enhance the environment and provide stimulation and interest for pupils and parents. The available storage space is organised well and resources are easily accessible. The school has recognised that accommodation for physical education and whole school activities is unsatisfactory and that facilities for staff are poor. It has very good plans which are at an advanced stage to address these issues and has accrued funds to finance these improvements.

67. In terms of the good progress pupils make by the end of Year 6 when they leave the school, the educational standards achieved and the good attitudes which pupils have to their work this school provides good value for money. This value is also evident in the quality of teaching, the very good provision for pupils' personal development, the effectiveness with which the resources are used and the significant strengths in the leadership and management of the school.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- (1) Improve the provision for the curriculum in design and technology, geography and history by:
  - developing schemes of work to reflect fully the changes to the curriculum introduced nationally in September 2000;
  - identifying appropriate opportunities to develop pupils' skills in these subjects;
  - identifying work to be undertaken in each class within the school;(Paragraphs: 35, 111, 114, 120, 126)
  
- (2) Improve accommodation by implementing at the earliest opportunity the very good plans for improving:
  - provision for physical education and whole school activities;
  - facilities for staff;(Paragraphs 5, 32, 66, 143)

In addition to the key issues above, the school should include the following less important weakness for improvement.

- Provision of large toys for children in Reception Year.
- (Paragraphs: 32, 75)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

23

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

6

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	10	1	0	0	0
Percentage	4	48	44	4	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 four 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)

58

Number of full-time pupils known to be eligible for free school meals

7

*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

10

#### 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

6

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

1

### Attendance

#### Authorised absence

	%
School data	6.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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)**

Where the number of pupils in the cohort is ten or fewer the results are not reported.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	6	7	13

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	9	11
Percentage of pupils at NC level 4 or above	School	62 (67)	69 (75)	85 (100)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	77 (75)	85 (75)	85 (100)
	National	73 (72)	74 (74)	82 (82)

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

Where the number of boys or girls in the year group is ten or fewer the individual results are not reported.

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	57	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	19
Average class size	19

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

Total number of education support staff	3
Total aggregate hours worked per week	39

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	148 909
Total expenditure	136 180
Expenditure per pupil	2 618
Balance brought forward from previous year	9 481
Balance carried forward to next year	12 729

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
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	57
Number of questionnaires returned	26

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	19	4	0	0
My child is making good progress in school.	69	27	0	0	4
Behaviour in the school is good.	38	54	8	0	0
My child gets the right amount of work to do at home.	46	35	12	4	4
The teaching is good.	65	31	0	0	4
I am kept well informed about how my child is getting on.	23	65	8	4	0
I would feel comfortable about approaching the school with questions or a problem.	85	8	4	4	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	46	46	8	0	0
The school is well led and managed.	65	27	0	4	4
The school is helping my child become mature and responsible.	62	31	4	0	4
The school provides an interesting range of activities outside lessons.	19	23	27	27	4

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

69. The educational provision for children in the Reception Year is very good. They enter the school as they approach five years of age, in either September or January. Their earlier achievement is very variable, but matches expectations for their age overall. Most have attended local, pre-school facilities and have generally developed good attitudes towards learning. Early contact, including home visits if possible, is made with parents who receive guidance on preparing their children for their new experiences. The induction of the new children is very carefully managed, with children attending part-time in the early days. A system of formal meetings and informal contacts operates throughout the Reception Year. 'After a period of settling in during their children's first term, parents visit to discuss the results of the entry assessments made of their achievements.

70. Teaching in Reception Year is very good across all the required areas of learning. It capitalises on earlier progress by matching new learning challenges to the existing competencies of individual children and, when needed, there is extra support from the teacher or the very effective teaching assistants. The whole curriculum is broad and balanced with very well planned lessons. Learning objectives are closely matched to national requirements for the age group. Learning activities are imaginative and presented as fun. There has been a very significant improvement in the quality of provision for the age group since the time of the last inspection.

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

71. The children respond well to the opportunities provided and their personal development is very good. A significant factor in this is the excellent rapport which is developed between the teacher, her assistants and the children. The children are relaxed and soon develop confidence. They benefit from the teacher's emphasis on independence as they soon learn to prepare themselves for physical activities or put on costumes for role-play. They learn to treat each other with the kindness and respect, with which they themselves are treated, recognising right from wrong in personal relationships. They co-operate and take turns and are considerate on the playground where they play in friendly groups. The children approach their more formal work with concentration and a determination to do their very best, treating learning resources with care. They enjoy and increasingly participate in whole class sessions. The children are taught alongside Year 1 pupils who provide a good example for their younger classmates.

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

72. Most children achieve well in this area of learning. The relaxed and friendly atmosphere supports their good progress in speaking and listening skills. Most children are rapidly approaching the expected standards in reading and making good progress in writing. They benefit from the exciting stimuli provided and by the encouragement of the teacher and support staff. All lessons in the development of language skills begin with motivating learning experiences. For instance, the focus during the inspection was *The Three Little Pigs*. As the class reading of the large, attractive story book continued, the children soon picked up the repeating phrases and needed little encouragement to follow the teacher's lead in using dramatic expression as they read them. They loved it and were developing a joy in reading. They begin to recognise words on sight and to decode others by using letter sounds. A small minority are already aware of the purpose of the contents list, the index and glossary as they approach a level expected of Year 1 pupils. All are helped by the volunteers who support the

teacher in the regular assessment of reading. Follow-up writing activities are carefully graded to suit the needs of children at different stages of development. Although slightly less advanced than reading skills, writing skills are developing well as children move towards the independent writing of sentences. The most advanced are using capital letters and full stops correctly in their sentences. Most write legible letters, though the size varies and spacing between words is somewhat erratic. Learning challenges are well sequenced. Marking is encouraging and constructive. There is a well-stocked book corner.

### **Mathematical development**

73. Children's mathematical skills are slightly less advanced than their language skills, but they are making good progress. Lessons begin with such exercises as the chanting of numbers in sequences, forwards and backwards, at least to 10, and recognising differences between nearly adjacent numbers, with more advanced challenges for higher achievers. A puppet is sometimes used to maximise children's motivation. The teacher made excellent use of a row of pegs on a wire coat hanger to support the development of addition skills, and subtraction skills for those children who are ready for it. As Year 1 challenges are introduced, the more advanced Reception Year pupils have opportunities to enhance their progress, as for example in one lesson, through applying their understanding to simple money transactions. Follow-up activities are suitable graded and supported by a good range of small, mathematical equipment. Children learn to recognise patterns and sequences in numbers. Understanding of differences in quantities is initiated through sand and water play (opportunities), when children reinforce their learning of elementary mathematical vocabulary such as 'bigger than', 'shorter than', 'heavier' and so on. Mathematical skills are also developed when applied to other areas of learning. For instance, work on healthy foods was supported by a class survey of favourite foods, the results being recorded in a bar graph which most Reception Year children had very little trouble interpreting. Numeracy skills are enhanced by number lines and charts on display in the classroom.

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

74. Children respond well to the very good provision for this aspect of learning and make very good progress so that they achieve good standards. They benefit from a wide range of visits and visitors. For instance, they have visited a farm and small animals have been brought into school. These included a lamb which they saw being fed. On another occasion they visited a nature reserve and they have taken part in tree planting to enhance the environment. Children have also experienced variety in the natural environment through a contrasting sea-shore trip. They learn about the local community through church attendance and visits from those who provide local services, such as a policeman and local postman. This particular visit was followed up by a trip to the post office. A guide dog was brought in so that the children could learn to appreciate one way in which blind people are being helped. The children also find out about the natural world through conducting experiments such as observing water turn to ice and then melt again, and investigations on the behaviour of light and shadows. They learn about the senses and keeping healthy through eating a balanced diet. The children made good progress in this particular lesson, learning about the main categories of food and to appreciate that occasional treats are not ruled out. They showed real intellectual effort to understand the principles involved, asking questions and offering ideas. They finished by designing reasonably balanced meals drawn on cardboard plates and learning to set out their meals using tablecloths and appropriate cutlery. Small iced cakes gave added pleasure in learning and underlined the rule about treats. Mother and baby visits and contrasts between early and current toys such as teddy bears help to support their awareness of change over time. Cultural understanding is enhanced through the required religious education lessons which have recently included participation in the school's Indian

Week and examination of Hindu artefacts. These learning experiences together provide a good basis of knowledge and understanding and its extension in the main school.

### **Physical development**

75. Children's physical skills develop well during the Reception Year. Playground observations showed children moving with enjoyment, energy, co-ordination and an awareness of space. They demonstrated creativity in their use of small equipment such as skipping ropes and bean bags. Their movements indicated an awareness of safety in movement. In a very good country dancing lesson, the children listened carefully to the music and responded to the musical phrases with appropriate movements, particularly when skipping, although the boys were less well co-ordinated than the girls. They also learned to control their movements when jumping on the spot. Teachers' expectations of the children are high and the children respond with enthusiasm. They are well in line to meet the expected standards before the end of the year, some exceeding them. The school recognises there is a lack of large play equipment and intends to address this.

### **Creative development**

76. As well as showing ability to respond to music through movement, children show good progress in creative activities in other areas. A few are reasonably successful in solo singing. In a 'days of the week' song, for instance, they got the beat, though their pitch was a little shaky. They respond enthusiastically to opportunities to sing as a group, accompanied by the teacher's guitar playing. In a music lesson, the children achieved above average standards for their age as they engaged in clapping exercises and identified nursery rhyme titles from tapped rhythms. They showed familiarity with a wide range of percussion instruments and their sounds, as they participated in a musical game which ended in communal singing. Their attitudes to learning (in this lesson) were excellent as they responded to the well planned lesson and very good teaching. Children's creativity is also well fostered through drama, which is planned, used incidentally in story telling and also promoted by role play opportunities. The children perform in whole school assemblies and their achievements are above those usually seen in the age group. Painting and a range of construction activities also promote creativity with results that are in line with expected standards. The production of pictures with moving parts such as levers and pivots which was observed was especially successful, with children taking great pride in their achievements. Children's progress in creativity is enhanced by the high quality in the teaching.

77. They now have easy access to the playground which is frequently used for lessons other than physical education. The school has very good arrangements for recording children's progress and is poised to introduce the new national arrangements for assessing and recording the progress of individual children.

## **ENGLISH**

78. This being a small school, the results of national tests in 2002 give a misleading picture of standards of attainment in the school. Those seen during the inspection were significantly higher than test results suggest. Attainment at the end of Year 2 matches national expectations and those at the end of Year 6 often exceed them. Pupils achieve well by the end of Year 2, and the rate of pupils' progress accelerates in the following years. These judgements are identical to those made at the time of the last inspection. Pupils with special educational needs make very good progress as a result of learning assignments closely matched to their needs and the extra support they receive.

79. Standards in speaking and listening match national expectations for the age group by the end of Year 2, though a minority of pupils exceed them. Good foundations are laid in Reception Year and Year 1, as pupils engage in class discussions and role-play, but speaking skills do not develop as fast as listening skills. Though teaching at this stage is very good overall, the rather more formal atmosphere in Year 2, together with the presence of Year 3 pupils, appears to adversely affect the younger pupils' confidence in this respect. By the end of Year 6, however, levels of confidence are high. Listening skills and powers of concentration are usually above national expectations for the age group. For instance, in a demanding assembly when the headteacher introduced issues surrounding the Iraqi war, their concentration was absolute as they sought to understand the moral implications of the situation. In day to day situations, pupils listen carefully in class discussions and to requests to undertake responsibilities about the school.

80. The speaking skills of Year 6 pupils are often above national expectations. The majority use good sentence structure in their discussions with adults and in more formal situations such as asking questions in the whole school assembly. They are well able to adjust their approach to the context in which they are speaking. In group work, for instance, their comments build on the general line of discussion and include questions as well as opinions. Family Team Times, when groups of pupils of varying ages meet to discuss school issues, provide another useful arena for developing flexibility in speaking which matches the needs of various listeners. Skills and confidence are further enhanced by opportunities to participate in drama, including whole school productions for local community enjoyment.

81. Reading achievement is broadly satisfactory in Year 2. Most choose their own reading books and give a brief account of the story so far. Reading is more or less accurate, though use of expression is limited. Good teaching of letter sounds supports both reading and spelling, but pupils make insufficient use of it when faced with new words. Neither do they make enough use of the context for this purpose. Reading books do not always suit their current levels of attainment, as they are attracted by colourful covers and enticing titles. Slower learners rely mainly on sight words and picture cues, rather than on letter sounds, but pupils still on 'reading scheme' books tend to show more understanding of the story line and sometimes correct themselves if their guesses do not fit in with the meaning.

82. These findings indicate that current guidance on reading choices is insufficient. Overall, these younger pupils do not show much enthusiasm for story reading, some expressing a preference for information texts. Most understand the value of alphabetical order and are familiar with contents lists, indexes and glossaries to help them locate specific information. By Year 2 home/school reading record books give way to booklets in which pupils keep a record of their own reading, together with brief comments on and ratings of the quality of the books. For some, this seems to be too big a step at this stage, though it encourages independence.

83. By Year 4, standards remain variable but above average readers are completely fluent when reading aloud. Some have come to enjoy classic stories like *Treasure Island*. Others show a liking for poetry reading. Less advanced readers are developing a liking for reading and, though hesitant, try to use the context to identify unknown words. As they progress, pupils are allowed to choose books from home and other libraries if they wish. They keep their own records but no evidence of book reviews was seen. By Year 6, reading standards are at least average, with the majority of pupils reading fluently in a range of genres. Information seeking skills are well developed, including good use of dictionaries and computer based resources. The acquisition of these skills contributes well to pupils' learning across the curriculum.

84. Pupils' achievement in writing in Year 2 builds effectively on the good progress made in Year 1. Writing skills are generally satisfactory, though above average standards are achieved by a few pupils. Spelling skills are supported by increasingly advanced work on letter sounds which consolidate previous learning about rhyming words. Pupils use this knowledge for writing poems such as their own versions of 'Monday's child is.'. Story structure exercises provide support for pupils' own story telling, as do good lessons on the use of connecting words and the value of well-chosen adjectives. By halfway through the year, these pupils are producing page length stories with appropriately sequenced events.

85. By the end of Year 6, most pupils have developed good writing skills which they apply appropriately in a range of contexts. The work of higher attaining pupils is extensive and generally very well presented with good quality handwriting. Examples include poetry writing, reports, letters and exercises in emulating Shakespeare's insults - 'You rotten egg', for instance. Well known examples of English literature are analysed, the unusual vocabulary and use of alliteration in Walter de la Mare's 'The Listeners' and Dickens' use of similes and metaphor, for example. Pupils' vocabulary is extended through searches for definitions of unusual words. Pupils attempt an autobiography, some including well chosen phrases, one including the punchline, 'It all ended in plaster!' as a broken limb had just been sustained. The increasingly good quality of pupils' writing contributes well to their work in other subjects.

86. Teaching is very good overall, leading to pupils' very good progress in most areas of English. Teachers have very good knowledge of the subject and use motivating activities to engage pupils' interest. Their expectations of the pupils are challenging, especially in the later years. The principles of the national literacy initiative inform lesson planning and many opportunities are taken to apply literacy skills in subjects across the curriculum. Marking is both encouraging and constructive. An especially good feature is the selective correction of spelling mistakes combined with a focus on the quality of the pupils' responses to the key learning objectives involved. Assessment arrangements are very good. Achievements in English are included in each pupil's folder of test results. They are used for the setting of individual targets and the organisation of learning opportunities in class.

87. The subject is very well managed. Independent advice has been used well to improve provision in the subject. A current curriculum target is improvement in writing, with a special focus on sentence construction for effect, persuasion, for instance. Units of work have been extended over two weeks to allow sufficient time for pupils to develop their writing skills and the termly setting of individual writing targets has been introduced. Teachers have benefited from a substantial updating course in literacy.

## **MATHEMATICS**

88. Pupils' attainment at the end of Year 2 in 2002 was below average and in Year 6 well below average when compared with national averages and results for similar schools. A study of results in national tests over the previous four years indicates that there have been significant variations reflecting the small number of pupils, normally less than ten, and the fluctuating percentage of pupils with learning difficulties –In previous years the majority of pupils achieved the nationally expected level 2, with the exception of pupils with learning difficulties, at the end of Year 2. Progress for all pupils, including those with learning difficulties, in all aspects of mathematics is good. The school has set realistic targets for improvements in pupils' attainment and has developed strategies, particularly in numeracy, to help achieve these targets.

89. During the inspection, standards for the majority of pupils were judged to be average in Year 2 and above national expectations, in Year 6. Progress is good and is consistent throughout the school. Progress of pupils with learning difficulties is good as they are set clear targets and monitoring of their progress is carried out. The school successfully follows a well-planned and balanced programme which covers, and regularly reinforces, all the required areas of mathematics. It successfully meets the needs of pupils with learning difficulties and higher attaining pupils, some of whom have attended extension sessions at a local centre.

90. In Years 1 and 2 pupils' work is close to the levels expected of their age. Most pupils have satisfactory numeracy skills; they read, write and order numbers to 20 with accuracy. They count forwards to 20 and back to nought. Higher attaining pupils have quick recall of addition and subtraction number facts to 10, although most average attaining pupils, whilst accurate, are slower and use their fingers to help them to calculate. Most pupils transfer their competence with simple number facts to appropriate problems involving money. They have a satisfactory understanding of place value. Most pupils recognise odd and even numbers and complete simple number sequences. Higher attaining pupils identify numbers that are 10 more or 10 less than a given number. Pupils are beginning to understand multiplication when they group objects in sets of twos. A few pupils still do not write their numbers correctly. Most pupils have a satisfactory knowledge of the names of two-dimensional shapes but are unsure of the properties of solid shapes. They have an appropriate understanding of halves and quarters. They begin to use symbols and simple diagrams in their work and construct block graphs. Pupils are able to order objects by describing them as 'shorter' or 'longer' than an object such as a felt pen. Higher attaining pupils are beginning to use standard units of measurement to measure lengths or weights.

91. By Year 6, most higher and average attaining pupils have secure numeracy skills and develop their own mental strategies for solving number problems, for example, they know how to round up numbers and explain other strategies competently. They add and subtract numbers greater than 100. They practise mental recall of numbers but lack speed in their response and are unsure about calculations involving larger numbers. Most pupils have a good understanding of place value and add, subtract, multiply and divide numbers to 1000 with a good degree of accuracy.

92. Higher attaining pupils explore regular number patterns, familiar sequences and square numbers, when asked. Through calculations using money, pupils become familiar with decimal notation and by recording temperatures they become aware of negative numbers. Lower attaining pupils do not always add accurately when applying their number knowledge to solving problems. They are beginning to understand multiplication as equal groups. They successfully investigate number sequences. Most pupils skills in data handling are above average. They collect data accurately and use it to draw conclusions and to form hypotheses. They know how to construct line and scatter graphs and extract information from spreadsheets competently. Pupils use standard units when they compare objects longer or shorter than a metre. They are beginning to measure accurately using centimetres and metres. They know about area, shape and volume and correctly use terms such as 'perimeter'. The pupils successfully calculate the perimeter and area of regular and irregular shapes. Most pupils have a satisfactory understanding of rotational symmetry and classify both two- and three-dimensional shapes according to various appropriate criteria.

93. Regular mental mathematics sessions result in good progress in the development of quick mental recall and in the ability of the pupils to look for different approaches to solving problems. Pupils who have learning difficulties make good progress. The additional and well targeted support ensures they make good gains in their knowledge. Specific mathematics targets set in individual education plans impact well on progress for these pupils. Pupils use

their numeracy skills appropriately in other subjects. For example, they tabulate the results of science investigations and record their findings using the computer. In art and design they apply their knowledge of pattern to produce accurate and well presented work.

94. Pupils have positive attitudes towards mathematics and respond well. The pupils settle quickly to their work and sustain good levels of concentration. The interest pupils have in their work means that they often work with minimum need of adult supervision. Pupils willingly offer explanations about how problems could be solved and test out their ideas in a practical task. When given the opportunity, they co-operate well on tasks and take turns at using equipment, for example, when using control technology to measure and record temperatures. They check each other's calculations sensibly and help each other when difficulties arise. There is a good working atmosphere in lessons and pupils persevere with their work and show enjoyment in investigation work. The pupils are eager to answer questions in whole class introductions and recap sessions and in mental mathematics activities. Behaviour in lessons is good and the pupils show care and consideration for each other and the resources they use.

95. The quality of teaching is very good overall throughout the school. Teachers have a secure knowledge of the subject and plan their work to include suitable emphasis on the development of numeracy, while including appropriate blocks of work to cover all the attainment targets of the National Curriculum. The introduction of the National Numeracy Strategy has had a beneficial effect on the organisation of lessons and the emphasis given to mental arithmetic. Where the teaching is most effective, there are well paced introductions which feature good questioning to test pupils' understanding of the mathematical concept being covered. There are good recap sessions and opportunities are taken to talk to pupils as they work, in order to assess their understanding. In the Years 5 and 6 class, time is spent well discussing how answers are arrived at and sharing these with the rest of the class. Visual and practical teaching aids are used effectively to assist understanding of concepts, for example, in a lesson on different methods of recording the same measurement. Computers are used well to extend the pupils' understanding of data, for example, at Year 5 and 6 through making graphs of the changes of temperature of a container of water over time, linked to work in science.

96. Planning takes account of pupils' differing levels of attainment, particularly those pupils with learning difficulties and higher attaining pupils. Lessons are well organised with resources readily available for pupils. Explanations are clear and effective use is made of questions to revise previous work and extend pupils' thinking to new topics. Lessons proceed at a good pace and pupils are often given a set time to complete tasks. Good use is made of discussions at the end of activities to consolidate what pupils have learned.

97. Expectations of behaviour are high. Relationships and discipline are good and the teachers use praise and encouragement well to motivate the pupils. Work is marked regularly and the teachers often discuss the pupils' work to help them improve but there is little written comment to this effect. There is good use of homework to learn multiplication facts that impacts well on this aspect of their work.

98. The mathematics curriculum meets all statutory requirements. There is a good policy and scheme of work that effectively meets the requirements of the National Numeracy Strategy. All pupils have equal access to the curriculum and pupils with learning difficulties are identified and given support in the classroom. Planning for continuity throughout the school is good. Procedures for assessing pupils' attainment are good, using a range of tests and teacher marking and checking of pupil's work and collecting samples of pupils' work.

99. The subject is well co-ordinated and the documentation is of a good quality, providing a firm basis from which to develop further. There is clear understanding on how ICT can be used to support mathematics and this is an ongoing development. There are enough good quality practical resources and these are used very well throughout the school to develop understanding through firsthand experience.

## **SCIENCE**

100. Standards seen during the inspection were average in Year 2 and above average in Year 6. The pupils' attainment in science during the last inspection was judged to be satisfactory and in line with what is expected of pupils in Years 2 and 6. The school's targets for improvement in science following a review of the subject throughout the school have been achieved. In the current year pupils in Year 2 are achieving standards clearly in line with what is expected of pupils aged 7, and the scrutiny of pupils' work supports that view. Of the pupils in Year 6 most are achieving the level appropriate to their age and about half are significantly exceeding that. Again in science as in other subjects, the small numbers of pupils involved in each year means that statistical comparisons with other schools, or the drawing of conclusions about trends, is subject to very wide variations of interpretation.

101. The Year 1 and 2 pupils are curious about things around them and readily engage in their investigations. These pupils make careful observations of living things, both plants and animals. They record what they observe, using lists and measurements where appropriate, such as carefully measuring how far toy cars travel after running down a slope. They investigate well the properties of different materials and make simple electrical circuits with batteries, wires and switches and including motors or buzzers and lights. They record the results simply and effectively. They investigate natural forces, such as the speed of wind, and learn about the need for exercise for healthy living. They make good progress so that by the end of Year 2 they achieve levels of knowledge and understanding of science and demonstrate skills in investigating and recording that are in line with what is expected of pupils of that age.

102. During their time in Years 3 to 6 the pupils continue to make good progress in all the areas involved in science. They develop an understanding of what makes a fair test, so that their investigations and experiments are constructed on sound principles. An example was their well-planned study of insulation comparing the effectiveness of loft insulation material, newspaper and wool for retaining heat. They use methods learned in numeracy well, in recording their results, also making good use of ICT to present their findings. The pupils learn very well as a result of the good use made of practical everyday experiments, such as the work on light when they measured shadows. They also make good use of scientific apparatus, including microscopes. Good links are made between subjects involving, for example, science and geography in an exploration of types of rock and their distribution. The results of their study are recorded carefully and clearly on charts. The standard of work produced by the pupils across the wide range of topics makes for the good levels of achievement that the pupils enjoy. When they discuss the work they do in school the older pupils speak enthusiastically about the practical aspects of science which is a subject they enjoy and about which they are knowledgeable.

103. Teaching in those lessons seen was very good. The work for science is carefully planned, and the staff make good use of the suggestions provided by the national Qualifications and Curriculum Agency which they are adapting as part of the review of the subject in order to suit the needs of the pupils in this school more exactly. The work in the books is usually marked with some comments giving indications of what could be done to improve it. The pupils with higher attaining pupils and those with learning difficulties are supported well and make good progress in science; there is no significant difference between

the achievements of boys and girls and all aspects of the subject are open to all the pupils. Homework is used effectively to support the work in class and to extend the pupils' ability to find things out for themselves.

104. The subject is led and managed very well. The resources available for the teaching of science are very good in quantity and good in quality and provide good support for the teachers. The regular programme of review of the subject identified in the school improvement planning ensures that the standards in the subject are maintained and over time improved.

## **ART AND DESIGN**

105. No art and design lessons were available for observation during the course of the inspection but extensive displays of pupils' work and scrutiny of planning enable some judgements to be made.

106. Pupils' attainment by the end of Year 2 matches expectations for the age group and sometimes exceeds them. Progress is generally good. Pupils' attainment by the end of Year 6 standards are very good. This is an improvement on standards achieved at the time of the last inspection. Pupils' with special needs in Years 5 and 6 also achieve well. Teaching is at least good. It is well-informed and effective. Expectations of pupils are high, especially in Years 4, 5 and 6. Pupils' work reflects the care they take and their enjoyment of the artistic opportunities provided for them. Most pupils make a real effort to maintain standards when using their artistic skills to further their learning generally.

107. Art and design work on display in Year 1 was limited to self portraits and crayon drawings of their favourite toys, but good colour mixing skills were evident in Year 2 work. Pupils had used the exercises to make attractive 'hot' and 'cold' colour patterns. They have also produced colourful, symmetrical, Rangoli mat patterns and decorated hand shapes to support their work in Hinduism in religious education. Opportunities to derive inspiration from the art of other cultures is also reflected in their production of multi colour, irregular patterns based on an African Creation Myth.

108. Pupils in Year 4 have produced block printed, repeat patterns inspired by the study of William Morris fabric designs. The results are very effective. Older pupils have carried out and intensive study of Impressionist painters such as Monet, Seurat, Van Gogh and Gauguin. They have focussed on subject matter, brushwork techniques, use of colour for different effects, shapes and perspectives. Pupils have produced images using the same techniques, creating atmospheric, rural and snow scenes, Year 5 working in pastels and Year 6 in paint. Colour mixing in these media is especially good. Work using three dimensions is limited by the accommodation, though raised patterns of religious symbols have been produced in support of religious education. No computer based art is evident - an important area for development.

109. The school draws on the expertise of a part-time, specialist teacher who provides very good educational direction for the subject. For instance, planning shows very good progression in the acquisition of skills related to the various media. The teaching of art and design in the school is based on a well-conceived policy. Curriculum planning shows a four-year rolling programme of topics, to avoid duplication of experiences in the mixed age classes. Artists in residence are sometimes involved in pupils' art and design education and visits to a local museum, to provide inspiration for drawing, is planned. Very good use is made of community connections for the public display of pupils' work.

## **DESIGN AND TECHNOLOGY**

110. There is insufficient evidence to support a firm judgement on standards achieved by pupils in this subject, or to inform an overall assessment of the quality of teaching. Though standards by the end of Year 2 were judged to be average at the time of the last inspection, no judgement was possible for attainment by the end of Year 6 because learning opportunities were 'restricted'. The teaching time available for this subject has been increased only recently. Now at a satisfactory level, it has yet to have its impact on the quality and quantity of pupils' work.

111. The school's policy for design and technology indicates that cross-curricular links with literacy, numeracy, science and art and design are to be encouraged. While this is undoubtedly valuable, the link with art and design frequently swamps the emphasis on the principles behind design and technology, resulting in an over-emphasis on the use of the subject as a tool for enhancing learning in other subjects.

112. The only work seen on display in the school was attractively decorated, felt purses from Year 3. There were no signs of preparatory planning, nor of evaluation of the suitability of the items for holding money securely. However, in the local playing field a willow shelter, built by previous pupils, is still standing and serving its purpose well. It indicates what can be achieved if the subject is given adequate priority.

113. The one lesson observed was for Year 1 pupils. The teaching in this lesson was very good. It showed a very good understanding of subject requirements and was well matched to the capabilities of the age group and the differing prior attainments of pupils in the class. Pupils' attitudes to the subject were excellent and their progress very good. The work of most pupils was satisfactory, with a few exceeding expectations for their age. The lesson objective was to make a moving picture which could be used for story telling; in this case it was "The Three Little Pigs", a link to a previous literacy lesson. Pupils learned how to use and name slides, pivots, levers and hinges to produce movements. To complete the design and technology cycle of designing and making for a purpose, the teacher used the pupils' work effectively to dramatise a re-telling of the story. Units of work being planned for Year 2 include the making of model buildings using boxes, followed by a 'moving monsters' topic drawing on scientific knowledge.

114. The curriculum for the subject includes a mix of national and local suggestions for units of work. A rolling programme matches the continuity requirements of the mixed age classes in the school. Textiles, food, packaging, story books, moving toys and the making of musical instruments are sketched in as suitable, future learning assignments, but as it stands, this planning does not ensure progression in pupils' understanding of the basic principles involved. Assessment of pupils' progress in design and construction skills is ongoing within each unit of work, with termly updating of each pupil's achievements. The school's action plan for the subject rightly emphasises the need for a review of overall curriculum planning and teacher training in the use of ICT in the subject.

## **GEOGRAPHY**

115. The lessons observed, discussions with pupils and scrutiny of their work, including classroom displays and discussions with teachers, indicate that by the time pupils leave the school they attain satisfactory standards.

116. In Years 1 and 2, all pupils make satisfactory progress in developing geographical skills and knowledge. by discussing things they see on their way to school they begin to develop an understanding of how maps are used to record places. They identify a map of the

British Isles and have sufficient knowledge to locate the countries of the United Kingdom and where they live on a map of England. Pupils' knowledge of other areas is enhanced by visits to places of interest and through a study of life in the local area of South Hams.

117. In Years 3 to 6, pupils, including higher attaining pupils and those with learning difficulties, make satisfactory progress. They make comparisons with other parts of the United Kingdom as they undertake a study of the coastline contrasting different areas, for example, Wales and East Anglia. They study life in other countries when learning about life in the village of Chembakoli in India. This provides opportunities to develop an insight into the cultures of other countries. Through their study of the locality, pupils develop their skills in map work. They know how to use a key on an Ordnance Survey map. They have an appropriate knowledge of other countries through the study of maps of Europe and the world.

118. Pupils respond well to geography, showing interest in their discussions of work they have done and enjoyment in learning about other places. They listen carefully and ask many thoughtful and perceptive questions.

119. The quality of teaching is good. Lessons are well prepared with resources available for pupils to use. In the best lessons activities are carefully timed so that pupils' attention is held and they are involved throughout the lesson. Good use is made of resources, including ICT, to research for information. This is then used effectively to revise and further develop work. Teachers' enthusiasm for the topics is transmitted to pupils who share the interest in the lessons.

120. An outline of topics identifies which areas of the programmes of study of the National Curriculum will be taught but does not sufficiently identify the geographical skills to be taught. The co-ordination of the subject is satisfactory. There is little monitoring of teachers' planning. Resources are satisfactory. Good use is made of visitors to enhance lessons by giving pupils contact with people from other places. Visits to places of interest extend pupils' understanding of the world.

## **HISTORY**

121. During the inspection, few history lessons were seen. Discussions with pupils and scrutiny of their work, including classroom displays and discussions with teachers, indicate that by the time pupils leave the school they have made satisfactory progress and achieve standards similar to the national expectation for their age.

122. In Years 1 and 2 pupils, including higher attaining pupils and those with learning difficulties, make satisfactory progress in developing a sense of history. They study the differences between the present and the past, for example, in learning about life during the twentieth century.

123. In Years 3 to 6 all pupils continue to make satisfactory progress in developing their knowledge of the past. They begin to understand about transport in the past. They develop a sense of the passage of time through identifying important events of the year on a calendar. This links to their developing knowledge of historical events when they learn about historical characters, such as Gandhi and Isambard Brunel. They know about different historical eras, such as the Tudors. They develop a sound understanding of how people lived in the past, for example, they know about Victorian times and the difference between the lives of the rich and the poor. They are beginning to use information to compare their lives with those living in the past. Pupils improve their knowledge of life in the past through visits to local museums and places of interest. They know how to find out about the past through using books, visits and people's memories.

124. Pupils are interested in history and work hard. They enjoy learning about the past. Younger pupils carefully look at artefacts and make sensible suggestions about their use. Through looking at pictures they are prepared to make sensible suggestions about how people lived. Older pupils are interested in the way people used to live and continue to research information for their topics at home. In discussion, they eagerly contribute information that they have discovered. Older pupils talk knowledgeably about life in Victorian times and offer opinions and ideas about the differences between then and now. Pupils maintain concentration and their behaviour is generally good.

125. Teaching is good overall and good use is made of resources. Teachers explain work carefully and encourage pupils to participate in discussions. In history, teachers reinforce pupils' basic skills by encouraging good handwriting, spelling, sentences and punctuation. Pupils' speaking skills also benefit from the good opportunities provided for pupils to discuss, question and make suggestions.

126. An outline plan indicates the different eras identified in the programmes of study of the National Curriculum but gives insufficient detail of the systematic development of skills of historical investigation and ideas relevant to developing an understanding of the past. The co-ordination of the subject is satisfactory. There is limited monitoring of teachers' planning. Resources are satisfactory. Good use is made of visits, for example to Morwellan Quay, to enhance pupils' experiences and skills of historical investigation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. The school has improved the standards of attainment in ICT since the last inspection. It has successfully kept pace with national developments in ICT and the standards attained by the pupils at the end of Year 2 and when they leave the school at the end of Year 6 are above those expected nationally. This reflects an improvement since the previous inspection. All aspects of the curriculum are covered and pupils have good levels of knowledge and understanding. Pupils, including those with learning difficulties, make good and sometimes very good progress throughout the school. The most significant area of improvement has been in pupils' confidence to use computers to organise and represent data.

128. By the end of Year 2, appropriate use is made of the computers to support pupils' learning in other subjects, particularly English and mathematics lessons. They develop their letter and word recognition skills and their hand/eye control. Higher attaining pupils use the word processor with increasing confidence. They draft their stories and use paint and draw programs effectively to create pictures linked to their work in geography on the seaside. Pupils effectively learn to use ICT to organise and represent, for example, their favourite meals.

129. By the end of Year 6, pupils continue to develop their communication skills and to handle information. Pupils edit, draft and save work and most are confident and skilled in using technology to support their work in other subjects. The oldest pupils use the computer effectively to research information linked to their work in other subjects, such as geography and history.

130. Progress in the use of ICT to solve problems, to research information, to communicate information or practise, reinforce and develop skills in other subjects is good. Pupils in Year 2 make satisfactory progress in controlling programmable toys and this aspect of ICT is developed and improved upon consistently through the school. In Years 3 to 6, they make good progress in drafting and editing their work using the computers' tools. They improve their skills rapidly and gain confidence in using complex operations, for example,

they develop good skills of data handling and using the computer to produce graphs of their results from science investigations.

131. The pupils have good attitudes towards the use of ICT. They talk enthusiastically about the opportunities they have to use computers and are sufficiently confident to work together without the direct supervision of their teachers. Pupils respond well to ICT throughout the school. They are interested and as a result their behaviour is good. Less confident pupils have the assurance of appropriate support from teachers and other non-teaching staff.

132. The quality of teaching in ICT is good and sometimes very good. Good support is provided for pupils with learning difficulties to develop their skill of ICT, and where necessary, it is included in their individual education plans. The school recognises the need to develop teachers' confidence in the subject. This is effectively addressed by focused training for the teachers and the continuing support of the co-ordinator.

133. The co-ordination of ICT is good and this has resulted in improvement in the use of computers in each class. The subject documentation is clear, thorough and provides good guidance for teachers. The marking and checking of the pupils' progress is well developed and they are encouraged to complete marking and checking of their own work. Resources are good and sufficiently accessible.

## **MUSIC**

134. There is insufficient evidence to assess the standards achieved by pupils by the end of Year 2. Attainment by the end of Year 6 is generally in line with national expectations for the age group, with some pupils exceeding these in performance and composition skills. These findings are slightly more positive than those at the time of the previous inspection. There is a strong tradition of musical performance in the school and the opportunities to participate in musical and dramatic productions motivate pupils to develop their musical knowledge and skills. Recent examples include an Easter concert for which Year 6 pupils arranged songs and a musical version of "Scrooge" which required several soloists.

135. Pupils are introduced to some of the key elements of music, such as rhythm, whilst still in Year 1. They learn to play a wide range of percussion instruments, performing a rhythm to a given pulse. Pupils know the names of most of the instruments and learn to recognise them by their sounds as well as their appearance. Teaching at this stage is very good and pupils make very good progress in playing and singing in unison. Before the end of Year 2, pupils are given opportunities to further develop their listening skills and to compose elementary tunes, stimulated by topics such as the seasons and water.

136. Learning in the subsequent years is good. It is based on a four year cycle of musical experiences, so planned to support progress in pupils' knowledge, skills and understanding whilst avoiding repetition. Musical listening experiences are rich and varied, ranging from Holst's 'Planet Suite' to 'Peer Gynt', from Elizabethan music to 'Peter and the Wolf'. Pupils were observed using keyboards and computers to produce a three level piece which included melody and chanting. The quality of teaching was excellent as pupils were encouraged to draw on their knowledge of a range of musical elements and unusual instruments to create particular effects. Pupils responded with intense interest and creative effort, achieving short compositions with mixed variations in pitch, rhythm and dynamics.

137. Pupils' musical development is also promoted by listening to the music played in acts of worship and by the singing of hymns. A 'listening' assembly focussed on music from different cultures. Examples included Scottish bagpipes, Aboriginal didgeridoos and Indian

music. By Year 6, pupils are generally able to analyse such music. Resources are good but assessment arrangements are not yet formalised. The action plan for the subject includes in-service training for teachers in the use of ICT in music.

138. Lessons are supplemented by visits by musicians such as African drummers and pupils' visits to concerts. Extra-curricular instrumental tuition is available if pupils wish. Currently they can choose between the flute, the clarinet or keyboard. Recorder tuition is also available.

## **PHYSICAL EDUCATION**

139. The satisfactory achievements of the pupils in physical education are similar to those indicated in the previous report and standards have been maintained. Boys and girls undertake all the physical activities provided in the school equally.

140. Pupils in Years 1 and 2 are provided with a satisfactory range of physical activities over the course of each year. This includes games activities which develop throwing and catching skills, dodging and running games, introducing the pupils to the idea of marking an opponent. In the lesson observed the pupils in Years 1 and 2 demonstrated an average level of ability in throwing and catching beanbags. They also threw them with a good degree of accuracy to land in a hoop as a target. Their skills were extended to throwing overhand without losing accuracy, this was successfully done and progress in the development of the skill was apparent. The pupils ran and changed directions on instruction successfully, avoiding bumping into one another.

141. Games skills are developed further among the pupils in Years 3 to 6 so that by the time they leave the school most of them achieve average levels of attainment in these skills as well as in swimming. In most years almost all the pupils can swim the minimum 10 metres, most manage at least 25 metres and some become accomplished swimmers before they leave the school.

142. The teaching of physical education which was observed was satisfactory. The national guidance materials for physical education are the basis of the planning in the subject and this ensures that there is proper coverage of the various elements in physical education. The management of the pupils was sound and this enabled them to develop their skills in co-operation with one another. The older and Higher attaining pupils are used to demonstrate good methods and techniques and this provides the younger pupils with good models to copy. The pupils co-operate well and are enthusiastic about the work they are given to do. Pupils identified as having learning difficulties are supported well and make good progress.

143. The subject is satisfactorily led and managed. It is included in the programme of subject reviews in the school improvement plans. There are limited opportunities for gymnastics and dance skills due to the unsatisfactory accommodation. Outside there is good quality adventure equipment and the pupils make good use of this both in lessons and also more informally. Swimming is provided in a hired pool. The subject plays its part in providing for the personal development of the pupils in establishing rules for fair play and in enabling pupils to shine at physical activities, such as swimming, when in other parts of the curriculum they are overshadowed by their peers.

## RELIGIOUS EDUCATION

144. By the end of Year 2, standards achieved by the pupils are at least in line and sometimes above the expectations for their age. By the end of Year 6, the majority of pupils are achieving at standards which exceed the expectations set out in the locally Agreed Syllabus for religious education. This is a significant improvement on the standards reached at the time of the last inspection. Pupils' progress across the years is good.

145. These judgements are based on surveys of pupils' work, including classroom displays, discussions with teachers and scrutiny of teachers' planning across the year groups. Just one lesson was available for observation so no clear cut judgement about the quality of teaching is possible. The lesson seen showed pupils from Years 5 and 6 achieving well in the use of ICT to inform their in-depth study of Hinduism. The work covered information on the different gods and extracts from Hindu poetry. It built on earlier learning about Hinduism which groups of pupils had brought together in very attractive folders and artistic displays, together with Hindu artefacts, to celebrate a Hindu Day in the school. A matching display on aspects of Christianity reflected earlier learning. Pupils' skills in art and design and literacy contributed to the quality of the final results.

146. The work of younger pupils focuses on Christian symbols and ceremonies, such as baptism, and their meaning. Teachers reinforce pupils' understanding by building on their own experiences of belonging and family ceremonies, drawing parallels with the sharing of experiences as part of a faith community. The spiritual aspects of Christianity are explored and compared with those of faiths including Hinduism and Sikhism. Pupils learn that religious leaders, special books, places of worship and festivals such as Christmas and Divali are a feature of all world religions, and that beliefs give rise to values which guide every-day behaviour. In Year 3, pupils' work shows quite extensive knowledge of the Bible, its stories and their meanings. Slower learners are supported by partially structured learning assignments.

147. Pupils' writing is extensive and well illustrated. It is obvious that they are interested in the subject and are making a real effort to do well. Teachers' marking is appreciative and encouraging. Assessments arrangements are good. Pupils' achievements are assessed at the end of each unit of work and examples are kept to inform teachers' expectations for achievement. The co-ordinator has updated the school's policy for the subject, in line with the new Agreed Syllabus. Teachers evaluate the effectiveness of each unit of work and use the information to inform future planning. The subject contributes significantly to pupils' spiritual, moral, social and cultural development.