

INSPECTION REPORT

KINGSKERSWELL C of E PRIMARY SCHOOL

Kingskerswell

LEA area: Devon

Unique reference number: 113398

Headteacher: Mr Gareth Thomas

Reporting inspector: Dr John Collings
20752

Dates of inspection: 24th – 27th March 2003

Inspection number: 247361
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 5 - 11
Gender of pupils: Mixed

School address: Coffinswell Lane
Kingskerswell
Newton Abbot

Postcode: TQ12 5HN
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Appropriate authority: Governing body
Name of chair of governors: Rev John Leonard

Date of previous inspection: 12th February 2001

INFORMATION ABOUT THE INSPECTION TEAM

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20752	John Collings	Registered inspector	Science Information and communication technology	What sort of school is it? The school's results and achievements. How well the school is led and managed? What the school should do to improve further?
19639	Gill Anderson	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?
12116	Christina Morgan	Team inspector	Mathematics Art Music Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?
22831	Clive Lewis	Team inspector	Foundation Stage Design and technology Physical education Religious education	How well are pupils taught?
20614	Don Kimber	Team Inspector	English Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingskerswell is a Church of England primary school for pupils aged five to eleven. There are 304 pupils on roll, whose ethnic origin is white British. There are no pupils for whom English is an additional language. 11.6 per cent of pupils have special educational needs, which is well below the national average. 1.3 per cent have Statements of Special Educational Need, which is broadly in line with national averages. 8.5 per cent of pupils are eligible for free school meals, which is below the national average. There have been two exclusions and mobility is low.

HOW GOOD THE SCHOOL IS

Standards in English, mathematics and science are at least satisfactory. Pupils' attitudes and their personal development are good. Teaching is good overall. There are very good leadership and management, which have effected very good improvement since the last full inspection, so that the school no longer has serious weaknesses. Pupils enter the school with broadly average attainment. The school's income is in line with the vast majority of schools nationally and therefore it gives satisfactory value for money.

What the school does well

- Standards in English, mathematics, science and information and communication technology have improved and are now at least satisfactory in infants and juniors.
- The Foundation Stage is good and children make good progress.
- Very good leadership by the headteacher, key staff and subject leaders to implement the very good progress since the last full inspection.
- Teaching is good overall.
- The curriculum is good, with good cross-curricular links and very good social and moral provision.
- There is good assessment in English and mathematics.
- There is good provision for pupils with special educational needs.
- The school cares well for its pupils. Their attitudes to school are good and they behave well.
- Parents think it is a good school.
- The governing body is good and supports the headteacher and school well.

What could be improved

- Continue to raise standards in English, mathematics and science.
- Improve standards in music.
- Further development of the outdoor area for the Foundation Stage
- Apply the good assessment procedures in English and mathematics to other parts of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST FULL INSPECTION

The last full inspection was in February 2001, when the school was found to have serious weaknesses. It has addressed these systematically and has improved significantly. All the key issues have been addressed. The very good leadership and management have improved standards in English, mathematics and science. The Foundation Stage and the infant and junior curricula are now good, with good curricular links being systematically planned

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	E	A	E	E
Mathematics	D	A	C	C
Science	D	B	D	E

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

These results reflect the significant variation between cohorts. When the 2002 National Curriculum test results for pupils in Year 6 are compared with their National Curriculum results at the end of Year 2, it can be seen that good progress has been made overall. Current standards of work seen in the school in Year 6 are average in English, mathematics and science and the pupils overall are making at least satisfactory progress.

Compared with all schools in 2002, pupils' standards at the end of the infants were satisfactory in reading and mathematics and very good in writing. Teacher assessment in science judged standards above average. The standards seen among the current cohort of pupils are broadly average in reading, writing, mathematics and science.

Standards vary every year as the abilities of different cohorts vary significantly. However, standards have risen overall. The school now has much improved systems for monitoring pupils' progress to enable teachers to take appropriate action. Its targets for pupils leaving the school at the end of the juniors are realistic and firmly based on their ability assessed at the end of the infants.

The strength in English is handwriting. The strength in mathematics is basic numeracy. Areas for development are to raise the percentage of pupils reaching the higher levels of attainment in English, to develop pupils' problem-solving skills in mathematics, and to improve their independent investigative skills in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are keen and enthusiastic overall.
Behaviour, in and out of classrooms	Good; pupils behave well in the vast majority of lesson and around the school.
Personal development and relationships	Good; pupils generally mix well and are involved in lessons.
Attendance	Good; the vast majority of pupils like coming to school and are punctual. Unauthorised absence is negligible.

Pupils show a positive attitude to the school, and their behaviour is generally good. Young children behave particularly well. In the playground pupils behave well. The vast majority of pupils respond well to the school's very good moral and social ethos. They are generally enthusiastic about school and parents confirm this. Pupils' personal development and relationships are good, and are well supported

by the high quality of the moral and social provision for their development. Pupils generally mix well and are involved in lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 teaching of English is good and satisfactory in mathematics, with many good features. The quality of teaching throughout the school is good overall. All pupils are fully included. Of the total of 70 lessons observed, over three-fifths were judged good or better. One in seven lessons was very good or better and one of these lessons was excellent. Only two lessons during the inspection were unsatisfactory.

Strengths:

- in the great majority of instances, teachers demonstrate good knowledge and understanding;
- teachers have a thorough knowledge of literacy and numeracy skills;
- lessons are planned well, with clear objectives for what pupils are to learn;
- teachers use a good range of teaching methods, carefully balancing direct teaching of the whole class with group activities where the teacher works with groups or individuals;
- resources and support staff are used effectively and imaginatively to motivate and interest pupils;
- teachers use encouragement and praise well;
- in the vast majority of lessons, pupils are successfully and skilfully managed resulting in good and frequently very good standards of behaviour.

Areas for development:

- ensure that learning objectives consistently identify the knowledge and understanding to be developed during the lesson;
- the consistency of marking so that pupils know what they need to do in order to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; a particular strength is the development of cross-curricular links between subjects.
Provision for pupils with special educational needs	Good; there is good support for pupils with special educational needs from teachers and support staff. Pupils and parents know the targets that individuals are working towards. Pupils who are gifted or talented are also well supported.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall; with good spiritual provision, very good moral and social provision and satisfactory cultural provision.
How well the school cares for its pupils	Good; the school supports its pupils well and makes good assessments of academic work in English and mathematics, tracking pupils' progress well.

The school's links with parents have remained satisfactory since the last full inspection. The quality of information provided for parents, particularly about pupils' progress, is satisfactory. The provision for

formal meetings is satisfactory, but opportunities for informal parental contact would benefit from clarification. At home parents are generally supportive and make an adequate contribution to learning. The "parent, teacher, friends" association gives good support to the school through fundraising and social events.

The curriculum is rich, broad and balanced, and meets statutory requirement well. The links between the knowledge, understanding and skills common to different subjects are being systematically developed. Extra-curricular provision, the contribution of the community and personal, social and health education provision are very good and all pupils are fully included.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher has developed a very effective senior management team and encouraged enthusiastic subject managers. The clear vision for the school is communicated very well and shared by the governing body, the senior management team, the teachers and support staff.
How well the governors fulfil their responsibilities	Good; the governing body fulfils its statutory duties well, shares the educational direction of the headteacher and organises itself with efficiency. They understand the school's strengths and are very aware of the areas requiring improvement. They have good relationships with the headteacher and are challenging and supportive.
The school's evaluation of its performance	Good; monitoring is now in place and subject leaders are increasingly involved in the process of evaluating pupils' attainment and progress in their subjects.
The strategic use of resources	Good; the quality of financial planning is good and has improved since the last full inspection. The funds received by the school are used to support priorities very effectively. Good use is also made of specific grants.

The finance committee of the governing body ensures that principles of best value are always applied, thereby contributing to the cost effectiveness of the school; for example, consulting parents and pupils in the decision to remove the school's swimming pool and carefully evaluating spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Teaching is good. • Parents feel comfortable about approaching the school with questions or problems. • The school expects their children to work hard and achieve his or her best. • The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • Their children getting the right amount of work at home. • Being better informed about how their children are getting on. • The school working more closely with parents. • The management of the school. • Behaviour management.

The inspection team agrees with what pleases parents. It found that the amount of work pupils get at home is in line with that in most other schools. The amount of information the school shares with parents about the curriculum and pupils' progress is similar to that in most schools. However, the school is conducting a survey to establish what additional information parents would find helpful. Overall behaviour management in the school is good. The school is reviewing its behaviour management

procedures to deal with isolated incidents more effectively. The inspection team disagrees most strongly that the management of the school is unsatisfactory. It is in fact very good and a significant factor in the improvement of the school since the last full inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards in the school are at least satisfactory and pupils make sound progress. This is a significant improvement since the last full inspection in 2001 and since the 2002 National Curriculum tests, when standards overall for eleven-year-old pupils were below average on both occasions.
2. In the 2002 National Curriculum tests the results for eleven-year-old pupils were well below average in English, average in mathematics and below average in science. Although, when compared with those in similar schools, standards were well below average in English, average in mathematics and well below average in science, pupils made very good progress in mathematics and sound progress in English and science from their previous attainment at the end of the infants. Standards have varied significantly over the last four years and have been largely due to differences between cohorts. The large number of staffing changes is also likely to have had an effect although this is now stable.
3. Compared with all schools in the 2002 National Curriculum tests the results for seven-year-olds were average in reading, well above average in writing, and average in mathematics. Teacher assessment in science judged standards above average. Although standards have varied over the last four years, they have improved overall and any differences are due to differences between cohorts.
4. Until the current year the school has undertaken local-education-authority "baseline" assessments of basic skills within the first half-term of children entering the school. Over the past few years this has confirmed that attainment on entry to the school varies considerably but is broadly average. Due to good and frequently very good teaching and co-ordination, children receive a good start to their education and make good and frequently very good progress. This is a significant improvement since the last full inspection. At the time of the current inspection the great majority of children were attaining the recommended ¹Early Learning Goals, and overall attainment is likely to be above expectations by the end of the Foundation Stage in most of the Early Learning Goals.
5. Standards seen during the inspection were broadly average in English, mathematics and science in both infants and juniors. This demonstrates that sound standards are being maintained in the infants, with improving standards in the juniors. This is reflected in the satisfactory teaching in the infants and good teaching in the juniors.
6. Pupils make sound progress in the infants and juniors. Although in the 2002 National Curriculum tests there is some evidence to suggest that infant girls do less well than boys, there is little difference between girls' and boys' attainment by the end of the

¹ Early Learning Goals: these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

juniors. Inspection evidence shows that the performance of girls was not significantly different from that of boys.

7. In both infants and juniors standards are satisfactory in design and technology, geography, history, information and communication technology, physical education and religious education, and above expectations in art. Standards in music are below expectations, which is due to a lack of consistent co-ordination and has been identified in the school improvement plan as an area to develop with a new subject leader appointed in September.
8. Inspection evidence for English shows that speaking, listening, reading and writing are average in the infants and juniors. Overall, standards in handwriting are above average. By the age of seven, pupils write stories drawn from Chinese myths, and non-fictional writing includes an account in their own words of Mary Seacole (linked with history), and non-chronological writing about insects, linking with science. By the age of eleven, pupils show a lot of interest in their work and usually present it neatly. Writing forms are developed to include letter writing, reports and explanation texts, as well as narrative styles. Many pupils can use adventurous and imaginative words to convey meaning. Some pupils, for example, clearly showed that they were able to capture and convey a sense of tension and of being threatened in their writing.
9. In mathematics inspection evidence shows that pupils are meeting expectations in all aspects of the subject. However, the ability to solve problems is less well developed. Pupils in Year 2 can recognise coins up to £2 and work out the smallest number of coins required to make given amounts. They can work out simple number problems using addition and subtraction, and are beginning to understand the relationship of multiplication and division. By the age of eleven most pupils, including lower-attaining pupils, have good recall of number facts and have developed good strategies for solving mental number problems.
10. In science pupils are meeting expectations overall, but their ability to plan and carry out investigations independently is below expectations. At the age of seven, pupils can describe materials, identify their use, sort them into relevant groups such as transparent, translucent or opaque, and distinguish them as magnetic and non-magnetic. By the age of eleven, pupils identify sound as the result of objects vibrating and know that the tighter a string is, the faster it vibrates and the higher the pitch. They also recognise air resistance as a force through investigating the number of times a sheet of paper is folded and its rate of fall.
11. Pupils' attainment in information and communication technology is in line with expectations. The school has put a significant amount of effort and resources into raising teachers' expertise and providing good facilities, a significant improvement since the last full inspection. This is now beginning to show positive results, with pupils secure in a wide range of skills. At the age of seven, pupils create simple images of landscapes, and graphs of their favourite foods and the different types of vehicles passing the school. By the age of eleven, pupils use digital cameras to provide images to present arguments for and against the proposed Kingskerswell bypass, and they program a traffic light sequence, which includes pedestrian lights, to control traffic at a cross roads.
12. Pupils with special educational needs make good progress in the infants and juniors against their statements and the targets on their individual education plans and all pupils are fully included.

13. The school's targets were met for 2002. Targets for pupils at the end of the juniors for the next four years are realistic and securely based on their attainment at the end of the infants.

Pupils' attitudes, values and personal development

14. Pupils have a positive attitude to the school, and their behaviour is generally good. At the time of the last full inspection their attitudes were also positive, but their behaviour, which was judged then to be satisfactory, has improved. Young children behave particularly well. In the playground pupils behave well. Nearly all of them, with very few exceptions, respond well to the school's very good moral and social standards. However, there are a small number of isolated pockets of unsatisfactory behaviour which distract from the quality of learning. Pupils fully understand the school's expectations of their behaviour and are generally happy to comply, but are unhappy where the management of pupils is inconsistent, because they feel it is unfair. The absence of bullying is generally satisfactory, and there is no evidence of racism or sexism. There have been two exclusions in the last year, one permanent and one fixed term.
15. Pupils are generally enthusiastic about school and parents confirm this. Pupils' interest and involvement in their activities are generally good. In Year 4 in an information and communication technology lesson pupils were interested and involved, including those with special educational needs, because work was well planned. Occasionally, some pupils are not sufficiently engaged and find it difficult to identify with their group or work co-operatively. However, in the vast majority of lessons behaviour is good and teachers deal effectively with isolated, deliberately disruptive behaviour by individuals.
16. Pupils' personal development and relationships are good. They generally mix well and are involved in lessons. Pupils' understanding of the impact of their actions on others is satisfactory. Their respect for the feelings, values and beliefs of others is good, because of the good role models provided by adults, who show respect and care in their relationships with pupils. This was seen in an information and communication technology lesson in Year 5/6 where pupils worked well together in pairs and the vast majority were conscientious. Pupils enjoy opportunities to take initiative and show personal responsibility, which they do well. This is reflected in their willingness to do jobs, hold doors open for other pupils and adults, and make an effective contribution to the school council. Relationships are generally good and most pupils are sensitive and caring to younger pupils because the school encourages them to be so. All pupils are fully included whatever their needs.
17. Attendance is good because the majority of pupils like coming to school, and they are punctual at the start of the school day and for lessons. Unauthorised absence is negligible.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching throughout the school is good overall. Of the total of 70 lessons observed, the quality of teaching in over three-fifths was judged to be good or better. One in seven lessons was very good or better and one of these lessons was judged to be excellent. Only two lessons during the inspection were unsatisfactory, in one case because the pupils were not well-behaved and in the other case, in a music lesson, because the school's curriculum did not support the teacher sufficiently. The quality of teaching in the Foundation Stage (reception classes) was good overall and ranged from very good in approximately one-third of lessons seen to satisfactory, with over three-quarters of all lessons seen judged to be good or better. In the infant department,

teaching is satisfactory and ranged from very good to satisfactory, with over half of all lessons seen good or better. In the junior department the quality of teaching ranged from excellent to unsatisfactory and nearly two in three of all lessons seen were good or better. Additional and support teaching for pupils with special educational needs is of good quality.

19. Throughout the school, in the great majority of instances, teachers demonstrate a good knowledge and understanding of the National Curriculum and the subjects they teach. As a result, pupils' acquisition of skills, knowledge and understanding is good. This was the case, for example, in a Year 6 music lesson where the teacher was able to demonstrate what he wanted the pupils to perform and used their own good examples to exemplify what was required. In all lessons observed, planning successfully incorporates the National Curriculum programmes of study and the requirements of the agreed syllabus for religious education. All teachers have implemented the suggested lesson formats and programmes of study of the National Literacy and Numeracy Strategies well. They have a thorough knowledge of the literacy and numeracy skills the pupils need and ensure that they are clear about the purpose of their learning and that all pupils are fully included.
20. Teachers place a good emphasis on the basic skills. In English and literacy lessons pupils have a good range of opportunities to read and write, and teachers place a strong emphasis on encouraging their speaking and listening skills. In mathematics lessons, teachers put an appropriate emphasis on developing pupils' ability to calculate mentally in "quick mental maths" activities at the start of lessons which engage and stimulate pupils' interest in number and sum up the learning at the end of lessons effectively with useful plenary activities. However, one music lesson was judged to be unsatisfactory largely due to the lack of whole-school curriculum guidance for music leading to inappropriate activities for the age group. Science is generally taught well. However, there is some lack of knowledge and understanding to ensure that pupils develop investigative skills to enable them to carry out investigations independently by the time they reach the end of the juniors. The teaching of information and communication technology has improved significantly, with teachers' knowledge and understanding at least satisfactory and sometimes good. This has had the effect of raising standards from unsatisfactory to satisfactory.
21. Lessons are planned well, with clear objectives for what pupils are to learn. In the best cases these objectives are made clear to the pupils at the start of lessons and reinforced throughout lessons and, as a result, pupils in the upper school particularly, have a good knowledge of their own learning. However, in a number of cases learning objectives are simply descriptions of tasks to be undertaken and do not sufficiently identify the knowledge and understanding to be developed during the lesson. This was seen, for example, in an otherwise very good Year 2 English lesson which the teacher had planned carefully and in considerable detail, although the learning objective was "Using part of the story of Jack and the Beanstalk". To ensure pupils with special educational needs make good progress teachers' plans take into account the differing needs of pupils, with appropriate consideration being given at the planning stage to providing work at appropriate levels for the wide range of abilities in the class.
22. There is a satisfactory ratio of teachers to pupils and a satisfactory number of well-trained learning-support assistants for the number of pupils. Teachers in parallel classes plan their lessons together, and teachers and support assistants work well together. This has a positive effect on the quality of learning in lessons. In the best cases teachers draw on a range of contexts and resources to make subjects comprehensible and make good links to previous learning. This was seen in a Year 5/6 design and technology lesson where the teacher's planning and questioning made

very clear links with the previous learning, and her very clear explanations and high expectations ensured that pupils were well motivated and made good progress.

23. Teachers are conscientious and work hard for the benefit of all their pupils. In the best lessons teachers have very high expectations of work and behaviour and, as a result, the majority of pupils respond with a high level of interest and considerable enthusiasm. Teachers use a good range of teaching methods, carefully balancing direct teaching of the whole class with group activities where the teacher works with groups or individuals. However, at times in a small number of lessons seen there is an over-reliance on “carpet activities”, with pupils sitting on the carpet for too long, leading directly and understandably to some minor restlessness and misbehaviour which slow the overall pace of the lesson.
24. Teachers use encouragement and praise well and work very patiently and sensitively, – although, it has to be said, not always totally successfully - with the small minority of pupils with significant behaviour difficulties. Support staff are used well; they work well with class teachers and are well informed about the teaching and learning objectives for the lesson. In most lessons pupils are successfully and skilfully managed and, as a result, good and frequently very good standards of behaviour prevail. Most teachers use a good range of management strategies and are successful in motivating pupils and encouraging appropriate behaviour. This was clearly the case, for example, in an excellent Year 5 English lesson, where the challenging tasks and high level of expectations set by the teacher motivated the pupils very effectively and stimulated their interest, with the result that their attitudes, behaviour and level of enthusiasm throughout the lesson were excellent. There are just a few occasions when these good management strategies are not totally successful with a very small minority of pupils with significant behaviour difficulties.
25. Most teachers prepare and use resources effectively and imaginatively to motivate and interest pupils. This was the case, for example, in a Year 5 history lesson where the teacher provided a range of photographs of Kingskerswell in the past for pupils to observe and compare. In the best cases, teachers assess individual pupils’ attainment and understanding well and continually through skilful questioning. Mistakes and misconceptions are recognised at an early stage by the teachers and used constructively to facilitate learning. Examples were observed during the inspection of teachers using their ongoing, day-to-day evaluations of pupils’ learning to amend or annotate their literacy or numeracy planning for the following day’s lesson. The quality of marking varies considerably from class to class, but most marking in books is up to date and, in the best cases, contains encouraging and evaluative comments. Teachers make satisfactory use of homework; pupils take their reading books home regularly and a broadly satisfactory range of homework is set in the junior department. However, insufficient use is made of homework for consolidation or challenging higher attainers.

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

26. There have been significant improvements in curriculum provision since the last full inspection and it is now good overall. The school now provides a broad and balanced curriculum in every area except music, where it is recognised that coverage of certain elements is insufficient and inconsistent across the school as a whole. The school has achieved an appropriate balance between a necessary emphasis on the core subjects of English, mathematics and science, and proper development of the foundation subjects. Information technology is used appropriately to support learning across the curriculum. Strategies for teaching basic literacy and numeracy skills are effective and

are having a beneficial impact across the curriculum. Other subjects are used well to reinforce learning in literacy and numeracy lessons; for example, by report writing in science and through opportunities for extended writing in history and geography.

27. The school has carefully thought through its curriculum provision and now has a coherent and meaningful balance of subjects with particularly strong cross-curricular links. Planning indicates how lesson content can be matched to the range of different ages and abilities in each class, and setting is used effectively in Years 5 and 6 in mathematics.
28. Provision for pupils with special educational needs is good. Lower-attaining pupils are provided with additional adult support in order to access the curriculum, and the provision for pupils with Statements of Special Educational Need is very good. The school informally identifies gifted pupils and those with particular talents, and makes good provision for them, particularly by providing access to county-wide musical and sporting facilities. It works hard to provide equality of opportunity for all its pupils. However, the school's efforts are undermined in some classes by the disruptive behaviour of one or two pupils, which is having a disproportionate effect on the learning of others.
29. The quality of targets on individual education plans for pupils with specific learning difficulties is satisfactory but not always time limited or measurable. They are reviewed every three months. The quality of targets on individual education plans for pupils with behavioural difficulties are very precise. They are reviewed weekly and adjusted to meet their needs.
30. Provision for pupils' personal, social and health education is very good. The school has planned the provision carefully and it includes lessons about sex and drugs. All classes have a regular 'circle time'. The contribution of the community to this and other areas of the curriculum is very good and a range of visitors provide an additional dimension to pupils' learning. These include fire, ambulance and other services. Older pupils have a day with the fire and ambulance service, learning first aid and resuscitation techniques. Links with the local church are strong. Local councillors have been in to present both viewpoints on the local by-pass debate. The school council is heavily involved in decision making and has been involved in the design and location of the new computer suite. Life skills are built systematically into the curriculum, and the school has won a prestigious Investors in Careers Award for its development of life skills.
31. The school works closely with other schools in the area, and pupils take part in regular inter-school competitions. Both the secondary schools to which the majority of pupils go provide regular access to facilities which extend and enhance the primary school curriculum.
32. The school's provision for extra-curricular activities is very good. It includes a range of musical and sporting opportunities such as Saturday-morning football. There are also homework, drama and chess clubs. Pupils from Year 4 onwards have planned residential visits with a specific focus. In Year 4, pupils have opportunities for sculpture, painting, pottery, recorders, netball, keyboards and school choir. Year 5 pupils have an exchange visit with a school from the Welsh valleys, and Year 6 pupils go to an outdoor adventure centre in Kingsbridge.
33. The school's provision for spiritual, moral, social and cultural development is good overall. Provision is very good for moral and social development and good for spiritual development. This is an improvement since the last full inspection.

34. The provision for pupils' spiritual development is good. Within the curriculum for religious education they are encouraged to reflect upon their own and other people's beliefs. They are also encouraged to understand human feelings and emotions, and be aware of others in other lessons. In lessons teachers show that they value pupils' ideas and often lead class discussion well to ensure that all pupils are drawn in. In a literacy lesson, when enthusiastic pupils were keen to offer their ideas, they were gently reminded, 'everyone is important in this class, everyone has a right to be heard.' In school assemblies too there are good opportunities for pupils to reflect quietly upon their feelings and personal values. The time for prayer enabled pupils to consider their feelings about current concerns, including that of discord between different groups of people.
35. The provision for pupils' moral and social development is very good. Pupils are able to agree to additions to school rules, which are then published in their classroom. Often these are deliberately couched in positive ways. In physical-education lessons Year 1 pupils discuss rules and why we have them. Pupils are helped to distinguish right from wrong in various ways, sometimes through stories told and heard in lessons such as English, and in assembly. They are also helped through the daily fostering of the values of fairness and respect for others in personal, health and social education lessons as well as other school activities. Pupils have recently chosen to help a school in Calcutta with fund-raising over the next year.
36. Provision for pupils' social development is also very good. The school makes strong efforts to build relationships between pupils, and between staff and pupils from the reception classes upwards. This is seen in many lessons where opportunities are taken to enable pupils to work together in pairs or groups. For 25 minutes or so, five reception children talk and play together, organising their wooden toys on a floor railtrack layout without the need for adult involvement. In an infant class during small group work pupils work very well together as they discuss their use of punctuation and the overuse of 'and'. Pupils have contributed to the 'official' school aims through the medium of the active and very effective school council. The council also initiated the listening (counselling) service at lunchtime which enables pupils who wish to, to talk through with two trained counsellors any problems they face. Many Year 6 pupils take part in the lunchtime playground scheme when they can volunteer to help organise play activities for infant pupils.
37. The provision of pupils' cultural development is satisfactory. However, there are a number of ways in which pupils are able to gain insights into the beliefs and cultures of other peoples in topics in geography and religious education. Visits to places such as the synagogue in Exeter, the Big Pit (a disused coal mine in South Wales), St. Fagan's Folk Museum, and the Beaford Centre extend pupils' cultural awareness, as well as fostering their social development. The study of the work of artists representing different traditions, and theatre visits such as that of Years 5 and 6 to Exeter, as well as visiting theatre groups, presenting, for example, 'Scrooge', also promote pupils' cultural development. Opportunities are missed to use music in the curriculum to broaden cultural awareness. The school has developed a race-relations policy, and is currently working on ways to promote pupils' awareness of living in a society with traditions from diverse cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Procedures for child protection and for ensuring pupils' welfare are good, which is an improvement since the last full inspection. There is professional expertise within the governing body, which has been shared through the training of all staff. Good recording of all incidents facilitates good monitoring. Procedures to ensure health and safety are good and there are no outstanding issues from the last audit.

39. The monitoring of pupils' academic performance and personal development, and the educational and personal support and guidance they receive, are good. All teaching and support staff know pupils well and provide effective and caring support for their personal development to ensure all pupils are fully included. This is well supported by very good provision for their personal, social and health education, which has a good impact on raising achievement. In Year 4, in a lesson on personal, social and health education, pupils were eager to contribute and to answer the teacher's questions because she led the discussion well. This made a good contribution to their developing maturity and understanding of others, and to how and why they behave as they do. There is a listening service available to pupils. The good quality of care raises achievement, as pupils are ready to learn, because they feel secure.
40. Procedures for monitoring and improving attendance are good. The educational welfare officer is involved appropriately and gives support to families who need it, but at the moment there are few concerns. The headteacher monitors attendance carefully and is effective in discouraging the inappropriate taking of holidays in term time.
41. Procedures for monitoring and promoting good behaviour, and monitoring and eliminating oppressive behaviour are good. Bullying is not generally an issue, which is due to the good ethos of the school and the encouragement of older pupils to care for younger ones. However, there are problems with a very small number of difficult and unpredictable pupils who are not always managed effectively and other pupils' learning is interrupted and achievement is held back. The school is currently developing procedures to deal with inappropriate behaviour more effectively.
42. The school now has very good systems in place for assessing pupils' attainment and progress, although the data obtained is currently used only satisfactorily to guide planning. This constitutes very significant progress since the previous full inspection, when assessment was a "Key Issue" for development. The school provides effective support and advice for its pupils, informed by the monitoring of their academic progress and personal development.
43. Much useful assessment is done on a short-term day-to-day basis by teachers and, in the best cases, by learning-support assistants who make notes on pupils' responses during lessons. The school undertakes all statutorily-required formal assessments of its pupils. Until the current school year the local education authority provided "baseline" assessment of pupils undertaken on their entry to the school, and there are well-advanced plans to undertake the new national "Foundation Profile" assessments at the end of the current reception year. The statutory end-of-key-stage SATs tests in English, mathematics and science are undertaken at the ages of seven and eleven.
44. In addition to this statutorily-required testing, the school undertakes optional mid-key-stage tests at the end of each year, and regular end-of-unit assessments in the remaining subjects throughout the year, with the teacher identifying pupils who did not achieve the unit objectives and those who exceeded the key objectives. The school has very good systems for assessing pupils' progress in the core subjects of English and mathematics, although systems for assessing progress in science are less well developed. Pupils undertake half-termly writing tasks for their progress book, which is marked against the National Curriculum performance descriptors, and each pupil's work is "levelled" for writing each half term. In addition, there is termly assessment of guided reading, with targets set for each guided reading and writing group. In mathematics there is ongoing assessment in the form of "Key Objective" sheets.

45. All other subjects follow the ²Qualification and Curriculum Authority end-of-unit assessment format whereby pupils achieving above and below expectations are noted on the class sheet. Subject leaders monitor samples of work each term, obtaining information about strengths and weaknesses which they use to formulate their annual action plan. End-of-key-stage national test papers are analysed question by question and this analysis is fed back to staff by subject leaders and used as a basis to revise the curriculum. A significant strength of the school's new assessment systems is that all teachers are involved in the analysis and track individual pupils' reading, writing and mathematics attainment on "bell curve" analysis sheets and are thus able to identify which pupils have not progressed appropriately during the half year.
46. A great deal of energy and work have successfully been put into the development of very good systems for assessment in the brief period since the last full inspection and the school is now well placed to begin to make good use of the data obtained. The significant amount of information now gained from testing is beginning to be used to identify and support pupils, and to provide group targets for mathematics and English, based on assessment data. Among the practical results of this analysis has been the identification of weaknesses in problem-solving in mathematics and in pupils' inference skills in English, but, although, for example, problem-solving in mathematics has been put onto the school development plan for next year, no significant changes to the curriculum or teaching methods have yet been made as a result of this analysis.
47. Procedures for monitoring and supporting academic progress are good. In the great majority of lessons, pupils are made aware of the learning objectives for the lesson, and pupils with special educational needs are given, and made aware of, individual targets for their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents consider this to be a good school. Only a quarter of parents responded to the inspection survey and they were generally positive. However, nearly a fifth of those felt that their children do not get the right amount of homework, nearly a quarter do not feel well informed about how their children are getting on, and nearly as many do not feel that the school provides an interesting range of activities.
49. Most parents at the meeting thought the amount of homework was about right, which is confirmed by the inspection. The amount of homework is satisfactory for younger pupils and good for older pupils. There is a homework club for Year 6 pupils to support the provision. The information provided for parents about how their children are getting on is judged to be satisfactory and the quality of annual reports has improved since the last full inspection. Reservations about the provision for extra-curricular activities are not supported, as the inspection finds it to be very good, even including a football club on Saturdays run by a governor. At the meeting parents were generally happy about the behaviour of pupils, but a small number raised concerns and the inspection finds that overall behaviour is good, and can be very good. However, there are a few isolated cases of unsatisfactory behaviour which detracts from the quality of learning for some pupils.
50. The school's links with parents have remained satisfactory since the last full inspection. The quality of information provided for parents, particularly about pupils' progress, is satisfactory. The school's own survey earlier in the year identified that parents would like more information and this is being addressed by the governing body to find out what

² The Qualification and Curriculum Authority is a national body that produces schemes of work for subjects other than mathematics and English that schools can use if they wish to ensure full and appropriate coverage of the National Curriculum.

parents want. Newsletters are good, as are annual reports, which give clear information on what a pupil knows, understands and can do. Whilst they contain information on what a child needs to do to improve, this tends to be general and not always sufficiently specific or measurable. The provision for formal meetings is satisfactory. However, the informal opportunities by which parents can communicate with the school about their children would benefit from clarification.

51. The impact of parents' involvement in the work of the school is satisfactory overall. The vast majority of parents are supportive and all have signed the home/school agreement, which has been recently reviewed by the school and parents, and also the pupils, through the school's council. The parents of younger pupils help in school when they can, but for the majority of parents opportunities are restricted as most of them are in employment. At home parents are supportive overall and make an adequate contribution to learning. The "parent, teacher, friends" association gives good support to the school through fund raising and social events. The school has the confidence of all groups and is well thought of by the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are very good. This is a significant improvement since the last full inspection, when they were reported as unsatisfactory. The headteacher has developed a very effective senior management team and enthusiastic subject managers, who, under the leadership of the headteacher, have systematically addressed the significant range of issues identified by the last full inspection. Standards are now at least in line with expectations in all subjects except music, and the school improvement plan is an effective document focusing on school improvement and raising standards. Monitoring is now fully in place and subject leaders are increasingly involved in the process of evaluating pupils' attainment and progress in their subjects and this is having an effect on raising standards, particularly in English and mathematics. The curriculum now fully meets statutory requirements, the Foundation Stage is now good and provision for information and communication technology is also good.
53. The school is aware that continued development in some of these areas is still necessary and there are issues which it needs to address, but the school no longer has serious weaknesses. Since the last full inspection it has systematically moved from addressing a large number of issues simultaneously to a much clearer prioritisation of issues. This is largely due to the leadership and management of the headteacher and senior staff, the whole-hearted support of the governing body and the commitment of all concerned to make Kingskerswell an effective school which is well placed to continue its improvement.
54. The clear vision for the school is communicated very well and shared by the governing body, the senior management team, the teachers and all the support staff. The corporate belief is that Kingskerswell is a school committed to high achievement for all its pupils and respect for others. This is part of the underlying ethos guiding everyone's work, which means that children are fully included, work well together and work hard.
55. The structure and systems that are in place within the management of the school mean that everyone is clear in their role and able to be effective in moving learning forward. Meetings are regularly held for office staff, teacher support assistants, senior management and all staff. These ensure that the aims, vision and expectations are communicated very clearly. This results in all members of the school feeling valued and focusing on raising standards. Staff have genuine pride in being part of Kingskerswell Church of England Primary School.

56. The key-stage co-ordinators are clear in their role and are the first in line to deal with concerns, behaviour issues and teacher anxieties, or to give advice on the curriculum. Subject leaders are enthusiastic about their subject and lead many developments in their own time; for example, the significant developments in information and communication technology led by the deputy headteacher. They respond to the needs of teachers, run budgets and organise resources. They write action plans for their subject, which are shared with the senior management team, thus helping to set priorities for the school improvement plan.
57. The management of special educational needs is good. The co-ordinator is very experienced and dedicated, and provides good support for colleagues. For example, although teachers write any individual education plans for pupils in their class, they are monitored by the special educational needs co-ordinator and she provides advice. She also provides the liaison with outside agencies that are heavily involved in providing support.
58. The school evaluates itself very well. The headteacher and the governing body are very aware of its strengths and equally are clear about what steps need to be taken in order to move forward. The senior management team includes the co-ordinators for the infant and junior stages and the mathematics, English and science subject leaders. Their meetings look at co-ordinators' action plans and school results, and prepare for visits from the advisor from the local education authority. The team takes effective action to secure improvements. All staff know the school's priorities and are united in their work towards them. The school's improvement plan is well focussed on standards, has clear priorities and is clearly costed. The plan identifies appropriate action and is addressing the need to raise standards in scientific investigation and to increase the profile of music. The senior management team and governors monitor the progress of the plan.
59. The headteacher and deputy headteacher have implemented a clear cycle of monitoring teaching and learning, which is now fully established. It has had a significant impact on the high standards in English and mathematics found in the school. While subject co-ordinators monitor planning and pupils' work, the school has recognised that it could do more. The school improvement plan has identified the need to extend the good practice started by the headteacher and deputy headteacher into other areas of the school by creating opportunities and training to monitor teaching and learning by subject co-ordinators in a wider range of subjects.
60. The governing body is a good team that fulfils its statutory duties well, shares the educational direction of the headteacher and organises itself with efficiency so that the best can be made of all opportunities to contribute to school improvement. They understand the school's strengths and are very aware of the areas requiring improvement and the factors that contribute to measuring these, and are also well aware of pupils' achievements. They have good relationships with the headteacher and are both challenging and supportive. They consider the most significant improvements since the last full inspection to be the increase in standards and the clear vision for the school developed through a unified senior management team.
61. The quality of financial planning is good and an improvement since the last full inspection. The funds received by the school are used very effectively to support school priorities. Good use is also made of specific grants. The finance committee of the governing body ensures that principles of best value are always applied, thereby contributing to the cost-effectiveness of the school; for example, consulting parents and pupils in the decision to remove the school's swimming pool, and carefully evaluate spending decisions.

62. The school has effective procedures for performance management and appraisal. The objectives set for staff reflect a shared understanding of the school's priorities, and many staff have similar targets which relate to subject leadership and the performance of pupils.
63. The arrangements for the induction of new staff are good. Colleagues recently joining the school have soon felt they are part of a team. Those who are new to the profession are well supported by mentors and other colleagues. They also enjoy good support, with a programme of monitoring and non-contact time for professional development.
64. The school has experienced some mobility in staff over the last two years. However, there is now a more stable staff and their qualifications and experience are now well matched to the demands of the curriculum and as a result teaching has improved. Classroom assistants also undertake a variety of training courses, strengthen the quality of the teaching staff, and support pupils' learning. Consequently the quality of support staff is good. They are experienced and used well by teachers throughout lessons to ensure pupils are supported through, for example, group work. Pupils with Statements of Special Educational Need are very well supported.
65. Accommodation for teaching and learning in the school is good. A great improvement in facilities since the last report is the computer suite, and there is generally space for pupils to be able to work well together in pairs if required. Another improvement has been the development of a secure outdoor play area for Foundation Stage children. However, one reception class still has limited access to this secure area. Although the hall is quite large, it gets cramped when whole-school assemblies take place within it. The accommodation is very well maintained by the site manager and the cleaning staff. This contributes to the attractive and welcoming learning environment in the school, which is further enhanced by the good displays, many featuring pupils' work.
66. Overall, the range and quality of learning resources are satisfactory. There are good resources for English, mathematics and art. There are also good resources in information and communication technology, centred on the new suite. The resources for music are unsatisfactory. Resources for special educational needs are good.
67. Teachers use resources well for very nearly all subjects and in teaching under-fives. The library has also been developed well, and includes a good variety of recent and new acquisitions. However, given the size of the school, the stock is too small.
68. Although leadership and management is very good to ensure the school no longer has serious weaknesses and pupils attitudes and behaviour are good overall, currently pupils enter and leave the school with broadly average attainment. As the school's income is in line with the vast majority of schools nationally it therefore gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to build upon the improvements that have taken place and sustain them, the governors, headteacher and staff should:
- a) continue to raise standards in English, mathematics, science and information and communication technology by:
 - using the good assessment data to plan work even more effectively to ensure that it is sufficiently challenging and meeting the needs of all pupils based on their prior attainment, especially the more able pupils;

- ensuring that the good practice of sharing lesson objectives systematically with pupils at the start of lessons and reviewing at the end is used more widely;
- ensuring that the marking policy is applied consistently and pupils are clear about the area in which they have done well, but are also clear about how they can improve;

in mathematics also:

- develop pupils' problem-solving skills;

in science also:

- ensure that sufficient time and emphasis are given to developing pupils' independence in carrying out investigations;

in information and communication technology also:

- ensure that planning is sufficiently detailed to identify the steps needed to develop the knowledge, understanding and skills required by the lesson objective;

(paragraphs: 10, 20-22, 24, 25, 27, 42-47, 59, 88, 90, 93, 94, 99, 100, 102, 106, 107, 109-111, 118, 135, 140)

b) improve standards in music by:

- supporting the newly appointed subject leader to review the music curriculum to develop a coherent scheme of work so that pupils' knowledge, understanding and skills are learnt and built on systematically;
- developing teachers' knowledge, understanding and skills in music so that they have the skill to teach what is appropriate to the age and ability of the pupils;

(paragraphs: 7, 20, 26, 37, 52, 58, 141, 142, 144)

c) apply the good assessment procedures in English and mathematics to other parts of the curriculum;

(paragraphs: 25, 44-46, 88, 90, 94, 99, 100, 111, 118, 128, 133, 140)

d) further develop the outdoor area for the Foundation Stage.

(paragraphs: 65, 82)

Other things the school should consider

Review the implementation of the school's behaviour policy to ensure that it is applied consistently.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	34	24	2	0	0
Percentage	1	13	48	34	3	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	R - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	304
Number of full-time pupils known to be eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs	Nursery	R - Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	39

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	17
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	38	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	15	15
	Girls	32	36	36
	Total	44	51	51
Percentage of pupils at NC level 2 or above	School	83 (98)	96 (98)	96 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	36	37	36
	Total	51	52	51
Percentage of pupils at NC level 2 or above	School	96 (90)	98 (86)	96 (94)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	25	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	21
	Girls	16	18	20
	Total	31	36	41
Percentage of pupils at NC level 4 or above	School	63 (85)	73 (85)	84 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	20
	Girls	18	19	21
	Total	33	35	41
Percentage of pupils at NC level 4 or above	School	67 (79)	71 (85)	84 (85)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	304	2	1
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)	12.1
Number of pupils per qualified teacher	24.32
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	237

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	539 669
Total expenditure	532 234
Expenditure per pupil	1716.88
Balance brought forward from previous year	6 334
Balance carried forward to next year	13 769

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	303
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	44	3	5	0
My child is making good progress in school.	38	52	8	3	0
Behaviour in the school is good.	18	60	14	5	3
My child gets the right amount of work to do at home.	22	53	21	4	0
The teaching is good.	29	58	6	4	3
I am kept well informed about how my child is getting on.	23	43	22	9	3
I would feel comfortable about approaching the school with questions or a problem.	43	49	3	5	0
The school expects my child to work hard and achieve his or her best.	38	53	6	1	1
The school works closely with parents.	26	47	13	9	5
The school is well led and managed.	16	56	13	9	6
The school is helping my child become mature and responsible.	34	53	8	3	3
The school provides an interesting range of activities outside lessons.	23	40	26	4	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Most children attend pre-school before they enter the reception class, joining the class in two stages during the year. They then attend school initially for morning sessions only and then for an increasing amount of time until they attend full time. At the time of inspection, all the children in the September-entry class had attained their fifth birthday and the younger children in the January-entry class had been attending school full time for approximately half a term.
71. At the time of inspection, the great majority of children were attaining the recommended "Early Learning Goals" and overall attainment is likely to be above expectations by the end of the "Foundation Stage" in most of the "Early Learning Goals".
72. Until the current year, the school has undertaken local education authority "baseline" assessments of basic skills within the first half-term of children entering the school. Over the past few years this has confirmed that attainment on entry to the school varies considerably but is broadly in line with expectations for this age group. In common with all schools, for the first time this year the school will be undertaking the new "Foundation Stage Profile" assessment which will be taken at the end of the reception year. As this is designed to replace the local education authority baseline entry tests, schools are no longer required to assess pupils' attainment on entry. However, the teachers have wisely maintained ongoing "in-house" assessment records on the children from their entry into the school. Targets are set for individual children and presented to parents at the parents' meeting in the Autumn term and reviewed at the Summer term meeting. Due to good and frequently very good teaching and co-ordination, children receive a good start to their education and make good and frequently very good progress.
73. Teaching in the Foundation Stage ranges from satisfactory to very good and is good overall. The good quality and range of learning opportunities provided and the ongoing assessment of children's progress lead to children making good progress. Teaching is very well founded on the Early Learning Goals for children under five years of age and is characterised by very good teamwork and liaison between the two Foundation Stage teachers and the hard-working and enthusiastic teaching assistants. Together, they plan and resource a good range of well-supported, interesting and challenging activities, indoors and out. These include, for example: a book corner with a range of fiction and non-fiction books, dry and wet sand with a variety of equipment, a writing area with paper and tools for mark-making, a role play area, a manipulative area for the development of fine-motor control skills, balancing and agility equipment and games equipment for the development of gross-motor skills. They model a range of appropriate behaviour and constantly stress the development of speaking and listening and personal and social skills. The teachers manage children very well, have high but realistic expectations of children, and use teaching methods which inspire curiosity and learning.

Personal, Social and Emotional Development

74. Children's "Personal, Social and Emotional Development" is very good. Children are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet and in whole-school assemblies, in introductions to lessons, and when involved in a task. They are confident in their surroundings, moving to their chosen task or activity independently. They acknowledge the need for help and seek help appropriately where

needed and understand the need for agreed values and codes of behaviour. They respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating well, and paying an appropriate amount of attention to the task given to them. They become involved in the classroom routines, such as helping to return tables and chairs to their correct place, and demonstrate care, respect and affection for other children. They develop good relationships with their peers and with adults. They approach activities enthusiastically and positively and behave well both within the classrooms and around the school. The Foundation Stage team have developed a very good rapport with the children; they work together very well and organise an interesting and exciting variety of activities with a clear purpose which leads to a high level of confidence and growing independence.

Communication, language and literacy

75. In the area of “Communication, Language and Literacy”, children's attainment is above expectations. Speaking and listening skills are above expectations – for instance, during a “Circle Time” activity talking about “What I did at the weekend”, most children speak confidently and, in some cases over-explicitly – “I went up on the moors and we saw a lamb’s head and it was cut off a sheep”! The youngest children understand that words and pictures carry meaning and are aware that print is read from left to right, and from top to bottom. They are beginning to associate sounds with patterns, words and letters. They recognise initial sounds and rhymes and enjoy listening to a story, joining in with the rhymes with gusto. They are able to recognise some letters, pointing to simple “CVC” (consonant-vowel-consonant) words and sounding them out. For example, when the teacher holds up a card with the letter “f”, although one child identifies it as a “t”, the remainder are able to offer words beginning with the “f” such as “fish”, “fin”, “fill” and “fire” and, when the teacher holds up a fairy and pretends through the use of “Sally the Snail”, a hand puppet with poor phonic skills, that it’s a ‘mary”, a child says: “No, you have to take the ‘m’ off and put an ‘f’ in front – it’s a fairy!!” In a class activity, several children put up their hands to say what is wrong with ‘i went to ...’ – one offers “It should be a capital i”, another offers to write it correctly and several know “you need a full stop”.
76. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing. They are writing over the teacher’s writing, beginning correct letter formation and copying their names under the adult’s examples and recognising their own names. They read regularly to the class teachers and other adults and listen to a story attentively and respond appropriately, sitting still and looking at the story-teller. Children have reading bags that go home on a daily basis and contain a “home-school diary” in which progress is recorded and comments are made.
77. Most communicate their likes and dislikes in clear and easily understandable speech although the speaking skills of a small minority of children is below expectations for their age and they receive appropriate support from outside agencies. They listen with enjoyment and respond well to songs and stories, recognising familiar words and joining in enthusiastically. Adults have very good relationships with the children and value and encourage talk with the result that the children make good progress in their speaking and listening skills. The class teachers have appropriately high expectations, very good classroom management skills and a very good rapport with the children leading to a high level of motivation and very good quality of learning.

Mathematical development

78. In the area of “Mathematical Development” children's attainment meets expectations. The youngest children are able to count from 1 to 5 and beyond and most recognise the numerals and are able to sequence these correctly. The majority are beginning to use their developing mathematical understanding to solve real-life practical problems and recognise and confidently use the sequence of numbers 1 to 20. Most are able to identify and define a square – “because it’s got four sides and corners”, a rectangle - “it’s longer than a square”, a circle - “it hasn’t got any corners” and a triangle – “it’s got three corners”. They are able to find items from positional clues – identifying which shape is underneath/above/below the green circle? – for example. Teaching of mathematical development is good; the teachers plan activities well, activities are matched appropriately to children’s abilities and a good pace is maintained throughout the lessons. Good use is made of appropriate mathematic vocabulary and good use is made of questioning with the result that a good learning atmosphere is generated and children remain interested and attentive. Planning adheres closely to the National Numeracy Strategy programme of study for the reception year and, as the year progresses, higher-ability children are provided with suitably challenging activities from the Year 1 programme of study.

Knowledge and understanding of the world

79. In the “Knowledge and Understanding of the World” area of learning children's attainment is above that expected. Children talk readily to adults and other children about day to day life and about events important to them. They select appropriate materials and develop building, constructing and joining skills through such activities as model building with large construction kits, working with “play dough” and sticking and gluing models made from “found” materials. Children working at the class computer and in the school’s well-equipped “computer suite” approach the computer confidently and demonstrate above-average skills – they know to “double-click” on a program icon to open a program, use the “paintbrush” tool to draw a vehicle and use the shape menu to draw and re-size stars, circles and triangles. They indulge in role-play activities with gusto, donning hard-hats and “working” in the “building site” during the inspection, for example. When sorting pictures of household appliances in use 100 years ago and those in use today, they are beginning to differentiate between past and present. Their knowledge and understanding of the world is developed in day to day activities - during the inspection, a registration activity was observed where the children answered the teacher in Thai and signed “Hello” and in the following registration names were answered in Spanish: Ola! The teachers provide an interesting and well-supported range of activities that move children on with their understanding.

Physical development

80. Children's “Physical Development” is above expectations for their age. A range of role-play activities and indoor and outdoor activities with large play equipment are provided. In an observed gymnastics lesson in the school hall, children move with confidence and safety, demonstrating an awareness of the space of themselves and others. They recognise the importance of keeping healthy – “You warm up or you might get hurt”, “You might pull a muscle”. They move with control and co-ordination, travelling along benches, jumping off, springing up and landing safely with “bendy” knees, some rolling on landing. Most change quickly and independently, fastening buttons, belts and laces. Teaching in the area of physical development is very good; in the lesson observed, the teacher demonstrated very good management skills, organised resources very well, planned the lesson well, with specific learning targets and moved the lesson along at a very good pace with an appropriate blend of praise and direction.

Creative development

81. Children's attainment in the "Creative Development" area of learning is above expected levels. Children join in with simple songs and respond to the moods and tempo of the music – enthusiastically joining in and singing songs from memory with enthusiasm. In a class music lesson, children are able to tap out simple repeated rhythms and are beginning to build up a repertoire of songs and explore the different sounds of instruments. Children are given opportunities to work with a wide range of media and materials and produce art work, frequently of a good standard. Teaching in this area of learning is good; creative activities are included in a well-organised range of activities with all resources readily at hand and available for the children to use. The teachers have good strategies for teaching basic skills and adults display their own enthusiasm and enjoyment which results in children enjoying their learning and making good progress.
82. The teachers base lessons on the School Curriculum and Assessment Authority's Early Learning Goals for the Foundation Stage, incorporating information about children's skills gained from the "in-house" assessment of basic skills undertaken on entry to the class. The Foundation Stage co-ordinator has a good understanding of the needs of young children and the requirements of the Early Learning Goals. The teaching assistants work very well in co-operation with the teachers, supporting the children very well. Provision for children with special educational needs is good with early identification of children with specific learning needs. Relationships with parents are very good; the teachers visit all families prior to children starting in the reception class and parents are welcomed to the classrooms. Accommodation is good in most aspects although the "January-entry" classroom does not yet have a secure, dedicated, readily accessible outdoor area which can function as an "outdoor classroom" and would allow for the provision of a wider range of interesting "free choice" and adult-led activities out of doors. Resources are broadly satisfactory although there is a limited amount of large outdoor equipment such as large wheeled vehicles.

ENGLISH

83. The levels of attainment achieved by pupils in Year 2 and Year 6 are at the nationally expected standards for their age in reading and writing. Pupils make satisfactory progress in both infant and junior classes when their performance is compared to their earlier levels of achievement. This represents good improvement since the time of the last full inspection when standards in reading and writing were below expectations. The improvement in the quality of teaching in English since the last report has made a major contribution to this rise in standards. There is no significant difference in the performance of boys and girls.
84. In the National Curriculum tests in 2002, although the standards for pupils in Year 6 were well below the national average, the pupils made satisfactory progress in relation to the levels they had achieved when in Year 2.
85. The school uses the National Literacy Strategy well and adapts the advice to meet the varied needs of mixed age and mixed ability classes. Pupils with special educational needs are supported well and make good progress. Following the last report the school has worked hard, and successfully, to raise standards in English. Responses to specific points identified in the report include the increased opportunities for extended writing, especially in junior classes; the ongoing attention given to targets for reading and writing; and enhancing pupils' literacy skills by strengthening links across the

curriculum in other subjects. Teachers make good use of information and communication technology within English.

86. Speaking and listening skills are developed satisfactorily throughout the school. Although some Year 1 pupils are hesitant in speaking, pupils learn to speak confidently, using sentences appropriately. Standards of listening in Year 1 have improved upon those recorded at the time of the last full inspection, when the length of lessons contributed to poor concentration. Pupils in Year 2 listen well to each other as they share ideas for words to describe the appearance and feelings of a pirate, and of how he might feel. In junior classes, pupils respond to open questions with increasing fluency and detail. Year 3 pupils can explain their reasons for preferring to be living today rather than in the time of the Roman occupation. Teachers value what pupils have to say, and encourage them to extend their working vocabulary. Pupils in Years 5 and 6 listen well to their peers when discussing the coming of the railway to Torbay. Year 5 pupils are encouraged to pose questions as well as answer them, and Year 6 pupils offer their ideas clearly when evaluating different methods for presenting the results of their historical enquiries.
87. The practice of systematically teaching phonics, and other strategies to help pupils read unfamiliar words, underpins the satisfactory reading standards now found throughout the school. This is an improvement since the last full inspection report when they were unsatisfactory. There was time only to hear a small number of pupils read, but for some years, such as Year 1 and Year 4, the small sample heard indicated reading standards were above average in those years. A group of Year 2 pupils confidently shared their interest in books and enjoyed reading aloud. Some sound out simple letter strings, and many differentiate between fiction and non-fiction books. The practice of taking home reading books, is well established in KS1, and the progress of many pupils is helped when a parent or carer can hear them read and record a comment in their reading diary. In junior classes pupils engage with an ever-increasing range of texts that they read and they are able to discuss with the teacher in whole-class and in guided reading sessions. Teachers provide a wide range of books and of genres, some bringing in sets of books from home to enrich the stock already available in school. The library has been recently developed, and it enjoys good use, especially by many older pupils. They use books to support study in school, or to take home. A few will sit and read in the library while waiting after school. However, some pupils do not make sufficient use of the library and are less aware of what it can offer them.
88. The National Literacy Strategy is used well to develop spelling, vocabulary, basic grammar and punctuation, so that pupils build on their writing skills as they pass through the school. The regular assessment of pupils' progression writing has a positive impact on the attainment of all pupils. Having monitored the effects of previous target arrangements for individual pupils, and school has recently introduced group targets for reading and writing, and these are prominently displayed. Older pupils especially are very familiar with them, and they help them to know how they can progress.
89. Standards in writing are satisfactory in Year 2 and Year 6. However there are a significant number of pupils in both year groups who can produce writing at standards well above the average for their age. Pupils learn how to structure writing for an appropriate range of reasons. Year 2 pupils write stories drawn from Chinese myths, and non-fictional writing includes an account in their own words of Mary Seacole (linked with history), and non-chronological writing about insects, linking with science. Year 1 pupils enjoy opportunities to play with words, and to express their ideas in writing. To exemplify alliteration, one pupil wrote 'Silly Sammy Seagull made some sandcastles at the seaside'. Pupils continue to widen their skills in using a range of styles in junior

classes. Year 4 pupils, identifying different patterns of rhyme and verse in poetry, study limericks. One pupil, with just a very little help from her friends, wrote –

*There was a young lady called Bunny,
Who was incredibly funny.
When she got out of bed,
She stood on her head,
To make sure she had a flat tummy.*

90. Pupils in Years 5 and 6 show good interest in their work, and usually present it neatly. Writing forms are developed to include letter writing, reports, and explanation texts as well as narrative styles. Many can use adventurous and imaginative words to convey meaning. This was shown, for example, with some pupils able to capture and convey a sense of tension and of being threatened. One pupil recounted gaining consciousness to discover yourself on a mysterious island, alone, with unseen dangers around. Other pupils can compose an interesting account of the school for the benefit of an Ofsted inspector. Assessment information is used very well to identify areas for development. Hence Year 6 pupils are now encouraged ‘to use much more adventurous vocabulary’. Good levels of challenge for higher attaining pupils have been introduced, successfully meeting an omission noted in the last full inspection.
91. Handwriting is taught well in the infants and lower junior classes. Standards of handwriting are generally above average and many pupils in Year 5, or before, can write in a joined, fluent and legible style. These good standards of presentation are maintained in work in other subjects such as history and geography.
92. Pupils with special educational needs make good progress towards their individual learning targets. They are well supported by the teaching assistants who help them to build on what they know, understand and can do.
93. The quality of teaching and learning in this subject is good throughout the school. This is an improvement since the last full inspection. Strong features of the teaching include good subject knowledge, and classroom management. Classroom assistants also make good use of their training to enhance the good contribution they make to pupils’ learning. Most lessons are enriched by the good quality and use of resources. The quality of marking varies and it would be helpful to spread the good practice seen in some classes of providing feedback which helps pupils know how to improve. The learning objectives are not always made sufficiently clear to pupils at the start of lessons, and are not reviewed sufficiently during the plenary.
94. The quality of subject leadership is very good. The current post holder has maintained the high quality of management and this is evident in the way the school has moved forward to improve standards in English. There is a very good pattern of regular monitoring of teaching in lessons, and there are very good practices for assessing and recording pupils’ progress. The recent introduction of half termly progress books also helps to sustain assessment, and these factors all have a positive impact upon pupils’ learning.

MATHEMATICS

95. At the time of the last report, attainment by pupils in Year 2 was well below national expectations in national tests. At the age of eleven, pupils’ attainment was close to the national average in national tests but below average when compared with similar schools. Since then results for both age groups have fluctuated dramatically and this is largely due to cohort differences. Evidence from the current inspection indicates that

pupils' attainment is broadly in line with national expectations at the age of both seven and eleven.

96. Pupils in Year 2 can recognise coins up to £2 and work out the least number of coins required to make given amounts. They can work out simple number problems using addition and subtraction and are beginning to understand the relationship of multiplication and division. Using a number square, they are beginning to identify different number series and patterns. Evidence from pupils' books indicates that all pupils are making satisfactory progress over time and that Year 2 pupils in the mixed Year 1/2 class make similar progress to those in the Year 2 class. Pupils with special educational needs are well supported and make good progress.
97. Pupils in Year 6 have a good grasp of basic number processes but find it more difficult to determine which strategy to use when presented with word problems. For example, pupils are confident in working out a series of squared, cubed or Fibonacci numbers. When challenged to solve problems involving these numbers, only the higher attaining pupils can identify which process to use and are unsure when or if they have achieved the correct answer. Most pupils, including lower attaining pupils have good recall of number facts and have developed good strategies for solving mental number problems. For example, most can work out halves and doubles of numbers to two hundred and can swiftly find random pairs of numbers, which make one hundred. Pupils have a good understanding of the properties of two and three-dimensional shapes and can identify triangles by their sides and angles. They can use their knowledge of number, including fractions and percentages to explore questions of probability, mean, median and mode and various kinds of graph. Pupils are making satisfactory progress and there is no difference between the progress made by pupils in single or mixed age classes.
98. The quality of teaching in mathematics is satisfactory with many good features and never less than satisfactory. Teachers plan carefully for the range of ages and abilities in their classes and the setting arrangements in Years 5 and 6 are working well in meeting the needs of all pupils. The support for pupils with special educational needs is effective and very good for those with Statements of Special Educational Need. Support staff are used effectively throughout lessons and enable pupils to fully access the curriculum.
99. The use of 'key questions' as a means of clarifying learning objectives is successful in explaining to pupils not only what they are learning but also why. Teachers' explanations of tasks are usually very clear and enable pupils to settle quickly to their work. The key questions are returned to in the plenary sessions and give teachers a means of assessing how well pupils have understood what has been taught.
100. The quality of direct teaching in lessons is good. However, some introductions are too long and give too little opportunity for pupils to consolidate their learning. The careful teaching and good level of support for pupils have a tendency to mask some lack of understanding on the part of some pupils. Although most of the work in pupils' books is marked as correct, this is not confirmed by non-statutory assessments which indicate that pupils find difficulties in applying their knowledge and in solving word problems. Although work is carefully structured to provide harder work for higher attaining pupils, for example, by using larger numbers, there is little qualitative difference in the challenge of tasks. The very tight structure of lessons gives too few opportunities for higher attaining pupils to undertake independent investigations and open-ended problem solving and thus to learn from making mistakes. As a result, the marking of pupils' work is not helpful in indicating how easily or with what difficulty pupils completed tasks or in giving pupils a good understanding of their own learning.

101. Good use of information and communication technology to support mathematics, for example, in Year 2 pupils graph their favourite foods and in Year 6 pupils plot the effect of changing the distance between an object and a light source has on the size of its shadow.
102. Where teaching is more flexible, pupils make particularly good progress in lessons. For example, in a Year 5 lesson, where the majority of Year 6 were withdrawn for extra help, two short periods of direct teaching, rather than a lengthy introduction, were particularly effective in ensuring that pupils were concentrating well and in building carefully on what pupils know and can do. Equally in the lowest Year 5/6 set, the teacher swiftly adapted her planning in the light of ongoing assessment with the result that subsequent lessons had a firmer basis in pupils' understanding of basic units of measurement.
103. Pupils generally behave well in lessons and good relationships and pupil management help to create a positive and purposeful atmosphere in most lessons. Pupils know class routines and settle quickly to tasks, working conscientiously even when not directly supervised. Occasionally the poor behaviour of one or two pupils is allowed to have a disproportionate effect on the learning of the majority and the progress of the lesson is disrupted.
104. The co-ordinator provides good leadership and is aware through her monitoring of teaching of many of the areas for development. Pupils' progress is monitored as they move through the school and the results of national and non-statutory tests are analysed. At present this results in broad curriculum targets. The school is aware of the need to convert these into more specific year and group targets. Resources are good although there is a need for more resources to support problem solving activities.

SCIENCE

105. Teacher assessment in 2002 showed infants above average, and in the junior national tests to be below average. Standards seen during the inspection judge pupils at the end of both the infant and junior stages are average and similar to that found in schools nationally. This represents good progress since the last full inspection when pupils were judged below average.
106. At seven years of age, pupils can describe materials, identify their use, sort them into relevant groups such as transparent, translucent, opaque and distinguish materials as magnetic and non-magnetic. With support pupils deduce that 'the steeper the slope the faster a car goes when it reaches the bottom'. They know that sounds are heard by the ears and covering the ears decreases amount of sound heard. However, pupils do not clearly identify that forces are needed to make things stop and show little independence when carrying out practical work. Generally there are too few pupils being challenged at level three.
107. At eleven years of age, pupils investigate the factors that affect the size and shape of shadow, for example, the longer the distance from a torch to an object the smaller the shadow. They identify sound as the result of objects vibrating and the tighter a string is the faster it vibrates and the higher the pitch. Pupils give examples of food chains and how organisms are adapted to their habitat, for example, frog nostrils are above the water to enable it to breath and swim. They recognise air resistance as a force through investigating the number of times a sheet of paper is folded and its rate of fall. However, pupils do not design their own investigations from questions they have raised sufficiently or show secure understanding of how plants create their own. Generally there are too few pupils being challenged at level five.

108. Pupils enjoy science and make sound progress. They talk enthusiastically about the subject and its practical aspects. This is exemplified in the good behaviour in lessons and the concentration and hard work pupils put in. Pupils are well behaved and this makes a significant contribution to the pace of lessons. This enthusiasm and co-operation, sharing of responsibilities and good behaviour makes a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils with special educational needs are well supported, fully included and take a full part in all lessons. However, although teachers know their pupils well and there is sound planning there is an insufficient range of expectations to ensure sufficient challenge for higher attaining pupils.
109. The school plans cross-curricular links well, for example, the use of information and communication technology in science has improved significantly since the last full inspection and links to science and mathematics are made explicit. Although some opportunities are yet to be exploited good use is made, of spread-sheets and graphs to record the effect of shadows and in the use of sensors to monitor and plot the rate of cooling of hot water. Literacy is applied when pupils write up investigations in their own words, and for example, in explaining the reasons for night and day.
110. Overall, teaching in science is satisfactory with many good features. Of the eight lessons seen three were satisfactory, four good and one very good. Children learn well when teachers have good knowledge and understanding, organise their lessons well, have good pace that involves pupils in opportunities to not only uses practical work to good effect but also gives pupils time to reflect, record and discuss their findings. Good examples of this were seen in a Year 5 lesson where the teacher inspired pupils to consider the process of condensation and in a Year 6 lesson when pupils create parallel circuits and include switches to switch on the different components separately. A good example in infant classes was the use of a range of musical instruments to capture pupils' interest and imagination as a vehicle to involve pupils in developing their own means of creating sounds. However, overall teachers do not systematically plan well for the range of ability in their classes particularly by including work to ensure higher attaining pupils are sufficiently challenged.
111. Leadership of the subject is good. There has been good improvement since the last. The school has identified science as an area for development and is monitoring the subject carefully through analysis of national tests, pupils' work and teachers' planning. As a result it has recognised that it needs to:
- review the curriculum to ensure that the knowledge, understanding and skills to be taught are sufficiently challenging,
 - ensure that assessments made are systematically used to ensure that planned work has high expectations and challenges all pupils, particularly higher attainers,
 - ensure sufficient time and emphasis is given to developing pupils' independence in carrying out investigations in order to develop these skills and to give them opportunities to consolidate and apply the knowledge, understanding and skills learnt in other parts of the science curriculum and,
 - make increasing greater use of information and communication technology to record and present their work.

ART AND DESIGN

112. Standards in art were judged to be good at the time of the last full inspection and they remain so across the school. The scheme incorporates elements from national guidelines but reflects the particular nature of the school and the expertise of the staff. It

combines appropriate skills development with good links to other subjects and pupils make good progress as they move through the school.

113. By Year 2, pupils are confident with a wide range of media and standards of observational drawing are high, as demonstrated in charcoal sketches of winter trees. Pupils show good understanding of colour and composition in tissue paper collages. Flower collages reflect their appreciation of key elements of the work of William Morris. In pictures of underwater scenes pupils are given opportunities to choose their own materials and prove adept at communicating their ideas of a favourite place.
114. Good links with other curriculum areas underpin much of the work in art. For example, pupils in Years 3 and 4 in connection with their study of Beowulf in literacy have created their own blood curdling illustrations of the story in the style of Charles Keeping. They have also used a computer programme to design their own versions of the monster, Grendel. In Year 6, pupils have created symmetrical drawings of insects to illustrate reflective symmetry in mathematics. Following a visit to Goodrington Sands in connection with a geography project, pupils have created textured landscapes. The results reflect a good understanding of line, perspective, tone, colour and pattern as well as communicating the beauty of the local landscape.
115. By Year 6, pupils show good understanding of how to create human movement in a picture. They have looked at the work of Picasso, Henry Moore and Matisse's cut outs and have used the internet for further research. Their own pictures in a variety of media show a good understanding of line and texture. Sketchbooks are used well for experimentation and exploration of ideas. Looking at the individual features of the human face, pupils have selected, pieced together and coloured blown up montages from a variety of early sketches.
116. Pupils' work is mounted and displayed around the school and helps create a stimulating and attractive learning environment. The display of Christian banners and colourful cathedrals of Cracow in the hall, make a positive contribution to pupils' spiritual and cultural development. Year 5's exploration of Indian art, batik techniques and mendhi patterns develops their understanding of other cultural and artistic traditions.
117. Insufficient lessons were seen to make a judgement on teaching. However, from the high standard of work on display and in portfolios of pupils' work and teachers' planning there is good provision for art and design and pupils achieve well.
118. The art co-ordinator manages the subject well and provides good support for colleagues. She has engendered considerable enthusiasm for the subject throughout the school. Visiting artists add an extra dimension to an interesting curriculum. Manageable assessment procedures are in place and a portfolio of exemplar work is being developed to enable teachers to compare standards. The scheme of work provides a good basis for planning with clear learning objectives, suggested activities, learning outcomes and expectations and teachers are using this effectively. Resources are good and used well.

DESIGN AND TECHNOLOGY

119. Five design and technology lessons were observed during the inspection, two in the infants and three in the juniors. Evidence provided in lessons, samples of work on display and discussions with teachers and pupils indicates that all pupils undertake an appropriate range of activities in which they design, make and evaluate products. This is a clear improvement since the previous full inspection, when National Curriculum

attainment at the age of 11 was characterised as “below expectations”. As a result of these changes to the curriculum, pupils throughout the school are now making satisfactory progress in design and technology as they move through the school. Because of the size of annual cohorts and the resulting mixed-age classes, design and technology lessons are planned over a two-year “rolling programme” of “units of work” with the result that years 1 and 2, 3 and 4 and 5 and 6 undertake the same design and make tasks. This is effective.

120. During the current school year, pupils in Year 1 and 2 have designed and made a wheeled vehicle and, during the inspection, were making a “wind-up” model of Incy Wincy Spider. Pupils have previously drawn and listed the materials required and drawn a design for the model. They were using pictures and words to show what they want to do and using tools and materials - with assistance if needed – to assemble, join and combine materials and components in a range of ways. Year 3 and 4 pupils have designed and made pop-up books and packaging for “My Treasure” during the current school year and were decorating photo-frames they had designed and made during the inspection. They had generated product ideas after considering the users and use, developed and explained their ideas, communicated their design ideas by diagrams and drawings, and measured, marked and cut out and assembled a variety of materials, evaluating the result. Pupils in Year 5 and Year 6 have undertaken an investigation of bread around the world and have designed, made and evaluated their bread, making suggestions for improvement. During the inspection, pupils were engaged in a ‘design and make’ project to develop their ideas for a reinforced structure for a desert island. They took into account the availability and suitability of resources, the sequence of construction and the techniques to be used. Previously, pupils had made and tested a range of different structures, some based around the idea of a box and some around ‘A’ frames.
121. Pupils’ attitudes and behaviour in the lessons seen were good overall. In the great majority of cases, pupils are interested in the tasks and respond well to their teachers’ questions and directions, making appropriate suggestions and clearly enjoying what they are doing. The quality of teaching in the lessons observed ranged from good to satisfactory and was good overall. Teachers demonstrate good subject knowledge, resource the lessons well, have high expectations of the pupils and employ good classroom management skills with the result that in most lessons seen, pupils were well-motivated and the quality of learning was good.
122. The school has adopted a whole-school scheme of work for the subject based on the government-recommended scheme of work. The subject co-ordinator is very new to the role but is working alongside the previous subject co-ordinator who has good subject-expertise, and has introduced clear improvements in the curriculum for the subject but has not had sufficient time to impact on standards. Resources for the subject are satisfactory for the planned curriculum.

GEOGRAPHY

123. Having observed two lessons only, it is not possible to make a secure judgement on the quality of teaching. Judgements on attainment are based on the two lessons, on a scrutiny of pupils’ work and teachers’ planning, and on discussions with teachers and pupils. Standards in geography are as expected of pupils in Years 2 and 6. This is an improvement since the last full inspection. Boys and girls achieve at a satisfactory pace and pupils identified as having special educational needs make good progress because of the support they receive.

124. The school now ensures there is appropriate time for geography lessons, and is in the process of using and evaluating topics from nationally produced guidelines (Qualifications and Curriculum Authority) to provide the basis for the teaching and learning of geography. Resources are being augmented to support pupils' learning using these topics.
125. Pupils in Year 2 develop a sound understanding of people and places as they learn about life on a Scottish island, and are able to make comparisons between that environment and their own. In work related to traffic and road safety in the local area, they develop their geographical vocabulary, and make useful links with mathematics in recording data on graphs. Mapping skills are also being practised effectively.
126. Junior pupils enrich their initial knowledge and understanding of people and places in the variety of topics which are now being studied. Pupils in Years 3 and 4 develop their map work skills, and their appreciation of how human processes are influenced by location as they investigate patterns of leisure and recreation. In upper junior classes pupils extend their awareness of environmental issues and make good cross-curricular links with history and English in their work on the local by-pass. They get involved in interpreting historical maps of Kingskerswell as part of their Victorian topic on railway development. Pupils extend their understanding of communities, with different cultural traditions, when studying life in a village in northern India.
127. The quality of teaching and learning in the lessons observed was good and pupils responded very well, being interested and fully involved. Geography makes a good contribution to pupils' social and cultural development. Good use is made of practical work to support learning. This includes field visits to places such as Paignton when studying coastlines. Practical activities, and the good teaching approaches, help to ensure that all pupils are included successfully in the on-going learning. Opportunities to develop skills in speaking and listening, and in writing, are exploited well, and data handling features in some topics when appropriate. Opportunities to use information and communication technology skills are not yet fully exploited.
128. The subject is well led by a committed and conscientious subject leader. Working well with colleagues, they have together all been very successful in redressing the curriculum imbalance noted in the last full inspection. There is satisfactory monitoring of curriculum plans, and the assessment of pupils' attainment and progress is also developing soundly. The school is reviewing the scheme of work to set out clearly the planned progression in pupils' learning, particularly in the development of research skills and to increase the opportunities for using information and communication technology. Pupils are enthusiastic about field visits, including the residential visit in Year 5 to Blaenavon.

HISTORY

129. Standards in history are satisfactory by the end of Years 2 and 6 compared to those nationally. This is an improvement since the last full inspection when standards did not match expectations. Pupils make satisfactory progress as they pass through the school, and there is no significant difference in the performance of boys and girls. Pupils with special educational needs make good progress in their work and they are well supported in their learning.
130. Year 2 pupils are developing a sound sense of chronology, and have an understanding of why some people in the past acted as they did, for example, in their work on people like Guy Fawkes, and Florence Nightingale. They have a good factual background of events in her life, including some of the difficulties she faced and the influence she had

upon changes in nursing. There are strong opportunities to support literacy skills, as work is recorded in writing as well as drawing. While in English, pupils write about the parallel experiences of Florence Nightingale and of Mary Seacole, who was a black nurse during the Crimean war, opportunities to enhance pupils' appreciation of multi-cultural aspects are not fully exploited.

131. Cross-curricular links are a strength of history. The good links made with literacy, and with information and communication technology, are evident in junior classes. Year 3 pupils are able to develop speaking and listening skills well in their discussion about things they had found out and knew about the Anglo Saxons. Pupils enjoy history and apply themselves well. Pupils in Years 5 and 6 were enthusiastic in their investigations into the effects of railways coming to the Torbay area in Victorian times. Analysing nineteenth century census data, and making comparisons to today; accessing computer software to research the development of seaside towns; discussing old photographs of Kingskerswell railway station: these were among the varied activities which enthused pupils as they developed their knowledge of past societies and begin to recognise some of the differences within them.
132. The quality of teaching and learning is good. Teachers make good use of resources and of a variety of approaches to capture pupils' interest, so that all pupils are successfully involved and included. Teachers also organise pupils' work so that it meets the needs of all pupils in mixed age classes. Classroom assistants also liaise well, and work well, to support pupils' progress. There is good practice of using time lines in some classrooms. However, there is insufficient use of timelines, 'handling' artefacts, and use of role-play and drama, to enrich pupils' learning.
133. The subject is led well by a conscientious and enthusiastic subject co-ordinator. Staff have been successful in enhancing the provision for history since the last full inspection and in raising standards. The scheme of work is based on optional national guidelines and is evolving as the school modifies it to make it more relevant to the local area. These topics, which are still in the process of being evaluated, are taught on an effective two-year cycle. There are satisfactory procedures for the assessment of pupils' progress. However, there is irregular practice of good marking which provides guidance to help pupils understand how they are progressing and what they need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. Standards in information and communication technology meet expectations in both the infants and juniors and progress through the school is satisfactory. Pupils with special educational needs also achieve well and reach standards commensurate with other pupils. There has been significant improvement since the last full inspection when standards were below average. The rise in standards is due to the very good leadership and management of the new subject leader to ensure the curriculum meets statutory requirements and is integrated across the curriculum.
135. Pupils at seven use a mapping program to place and label geographical features, for example, a village and lake on an island. They create simple images of landscapes to support art and create graphs of their favourite foods and the number of different types of vehicles passing the school which supports mathematics. English is supported through pupils word-processing text and labelling different features of a house.
136. Pupils at eleven, research the Internet for information to support work in history and to find images of microbes to support science. They use digital cameras to include images to present arguments for and against the proposed Kingskerswell bypass and to report on their visit to Morwellam Quay when studying the Victorians. They use a word-processor to support their work in English to create and edit text, for example,

when presenting the results of an interview with a councillor related to their views on the proposed bypass. Pupils use information and communication technology to support science and mathematics when creating and interpreting graphs of the changes in shadow size as a results of changing the distance of the source of light to the object. Mathematics is also well supported when pupils program a traffic light sequence to control traffic at a cross road which includes pedestrian lights.

137. Pupils with special educational needs are well supported, fully included and take a full part in all lessons. All pupils enjoy information and communication technology and work very well together in pairs or small groups. Pupils work hard, respect each other and share responsibilities. Pupils are well behaved and this makes a significant contribution to the pace of lessons. These aspects make a significant contribution towards pupils' spiritual, moral, social and cultural development.
138. Teaching is satisfactory overall. Of the four lessons seen three were satisfactory and one good. Insufficient lessons were seen in the infants to make a separate judgement. No unsatisfactory teaching was seen. The strengths in lessons are the teachers' relationships with pupils and enthusiasm, which generates good behaviour, involvement and enthusiasm in pupils. Individual teachers have good knowledge and understanding, this was evident, for example, in a Year 6 lesson when pupils were questioned and challenged well to develop the sequences necessary to control 'two way' traffic lights. In the most successful lessons a good pace was maintained. Where teaching was less successful teachers' knowledge and understanding was not sufficient to extend more able pupils or to identify smaller steps in knowledge, understanding and skills that were necessary to enable pupils to make the best possible progress.
139. The school has broadly adopted the nationally approved scheme of work and has made good progress in developing it to ensure the subject is integrated well into the curriculum as a whole. This ensures that information and communication technology are used well in other subjects and developed and practised across the curriculum. Leadership of the subject is very good. The subject co-ordinator is very knowledgeable and enthusiastic and has been instrumental in ensuring the subject has sufficient resources through development of the recently installed computer suite. He has also been instrumental in developing teachers' and learning support assistants' knowledge and understanding to ensure the curriculum is fully implemented and integrated into the school's planning.
140. The school makes good use of the computer suite and associated resources. To improve the subject further the school should consider:
 - developing the assessment system to ensure that work challenges the full range of ability in classes, particularly higher attaining pupils,
 - developing teachers' expertise to ensure lesson planning includes clearer identification of the steps towards particular lesson objectives based on prior attainment, and,
 - continuing the integration of information and communication technology into other subjects to ensure the skills learnt are applied fully.

MUSIC

141. At the time of the last full inspection, standards in music were judged to be above national expectations. Evidence from the current inspection indicates that although standards in singing remain high, other areas of the curriculum are insufficiently covered. There is no scheme of work and teachers' subject expertise and confidence varies widely across the school. The number, variety and quality of musical

instruments are all unsatisfactory. As a result, pupils have too little knowledge and understanding of the different elements of music and limited opportunities for composition. Overall, standards are therefore below expectations.

142. The school is aware of these deficiencies and has already taken steps to remedy them. Music is part of the school improvement plan from September 2003 and there is a 'caretaker' co-ordinator in place who is working alongside a newly qualified teacher who will take over management of the subject in September. They have already undertaken a curriculum audit and review of resources. A new scheme of work will be introduced in September. Opportunities for the co-ordinator to work alongside colleagues to support them in its implementation and to ensure progression of pupils' learning from one year to the next are already planned.
143. Lunchtime recorder groups and opportunities for instrumental tuition already supplement the curriculum. A visiting musician has provided an insight into Balinese gamelan music and annual music and drama productions provide a wider range of opportunities for singing and performance.
144. The quality of music teaching in the lessons observed was variable and in the absence of a scheme was largely dependent on the expertise and initiative of individual teachers. However, the quality of singing was good in all lessons observed and in assemblies. Pupils are encouraged to sing tunefully and expressively. They can sing in more than one part and are aware of different ways of conveying the mood of the music. In a Year 6 lesson, the class teacher provided a range of interesting singing activities which motivated pupils and his support and enthusiasm encouraged them all to sing individually.
145. When sufficiently interested and engaged with the lesson, pupils respond well. In one lesson despite the good subject knowledge of the class teacher, the learning of the majority of pupils was hampered by the poor behaviour of a very small number of individual pupils.

PHYSICAL EDUCATION

146. Observations of physical education lessons throughout the school indicate that pupils make satisfactory progress overall in physical education and attainment by the age of seven is equivalent to national expectations. However, since no lessons were observed of Year 6 pupils, no judgement can be made of attainment by age 11. Similarly, no evidence was obtained of pupils' swimming skills, although Year 3 and Year 4 attend a local swimming pool for lessons until they can swim confidently. The subject co-ordinator confirms that the great majority of pupils are able to swim 25 metres unaided.
147. In a Year 1/2 outdoor games lesson designed to develop pupils' ball skills, pupils were sending, travelling with, passing and receiving a ball in various ways – throwing, kicking, rolling and bouncing - and were beginning to show some understanding of basic games tactics. Year 2 pupils in a gymnastics lesson understand that exercise "makes our hearts beat faster" and were employing basic skills in travelling and jumping, two feet together, forwards, backwards and sideways, running and jumping, jumping and turning and springing from feet to hands. They understand how to exercise safely and can describe the effect on their bodies during different exercises and are reproducing and exploring simple actions with appropriate control and co-ordination.
148. Pupils in a Year 3 gymnastics lesson were working in pairs, on mats, creating simple sequences to include stretching, curling and travelling and were seeing the differences

and similarities between their and others' working and improving their performances thereby. Attainment in this lesson was above expectations, due to the very good teaching. Year 4 pupils were devising and performing sequences for the floor – balancing, travelling and inversion. They understand the short-term effects of exercise and the need to warm up adequately before exercising and were consolidating their present skills and performing actions and skills with consistently more control and quality.

149. The quality of teaching is good overall. It ranges from very good to satisfactory. It is mainly satisfactory in the infants and good in the juniors. Where teaching is good or very good, teachers demonstrate good subject knowledge and use praise appropriately and consistently. They have high expectations of pupils' work and behaviour, give very clear instructions and maintain a good pace throughout the lesson, in the best cases, changing activities frequently to maintain pupils' interest and enthusiasm. The quality of pupils' learning during lessons, closely linked to the quality of teaching, ranged from very good to satisfactory and was good overall.
150. Pupils' attitudes and behaviour are mainly satisfactory in the infants and good in the juniors. Most pupils participate enthusiastically; they work together well, relating well to their peers, appreciating the performances of others and, in most cases, taking part in the activities confidently and with clear enjoyment. However, a small minority of pupils do not behave well enough in physical education lessons and this affects progress and that of others. Teachers are skilled at making sure these pupils behave in an appropriate way.
151. The subject co-ordinator is very enthusiastic and has good subject knowledge and a clear vision of improvements she wants to make in the subject. A good range of well-attended extra-curricular physical education activities are provided throughout the year. Although the school hall is rather cramped for gymnastics lessons with older pupils, the school has good outdoor resources with two "hard" areas and a large playing field.

RELIGIOUS EDUCATION

152. Although only two religious education lessons were observed other evidence shows that pupils' attainment at the end of the infants is in line with the expectations of the locally agreed syllabus. By the end of the juniors, at the age of 11, attainment is above expectations and pupils make good progress in the subject as they move through the school. This judgement is the same as that made at the time of the previous full inspection.
153. In Key Stage 1, Year 1 and 2 pupils were considering "Why we celebrate Easter". Answers included: "Because Jesus died", "It was about 2000 years ago", "He was going there on a donkey", "People were waving palm leaves" and "He was going to Jerusalem". During the year, pupils have looked at "Special Books"; considered how lights help us to think about god; for example, "festival" lights for birthdays, Christmas, Divali and Chanuka; thought about why the Torah is important to the Jews and learnt about the rules for caring for the Qu'ran. By the end of the juniors, in Year 6, pupils' work demonstrates an above-average understanding of Christian beliefs, with pupils writing in detail about the church year – Advent, Pentecost, the Nicene Creed, types of cross, the titles of Jesus and symbols in other world religions such as Buddhism, Hinduism, Islam, Judaism and Sikhism.
154. The school follows the revised Devon, Plymouth and Torbay agreed syllabus for religious education and has adopted some aspects of the recently published government-recommended scheme of work. Although no overall judgement can be made on the quality of teaching, learning or attitudes and behaviour in the subject, the

quality of teaching in the one lesson observed was satisfactory. The co-ordinator for religious education is an enthusiastic part-time teacher with good subject knowledge. She has built up a developing and appropriate range and quality of artefacts and resources to support the curriculum and a range of readily accessible books and other teaching resources to support teachers. This contributes to the high standards particularly in the juniors.