

INSPECTION REPORT

ST CATHERINE'S C E PRIMARY SCHOOL

Heathfield, Newton Abbot

LEA area: Devon

Unique reference number: 113463

Headteacher: Mrs M Bailey

Reporting inspector: Mr C D M Rhodes
16408

Dates of inspection: 11 – 13 November 2002

Inspection number: 247379

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 aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Heathfield
Newton Abbot

Postcode: TQ12 6RH

Telephone number: 01626 832665

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Appropriate authority: Governing body

Name of chair of governors: Julia Barker

Date of previous inspection: 8 May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16408	Mr C Rhodes	Registered inspector	Mathematics History Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
11072	Ms S Elomari	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31086	Mrs J Hamer	Team inspector	English Art and design Design and technology Special educational needs English as an additional language	How well is the school led and managed?
2008	Mr P Morris	Team inspector	Science Information and communication technology Geography Physical education Foundation Stage	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Staffordshire and Midlands Consortium

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Catherine's is a Voluntary Aided Church of England school in Heathfield, Newton Abbot in Devon. There are 118 pupils aged between four and 11 on roll, which is smaller than most primary schools. The pupils come from a wide variety of backgrounds and most live within walking distance of the school. An above average percentage is entitled to free meals. Approximately one in every five pupils has special educational needs, usually moderate learning difficulties. This is broadly in line with the national average. Two pupils, whose educational needs are severe, complex or persistent, are given the protection of a statement of special educational needs. The number of pupils who start or leave school at times other than the beginning and end of the school year is high. Nearly all pupils are white British and none use English as an additional language. Attainment on entry is well below expected levels.

HOW GOOD THE SCHOOL IS

This is a good school and the concerns identified in the previous inspection about underachievement no longer apply. Standards in English and mathematics are close to the national average in Year 2. They are below average in Year 6 but the group contains an above average proportion of pupils with special educational needs. The pupils concerned have made at least satisfactory progress since they were in Year 2. The quality of teaching is good in all parts of the school, leadership and management is good, and the school provides good value for money in very challenging circumstances.

What the school does well

- The headteacher leads and manages very effectively. She has a very clear picture of the school's future.
- The quality of teaching was good or better in four out of every five lessons seen during the inspection.
- Pupils' behaviour and attitudes are good.
- The school's links with parents are very good.
- The provision for pupils with special educational needs is good.
- The school has not let the very poor buildings stop the development of an improving quality of education.

What could be improved

- All classrooms are temporary buildings of a variable quality and the school cannot provide a full curriculum.
- Standards are rising but need to be higher, especially in the range and depth of spoken and written English.
- Co-ordinators are effective but do not yet fully evaluate the quality of teaching and learning in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 2000. The rate of improvement against the key issues has been good. Standards in English, mathematics and science are higher, pupils' individual progress is monitored more carefully, and parents are much more involved as partners in their children's education. The quality of teaching is higher, and pupils' behaviour and attitudes have improved. A site has been purchased for the new school. Pupils have more time for swimming and subject teaching is based on national guidelines. The commitment to improve is impressive, and the school is very well placed for continued progress. The description: 'under-achieving', no longer applies.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E*	E	E	D	well above average AB above average
mathematics	E*	E	E*	E*	average CD below average
science	E*	E	E	D	well below average E very low E*

Standards in English and science national tests were well below average. The E* indicates that attainment in mathematics was in the lowest 5% nationally. However, standards are improving overall, and the school was awarded a School Achievement Award in 2001. The number of pupils in **Year 6** is small, and care has to be taken when comparing the results with other schools as the attainment of one pupil can make a considerable difference to the overall picture. The trend in improvement in English, mathematics and science since 1998 is upward, and is very similar to that seen nationally, but the school did not reach the challenging targets it had set itself for 2002. Attainment in science continued to improve for the third year running. Standards in mathematics in **Year 2** rose in 2002 for the third year running and were in line with national averages. Standards were in line with national averages for reading but were below in writing. Teachers assessed that standards in science were close to nationally expected levels.

Current standards in the Reception class indicate that children are generally on course to reach most of the early learning goals identified for the end of the Reception Year. They are unlikely to reach those for communication, language and literacy or for physical development. Current standards in English and mathematics are in line with national averages in Year 2 but are below average in Year 6. Pupils' spoken vocabularies are limited, and affect standards in all subjects.

Standards in science are close to nationally expected levels in both year groups. Standards in information and communication technology [ICT], in art and design and in history, are in line with national expectations in Year 2 and Year 6. Standards in design and technology and music are also close to expected levels in Year 6, but there was insufficient inspection evidence to make a fair judgement about standards in Year 2, or for geography in either age group. Standards in physical education are in line with national expectations in the aspects that the school can offer but are below average overall.

Pupils' achievement in relation to their starting points is satisfactory overall because they are keen to learn and are well taught. Progress in the Reception class and in Years 1-4 is good. An above average proportion of pupils in Year 5 and Year 6 have special educational needs and a significant number come from other schools. Their overall progress from the age of seven has been satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils come to school willingly, enjoy their lessons and work hard.
Behaviour, in and out of classrooms	Good overall and sometimes very good. Pupils are generally polite, friendly and courteous to each other and to adults.
Personal development and relationships	Relationships are good. The family or 'house' grouping at lunchtimes and wet playtimes strengthens pupils' very good understanding of the impact of their actions on others.
Attendance	Very good, and well above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good and has improved since the previous inspection. Approximately four out of every five lessons seen were judged good or better, and no unsatisfactory teaching was observed during the inspection. Five of the lessons were very good. The teaching of English and mathematics is good overall. Basic literacy and numeracy skills are well taught and pupils use them regularly in other subjects. The skilful use of additional adults, and carefully prepared work set at an appropriate level of difficulty, makes sure that all pupils are fully included in all the activities. It is to the particular credit of all staff that they teach at consistently high standards despite the very challenging circumstances under which they have to work.

Teachers in all classes have a very good understanding of their subjects and of their pupils. This makes their teaching more interesting, and pupils' questions are answered confidently and in depth. Teachers' detailed knowledge of their pupils ensures that group work is set at a challenging level, and that tasks can be completed satisfactorily with effort. Work is planned carefully, and staff use a very good range of ideas and methods that keep pupils alert and keen to learn.

The overall quality of learning is also good. All pupils, including those with special educational needs, respond positively to the good teaching, especially when the teachers' own enthusiasm becomes infectious and the pupils are on the edge of their chairs in their keenness to answer questions and learn more. They particularly thrive on the intellectual challenge that many teachers include in their work. Teachers mark books conscientiously but the quality of marking is different from teacher to teacher, and some staff do not give the pupils enough guidance on how they can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory because the hall is too small for the school to meet the full National Curriculum requirements for physical education or for younger children's physical development. The range of learning opportunities planned for other areas of the curriculum is good.
Provision for pupils with special educational needs	Good. Effective teaching, close support from teaching assistants and work that is set at the correct level of difficulty, enable all pupils to be fully included in the school's activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with particular strengths in the provision for developing pupils' social skills. There are not enough planned opportunities for developing pupils' spiritual awareness across the full range of curriculum subjects.
How well the school cares for its pupils	The school cares effectively for all its pupils. It is successful in achieving a good standard of behaviour and there is very little bullying. The systems for assessing and recording pupils' attainment and progress are good, but need more time to have a full impact on targets and standards. Procedures for promoting race equality are very good.

Links with parents are very good. Staff know the pupils and their families very well, and work in close partnership so that pupils can do their best.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership and management skills of the headteacher are considerable. She has a clear vision and has developed the staff as a committed team. Subject co-ordinators have started to make an effective contribution to raising standards.
How well the governors fulfil their responsibilities	Good. The governing body has an effective and practical management structure that enables it to fulfil its responsibilities in challenging and supporting the school.
The school's evaluation of its performance	The headteacher, governing body and staff have a realistic understanding of the school's strengths and developmental needs, and have proved very effective in meeting them.
The strategic use of resources	The school makes good use of a satisfactory range of resources.

There is a good match between the teachers, the support staff and the demands of the curriculum. The accommodation, a group of temporary buildings on a cramped and isolated site, is very poor. The playing field is often flooded. The separate outdoor provision for children in the Reception class cannot currently be used for safety reasons. The headteacher, governing body and staff work hard to make sure that the school gets the best value when purchasing goods or services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like coming to school and are happy. • Parents feel comfortable talking to teachers about any concerns or problems. • The good leadership and management. • Children's behaviour. • The good teaching. • The school expects the children to work hard. 	<ul style="list-style-type: none"> • The range of homework. • Information about children's progress. • The range of activities outside lessons.

Inspectors agree with the parents' generally very positive views of the school. The level of English homework is similar to that found in many schools. The arrangements for mathematics homework are much better than are usually found. Inspectors agree with parents that the comments in pupils' annual reports could be more detailed, and the school has already identified this as an area for improvement. The overall range of extra-curricular activities is good, especially when the limitations of the buildings and site are taken into account.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although attainment on entry is generally well below average, children in the **Reception class** are on course to achieve the nationally expected levels for their age for personal, social and emotional development, mathematical development, knowledge and understanding of the world, and for creative development. They have made very good progress in response to the good teaching and are keen to learn. Children are unlikely to reach the expected levels for communication, language and literacy because many start school with very limited spoken vocabularies. Their opportunities to reach expected levels for physical development are limited because there is no safe, separate outdoor area for them to use during lesson times and the hall is unsuitable for gymnastics.
2. Standards in the rest of the school are reported in Year 2 and Year 6 because they are the ends of the two key stages in primary education.
3. **Current standards in Year 2** are in line with the national averages for **reading, writing and mathematics**, and have improved in all three subjects since the previous inspection. The standards attained in the 2002 National Curriculum reading and mathematics tests for seven-year-olds were in line with the national average, but were below average in writing. Pupils' attainment in reading and mathematics tests compared well with those reached in similar schools, and matched the average for writing. These results have not yet been nationally validated. Teachers assessed standards in science as close to the national expectation. Standards are currently in line with nationally expected levels in science, information and communication technology, art and design, history and in the aspects of physical education that can be taught in the school's current circumstances. There was not enough secure inspection evidence to make a judgement about standards in design and technology, music or geography.
4. Approximately two out of every five pupils in **the current Year 6** have special educational needs and, although pupils have made satisfactory progress since they were in Year 2, current standards are below average in **English and mathematics**. Half the class have joined the school during the past three years, of whom two thirds did not reach nationally expected standards in their former schools. Standards in the Year 6 tests in 2002 were well below the national average in English and science, especially in mathematics where they were in the lowest 5% when compared with all schools. Results were below average in English and science in comparison with similar schools and well below average in mathematics. The test results show a steady improvement since 1997, apart from 2000, which is broadly in line with the national trend. Boys have tended to do less well than girls in all three subjects. The school almost attained its challenging target for 2002 in English, but fell well below the target for mathematics. Some pupils' speed of recall was not fast enough in the mental arithmetic and poor reading comprehension skills limited their understanding of

the questions in other parts of the mathematics test. The school is taking appropriate action in both areas.

5. Standards in **science** are currently in line with national averages. This is a considerable improvement for Year 6, and reflects the steady rise in standards over the past three years. Levels of attainment are very much better than at the time of the previous inspection. Current standards in ICT, art and design, history and music are at expected levels. This is a major improvement in ICT. Standards in physical education are not as high as usually expected because the school does not have the facilities where pupils can learn gymnastic skills, and the playing field is often waterlogged. The playground is too small for team games. There was not enough inspection evidence to make a judgement about standards in geography as the subject is taught later in the term.
6. Teachers make appropriate use of **literacy and numeracy** in other aspects of the broader curriculum. Pupils in Year 2/3 used their note taking skills, for example, in a history lesson to record key facts about collecting historical facts and opinions. Pupils in Year 6 are able to talk about their work and express an opinion. The most able pupils are able to give detailed, oral accounts of what they have done or read, but many have a narrow vocabulary that hinders the development of more advanced reading and writing skills in all subjects. Pupils' books indicate that they are covering all aspects of the mathematics' curriculum on a regular basis, including number work at higher levels of difficulty. They showed their understanding of solid shapes and numeracy skills to make scale models of Egyptian pyramids and a 'stone' sarcophagus in which a 'mummy' could be buried. Pupils in all classes make appropriate use of **ICT skills** to carry out personal research on the Internet or from CD-ROM, record their written word in printed form or use an appropriate program as part of their work in science or mathematics.
7. Pupils with **special educational needs** make good progress because the school places a high priority on individual achievement. Teachers and teaching assistants give them sensitive support, resulting in increased confidence and self-esteem. Many of the pupils who have joined the school from other schools have some form of learning difficulty. Staff identify and meet their needs effectively and they make good progress, often from a very low base. The focused support given to pupils with particular needs is a strength in the school, and enables pupils who have severe, complex or persistent needs to receive the specialist teaching and encouragement they need within the normal context of a mainstream classroom.
8. Pupils' **achievement** in relation to their starting points is recorded very carefully by the headteacher. Progress in the current Reception class, and in Years 1-4, is good overall. Progress in Year 5 is satisfactory. Five higher attaining pupils have left the class and the proportion of pupils with special educational needs is now above average. Overall achievement by pupils in Year 6 is satisfactory, and sometimes good, because they are keen to learn and the teaching is generally good. All but three of the current Year 6 have, for example, made at least satisfactory progress in mathematics against the standards they achieved as seven-year-olds.

9. The previous inspection report stated that older pupils, in particular, were under-achieving. The headteacher, governing body and staff have worked strenuously to deal with the causes of under-achievement: low expectations, unsatisfactory behaviour and low staff morale. Although it is taking time to raise standards in Year 6, the quality of teaching is now good, pupils are working hard to achieve the realistic but demanding targets they have been set for attainment in the national tests in 2003, and are making at least satisfactory progress towards achieving them. The official description of ‘under-achievement’ no longer applies.

Pupils’ attitudes, values and personal development

10. **Attitudes** to learning are good and pupils are keen to come to school. Children in the Reception class are mostly well behaved and have a very good awareness of the simple class rules and routines. They take turns and share resources willingly.
11. Pupils in Years 1-6 also enjoy their lessons and join in activities happily. Almost all the parents who responded to the questionnaire stated that their child liked school. Pupils are willing to work. They settle quickly in lessons and usually listen attentively to their teacher and to one another. Sometimes, however, when the teacher talks for too long, some pupils become restless and lose interest. Pupils try hard to complete the work set, concentrate and are eager to join in, especially when the work is challenging. Pupils almost always enjoy mathematics lessons, especially the practical activities. However, their attitude to literacy lessons is sometimes less positive, particularly as pupils move up through the school. Pupils with special educational needs share the positive attitudes to work. They are fully included in every aspect of school life and are well supported in the classroom so that they can take an active part in lessons. They try hard and take a pride in their work. Other pupils are very caring and supportive. For example, pupils clapped spontaneously when a pupil’s work was praised. Pupils’ willingness to work has a significant effect on the progress they make throughout the school.
12. **Behaviour** in lessons is good overall and in some lessons it is very good. Pupils respond well to the high expectations of staff and to the consistent approach to managing their behaviour. No unsatisfactory behaviour was seen but a few pupils, mostly boys, became inattentive in some lessons in Years 5 and 6. In the lessons where behaviour was judged to be very good, pupils were well motivated and attentive because the work was challenging. For example, in a Year 3 mathematics lesson pupils responded enthusiastically to demanding questioning. Almost all pupils come to school ready to learn and respond well to the purposeful working atmosphere created by the staff. Pupils show respect for the feelings of others and take good care of their own and other people’s property. Despite the very poor state of the buildings, pupils take a pride in their school and look after it carefully.
13. **Behaviour** at playtimes and lunchtime is good overall and sometimes very good. Pupils of all ages play well together in the cramped playground, free of threats of bullying, racism or sexism. Older pupils help to look after the young ones and try to make sure that everyone has someone to play with. Pupils help others very willingly, for example, when someone falls over or is upset. Lunchtime is very well organised. The system of arranging pupils in family or ‘house’ groups means that the older pupils help the midday supervisors and take

responsibility for helping the younger ones. Lunchtime is a pleasant social occasion. Movement around the school is usually quiet and orderly but at busy times the restricted space leads to some jostling. The atmosphere in the school is quiet and purposeful. There have been no exclusions in the past year.

14. The school provides a good range of opportunities for **pupils' personal development**. Parents are confident that school helps their children to mature into responsible youngsters. The house system helps to create a friendly atmosphere in which pupils help one another readily. Year 6 pupils are elected to act as house captains and vice-captains. They exercise their responsibilities very seriously and take a pride in carrying them out well. All pupils are expected to help in their classroom and do so gladly. They enjoy the many opportunities they have to work together in small groups or pairs, often helping one another and sharing equipment sensibly.
15. **Relationships** throughout the school are good and mutual respect between staff and pupils is evident. For example, a group of pupils in a Year 3 literacy lesson worked very well with a teaching assistant to produce a detailed description of an imaginary flower and how to grow it. Pupils are co-operative and work very well together. They enjoy the opportunities they have to discuss issues and work together in groups, developing a growing understanding of the impact of their actions on others. Pupils are able to work independently in small groups without disturbing the teacher's work with other pupils, especially in literacy and numeracy lessons. The high quality of the relationships is a strength of the school and contributes positively to the achievement of high standards of behaviour.
16. **Attendance** is well above the national average. Attendance figures have risen since the time of the previous inspection. The level of unauthorised absence is below the national average. Most absence relates to illness. However, a significant number of parents work in the tourist industry and have to take their annual holiday during term time. Registers are properly kept and absence is followed up efficiently. Almost all pupils are punctual in the morning and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

17. The **quality of teaching**, as seen in lessons, teachers' preparation and records, is good overall and has improved considerably since the previous inspection. The proportion of good or better teaching has almost doubled and no unsatisfactory teaching was observed. The teaching seen was consistently good overall in all subjects and in all classes. Although no direct teaching was seen in art and design, or design and technology lessons, standards of pupils' past work indicate that the quality of teaching has been at least satisfactory. There was not enough evidence to make an informed judgement about the quality of teaching in geography. The basic skills of literacy and numeracy are taught effectively.
18. The quality of teaching for children in the **Reception class** is good. Children make good and often very good progress as a result. This is an improvement since the previous inspection when teaching was judged satisfactory overall. Children settle quickly into the class routines because very good procedures ensure that good links are firmly established

with the parents. The teaching assistants work very closely with the teacher and as a team. Work is planned with a very clear focus on what individual children need to learn next and a wide range of stimulating activities is provided in all aspects of the curriculum. All adults give very clear instructions and encourage children to listen carefully. Good use of praise motivates the children, encourages them to join in and helps them to be proud of genuine success. Very occasionally, higher attaining pupils are not challenged enough. The teacher has worked hard to make the best use of inadequate accommodation and has created a stimulating environment containing a good range of learning resources. This a positive impact on children's learning. The opportunities to work outdoors are limited due to the poor accommodation. The teacher has to be particularly creative in enabling the children to participate and enjoy outdoor physical activity. The provision for children before they start Year 1 of the National Curriculum is very well co-ordinated and there has been good improvement since the previous inspection.

19. Teaching is good in **Years 1 and 2** because work is well planned and the teaching methods catch the pupils' interest so that they want to know more. A good example was seen in Years 1 and 2 when pupils' early understanding of the past was stimulated by the introduction of real Victorian dolls stuffed with straw for comparison with a modern plastic figure. Pupils were fascinated and quickly learned the new vocabulary, 'bisque' for example, to use in their descriptions. A well planned link to art and design meant that they had an immediate opportunity to create a doll or soldier themselves. Teaching is also good in **Years 3-6** and the particular weaknesses noted in the previous report no longer occur. Much greater care is taken to make sure that work is set at the correct level of difficulty for the wide range of ability found in the mixed-aged classes. Higher attaining pupils are now given more challenging tasks, as was seen when the more able Year 5 and 6 pupils used a 'decision tree' to work out the various properties of different types of triangle. They could explain what they had to do and got on quickly with their work.
20. Good teaching occurs in all parts of the school because teachers have a good understanding of the subject material, and give the pupils confidence as learners. Nearly all lessons move along at a brisk pace that keeps interest levels high, the teachers' own interest and enthusiasm are apparent and the pupils enjoy learning. A good example of this occurred in a Year 2/3 mental arithmetic session where pupils had to complete addition and subtraction sums to 100 quickly in their heads. The fun level was high, the variety of 'games' kept pupils alert and wanting more, and they became more proficient and understood more deeply because they wanted to learn and to be successful.
21. Where the quality of teaching was judged as satisfactory but not better, pupils had to sit on the carpet for too long, started to lose concentration and were longing for a good stretch. Most teachers managed any challenging behaviour very well but a few examples were seen when younger pupils did not always listen to the teacher or when older boys had to be reminded too often that they were in school to work not chatter.
22. Pupils with **special educational needs** learn effectively. Liaison between teachers and support staff is usually good. In the best examples, teachers give teaching assistants very clear written guidance about how they should be working during the lesson, and staff note

pupils' progress or areas of difficulty carefully so that the next lesson can be based on what the pupils have already learned. The skilful use of additional adults ensures that all pupils are fully included in all the class activities. Occasionally, the support staff do not take a full part in the whole-class section of the lesson and watch from the 'sidelines'. This is a waste of their time and pupils who would welcome a quiet word of encouragement or some extra support do not make as much progress as they might. Teachers are particularly skilled at using questions to target individual pupils, which enable them to participate fully in lessons. In one lesson, the class teacher gave explicit, detailed feedback to pupils, which enabled them to make good progress. The teaching is also good when pupils are withdrawn for additional support. The clear targets, good behaviour management and high expectations mean that they make good progress.

23. The overall **quality of learning** is also good. Teachers ask questions skilfully so that pupils have to think hard before answering. This increases their levels of concentration and they learn more quickly. Pupils respond very positively to the good teaching, and enjoy being challenged. Teachers mark books conscientiously but the quality of marking is different from teacher to teacher, and some staff do not give pupils enough guidance to indicate how they can improve. A similar concern was noted at the time of the previous inspection. Homework is used to consolidate pupils' understanding and to help pupils to make better progress. Mathematics homework is particularly well planned.

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

24. The quality and range of **opportunities for learning** in the Foundation Stage and in all other classes are good. The exception is physical education, where the school is unable to meet the full National Curriculum requirements, or for the physical development of younger children, because there is no suitable accommodation for gymnastics and the field is often flooded or water logged. Teachers work hard to provide a good range of learning opportunities for all pupils including those with special educational needs. Weaknesses identified in the provision for science and ICT during the previous inspection have been corrected and the time given to swimming has been increased. The school now includes sex and drugs awareness teaching through its personal, social and moral education programme.
25. There are appropriate and relevant policies for all subjects. **Schemes of work** are based either on national strategies or guidelines, and all subjects are given an appropriate amount of time over the term. These are good improvements since the last inspection. Subject co-ordinators give teachers medium term plans based on half-termly units of work. This makes sure that pupils' learning follows a logical sequence and that mixed aged classes do not repeat any work. Subjects are taught in 'blocks' so that the whole school is working on a particular unit of work, such as 'forces', at the same time. Appropriate opportunities are taken to develop literacy, numeracy and ICT in all aspects of the wider curriculum.
26. The school provides a good range of **extra-curricular activities** despite its difficult site and location. These include a computer club, recorder club, the choir, netball and a construction club. The school arranges for an After School and Holiday Club. Educational and residential visits are a strength of the school, particularly the visits to the Eden Project and

St. Michael's Mount in Cornwall. These activities make a significant contribution to the pupils' personal and social development, as well as to their learning in science, history, geography and other subjects.

27. The school has maintained the high standards of provision for pupils who have **special educational needs** seen in the previous inspection. Greater use is made of the results of statutory and non-statutory tests in order to set targets and measure progress. The requirements of the revised Code of Practice are met in full. Teachers are better at making sure that work is set at the right level for all pupils. The governors are committed to maintaining a high level of staffing, especially of teaching assistants, and this has had a very positive effect on the learning and progress of pupils who have special educational needs. The part-time co-ordinator is only able to support work in English but the teaching assistants are well trained and support all aspects of the pupils' work. Teachers know their pupils well and monitor progress closely. Individual Education Plans (IEPs) are well written and targets match the pupils' needs.
28. There are appropriate policy documents that set out the school's approach to ensuring **equal opportunities** and promoting racial equality. Teachers take care to use all opportunities to raise pupils' understanding and respect for diversity, and ensure that boys and girls receive similar opportunities. The school is also alert to differences in performance by boys and girls in different subjects.
29. **Links with the community** and other institutions are good and have improved since the previous inspection. The Basic Skills Agency organises the weekly computer club for adults and a Play Course for potential play workers/leaders. The school welcomes a range of visitors representing the community as well as students and adults on work experience. Pupils visit the community, particularly in the time before Christmas. The school receives welcome donations from local businesses as well as materials such as stationery and teaching materials. Links with the local secondary school, South Dartmoor Community College, are very good, particularly in the area of physical education where specialist staff visit weekly. The link also provides the physical education co-ordinator with opportunities for professional development, and helps to bring other local primary schools together in a festival that celebrates the pupils' development in dance.
30. The provision for **spiritual development** is sound. Pupils have opportunities to develop a sense of spirituality through their residential visits, for example visiting the Eden Project, and through curriculum topics such as the study of forces and Ancient Egypt. However, some teachers do not plan enough opportunities for pupils to develop these further, so that they have, for example, an appreciation of mystery, a deeper understanding of values and beliefs, and an empathy with others' feelings and emotions. Provision for **moral development** is good. Staff give pupils plenty of opportunities to develop their understanding of right and wrong in lessons, discussion times and in assemblies. All adults set a good example of fairness and help pupils to understand moral values. Good classroom rules are based on protecting the rights of others.

31. The provision for **social development** is very good. The house system, incorporating family groups, gives ample opportunities for older pupils to support younger ones during lunchtimes whilst eating and during rainy days. The teachers have nurtured the family atmosphere of the school carefully and have given responsibilities to pupils where possible. ‘Circle time’, when pupils sit together for a discussion, is used to explore social matters, and to develop relationships and an understanding of others. The school is sensitive to the needs of pupils and parents, and most parents approach the school confidently for support. The provision for **cultural development** is good because the school actively seeks opportunities to enable pupils to experience different cultures and beliefs. An extended visit by Japanese students has enabled pupils to gain first hand experience of their traditions and customs, for example, by taking part in a formal tea ceremony. Subjects such as history and religious education are used to promote pupils’ understanding of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides a good level of care for all its pupils. There are several strong features. The arrangements for ensuring **the welfare of pupils** are good. Teachers and other staff know the pupils very well and use their knowledge sensitively to support them. The procedures for child protection are good. Appropriate policies and procedures are in place for health and safety, including strict safeguards relating to Internet access. Regular health and safety checks are carried out. However, despite the vigilance of the governors, headteacher and staff in ensuring that pupils are safe at all times, the overall standard of the accommodation continues to give concern. Some activities, for example in physical education, are unable to take place because the inadequacies of the building make it impossible to carry out the lessons safely. Pupils are regularly reminded of safety issues such as the importance of walking in most parts of the playground. However, the area in which it is safe to run is very small and a number of boys find it difficult to stick to the rules. Many parts of the current site is not suitable for wheelchair users. Clear procedures are in place for first aid and medication but any pupil who is unwell has to sit in the office, well away from toilet facilities, as there is no medical room.
33. The school promotes the importance of prompt, regular **attendance** very effectively. All parents understand what is expected of them and inform the school promptly if their child will be away. Absence is monitored daily, ensuring that any developing patterns of absence are identified quickly. In particular, if any pupil who walks to school does not arrive on time, a telephone call is made to the home to check that everything is alright. All unexplained absences are followed up. Lateness is also monitored. The school involves the education welfare officer promptly in cases of unexplained absences, developing patterns of absence or persistent lateness. The effective systems for monitoring and promoting good attendance have resulted in a significant improvement in the level of attendance over the last two years.
34. Procedures for promoting **good behaviour** are successful and have resulted in considerable improvement in the standard of behaviour since the previous inspection. The behaviour policy provides a clear framework and is used consistently by all staff to achieve and maintain high standards. Pupils know what is expected of them and appreciate the rewards

and certificates they receive. Almost pupils are well motivated by the high expectations of their teachers. Certificates and praise are given out at a weekly achievement assembly. Pupils enjoy this and take a pride in receiving public acknowledgement of their success. Teachers monitor behaviour and involve parents at an early stage when there are concerns, and are willing to work with families when behaviour is a problem at home. Teachers and other adults provide good role models for pupils within a caring environment. Procedures for eliminating bullying, sexism and racism are also very good. Pupils are confident that any bullying is dealt with quickly and effectively when it does occur. The good relationships throughout the school play a significant part in making sure that pupils learn to take responsibility for their own behaviour. In particular, the house system encourages good relationships and responsible behaviour because older pupils are actively encouraged to look after and help the younger ones in their house. Nearly all the parents who made their views known to the inspection team were confident that the school achieves a high standard of behaviour. This is borne out by inspection evidence.

35. Procedures for monitoring and supporting pupils' **personal development** are good. Teachers and support staff know their pupils very well and use this knowledge sensitively when guiding pupils' behaviour or dealing with their personal problems. The school has a good programme of personal, health and social education that includes work on issues of importance to their lives, such as how to look after themselves and how to say 'No' in dangerous situations. Pupils are consistently encouraged to treat others with respect and learn to listen to others' viewpoints, helped by the good role models of all adults in the school. They also learn to treat the environment with respect. Despite the poor state of the accommodation, it is well kept and there is no evidence of graffiti or deliberate damage.
36. Arrangements for **monitoring and supporting pupils' academic and personal development** are good, but the school recognises there is still more work to be done to establish them firmly in all subjects. The systems have been improved since the previous inspection, when weaknesses were identified in the ways teachers measured and recorded pupils' progress in all the subjects apart from English and mathematics. Teachers collect and analyse the results of national and other tests very carefully. Results are recorded on spreadsheets so that pupils' progress can be set out over time. There is an additional on-going process through which teachers assess pupils' progress and set individual targets in literacy and numeracy. The procedures now include regular collection of samples of pupils' work for discussion and evaluation. This provides a firm factual basis for helping pupils to make progress and for reporting to parents. Day-to-day assessment in lessons is good, and teachers readily adapt plans to meet the needs of individual pupils or the whole class as the lesson proceeds. Marking is carried out conscientiously but there are some inconsistencies between teachers in the quality of the written comments made in books. Some do not help the pupils to understand how to improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The responses to the **parents' questionnaire** and comments at the parents' meeting indicate that parents are pleased with the school and are very supportive. Parents state, without exception, that the school is well led and managed. Almost all parents believe that

the teaching is good and that the school achieves a high standard of behaviour. They feel comfortable approaching staff with any concerns and report that the school works closely with them. Parents state that their children are encouraged to work hard and are helped to become mature and responsible individuals. Almost all children like attending school. A considerable number of parents felt that the school did not provide an interesting range of activities outside lessons. A smaller but significant number responding to the questionnaire stated that the school did not set the right amount of homework and that parents were not well enough informed about the progress their child was making.

38. Inspection evidence supports all the **parents' positive views** of the school. The range of activities outside lessons, such as clubs, visits and visitors to school, is good. However, the narrow, unlit lane down which parents and children have to walk to and from school, together with the lack of appropriate outdoor play areas, does restrict the opportunities for after-school activities, especially in the autumn and winter. Homework is set regularly and is particularly good in mathematics. However, inspection evidence does support parents' concerns that they could be better informed about how their child is getting on because annual reports do not give enough information about the progress pupils make.
39. The school has established a wide range of effective **links with parents**. The home-school agreement is now signed by about half of the parents, which is a considerable improvement over recent years. Meetings are held for parents about a range of topics, such as the literacy and numeracy strategies. Some parents are currently attending a day-time course in computer skills and the school provides crèche facilities to enable as many as possible to attend. Parents have three opportunities each year to consult with their child's teacher, including a meeting to discuss the annual report. They are also welcome to make an appointment to talk to the teacher at any time. Many parents make use of the time at the beginning and end of the school day to talk to the headteacher, or to their child's class teacher. All pupils have a home-school diary that is used effectively for informal notes. Parents are also encouraged to complete their child's reading record. The school runs both an after-school club and a holiday club where children whose parents are working are looked after and provided with a range of interesting activities. A notable feature of this is that the school is only closed for the Christmas and New Year period, providing good quality childcare to support parents at all other times.
40. The school provides a wide range of good quality **information for parents**. The school brochure and governors' annual report to parents are full of useful information and are well presented. Informative newsletters go out to all parents on a weekly basis. A notable feature of the mathematics homework is the accompanying sheets that show parents how to help their child with the work. Parents of pupils with special educational needs are well informed and involved at all stages. They are invited to reviews of pupils' progress and there is an 'open-door' policy for any parents to discuss concerns. The co-ordinator invites parents to regular updates on their child's progress but these are not always well attended.
41. The quality of the **annual progress reports** on pupils to their parents is unsatisfactory overall. Reports cover all the subjects of the curriculum as well as personal and social development. However, comments are brief, especially those for English, mathematics and

science. Although reports provide an overview of what the pupil has done, the comments about attainment are not in a form that is helpful to parents. In all subjects teachers comment that the pupil is working at, below or above the expected level but the phrase is not explained, and parents do not know what their child has actually achieved. Progress is rarely mentioned and, when it is, it is in the form of a single comment in the personal and social development section. Targets for improvement are not a consistent feature of reports and, when they are indicated, they are not sufficiently specific to guide progress. The school has already recognised that reports need to be improved and plans to provide additional information in the future. Parents have the opportunity to discuss their child's progress in detail with the class teacher after the reports are issued.

42. Parents are welcome to help in school in a variety of ways and a small number provide regular support. The school employs a good number of parents, for example, as midday supervisors and classroom assistants. However, parents cannot be invited to share the achievement assemblies because the hall is barely large enough for the pupils.
43. Overall, the school has maintained the positive partnership with parents noted in the previous inspection report and improved some aspects of it. The headteacher is committed to involving all parents as active partners in their child's learning and offers useful courses to help parents to support their children effectively.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The quality of the leadership and management of the school provided by the headteacher, governing body and staff with management responsibilities is good. **The leadership and management skills of the headteacher** are very good. She has a clear vision and provides a focussed direction for the school's future progress. The headteacher has been a major influence in the improvement since the previous inspection. She has high expectations of herself and the staff and pupils, and leads strongly through personal example. The school does not have a deputy headteacher but the senior teacher gives good support to the headteacher and provides an effective role model for other members of staff. The headteacher has been particularly effective in developing all staff in the school. She values them highly and ensures that appropriate training and support are provided to develop their skills.
45. The **school improvement plan** is good. It establishes priorities and the actions required to achieve them. Members of staff and governors were involved in drawing up the plan, which is firmly focussed on raising standards. The links between school improvement planning and the budget are not always clear. Too many of the priorities in the plan need a whole-school focus at the same time and this limits the impact of some of the actions. The progress of the plan is carefully monitored by the headteacher and the information used to very good effect. One good example, a key issue from the previous inspection, was raising standards in English. There was a careful analysis of the short-comings, details of the actions needed and the identification of solutions with measurable outcomes. Governors were involved throughout and were able to ensure that the work was undertaken. Evaluations from the

monitoring helped the school to focus on more specific areas in English and this has had a positive impact on raising the standards of teaching.

46. Clear aims, expressed through the mission statement, guide the work of the school. The school's commitment to the inclusion of all pupils from different backgrounds and of differing abilities in its academic and social life is a significant factor in the rising attainment and good progress of pupils with special educational needs.
47. The previous inspection found that the role of **subject co-ordinators** was under-developed. The headteacher put a programme of training and support in place, and co-ordinators have made good progress in developing their leadership and management of subject areas, especially in English, mathematics and science. They are now ready to extend their roles by monitoring and evaluating the quality of teaching and learning in all the other subjects so that they can spread good practice, assess standards at first hand and support colleagues who are not as secure as themselves. There is a new co-ordinator for design and technology who is at a very early stage in developing the subject and is following a programme of induction into her role.
48. The **governing body** provides good support for the school. Governors undertake their statutory responsibilities effectively and have produced the required policies. These are reviewed and updated appropriately. The chair of governors visits school regularly and works in close partnership with the headteacher. The governing body has established the statutory committees and has developed other committees with delegated powers. These are authorised to make decisions on behalf of the full governing body on financial, personnel and curriculum matters. Individual governors are given responsibility for areas of the curriculum, which increases their personal understanding and involvement in monitoring aspects of the school. The governing body has met its statutory obligations in its arrangements for managing the pay and performance of staff and has set targets for the headteacher.
49. The school analyses information from statutory and voluntary tests in English, mathematics and science very carefully. This information is used to good effect in setting individual targets for pupils, adapting the curriculum to their needs and in planning training for teachers and teaching assistants. The headteacher undertakes most of the monitoring of the quality of teaching, as co-ordinators are still developing their skills in this area. She maintains a detailed file of all the monitoring undertaken, which provides essential information about the effectiveness of the school and the actions needed to improve. Teachers receive regular feedback from the headteacher about the teaching and learning in their classes, and co-ordinators report to staff generally about the progress of their subjects.
50. The **financial administration** and budgetary controls are good. The governing body's finance committee works in partnership with the headteacher to ensure that funding is appropriately directed to priority areas. The day-to-day administration of finances is very good and the close monitoring of the spending means that the headteacher is able to keep governors informed on the progress of the budget. The governors have taken on the concept of 'best value' and have endeavoured, where possible, to seek quotations from various providers when planning spending. Good use has been made of specific grants to

raise standards. For example, the National Grid for Learning (NGfL) funds have been used to develop the computer suite and address the weaknesses in ICT identified in the previous inspection.

51. The school's administrative assistant provides good service and support. She is very efficient and ensures a friendly and helpful welcome to the school. The school is clean and the site is efficiently managed by the site manager and cleaning staff. This is particularly praiseworthy considering the very poor nature of the site.
52. The governors believe that the best use of resources is to maintain a high number of teachers and assistants. The inspection evidence is that the strategy is working successfully. The number and experience of teachers match the demands of the curriculum. Teaching assistants generally make a very positive contribution. The headteacher has ensured that they receive additional training and they report that courses and support provided by the local education authority are very helpful to their work. The professional development of staff is very good. There are no newly qualified teachers on the staff at present but there is an induction process. The school has the potential to be an effective provider of initial teacher training were it not for the very poor accommodation.
53. The **special educational needs** co-ordinator is an experienced, specialist teacher, who works to great effect in the school on a part-time basis. She brings invaluable knowledge of the support services and procedures, and makes sure that pupils get the support to which they are entitled. She offers advice to staff when necessary and writes the IEPs in liaison with class teachers. The headteacher maintains documentation and ensures that the school meets the requirements of the Code of Practice. All test scores are analysed, pupils' needs are recognised early and monitored effectively, so that they can be met appropriately. The co-ordinator feels that withdrawal from lessons is the best form of support, so that pupils can concentrate without distractions. This gives very effective support, focussing on specific needs additional to the support that pupils would receive in class. Pupils say that they like the sessions and make good progress. The co-ordinator advises teachers and teaching assistants on completed work and work to be covered before the next session. Members of staff are conscientious in carrying out suggestions. This ensures that pupils make good progress in class lessons because the work covered in the withdrawal groups is integrated into their main class work.
54. The standard of **accommodation** is very poor. Despite the best efforts of the governors, the school has not been able to resolve this issue in the time since the previous inspection. There are plans to build a new school next year. All classrooms are separate temporary buildings, which smell damp and provide a very poor physical setting for the pupils. The main toilets are outside and one class has nowhere in its building to store its coats. It is to the great credit of the staff that they provide a bright, attractive and welcoming environment despite the appalling conditions. The hall can only just accommodate all the pupils for an assembly and is unsuitable for gymnastics. The school has very little room for storage and no additional teaching space. Teachers have to use the bright and well-organised library as their staff room, and it then becomes the after-school club at 3.30 pm. The school is assiduous in carrying out risk assessments and ensuring that pupils are able to work in

safety. Nevertheless, it is still not possible for the school to deliver all aspects of the National Curriculum for physical education.

55. Currently there is no suitable, safe outdoor area for children in the Foundation Stage of learning, as the existing facility has had to be fenced off. The overall outdoor play area is very small for the number of pupils in the school and, at the time of the inspection, was potentially hazardous with fallen leaves that are impossible to clear effectively, and water lying on the uneven and poorly drained hard surface. Staff and parents have attempted to make the exterior of the school more attractive with murals and stimulating mobiles. The playing field is often unusable. The whole site is unsuitable for pupils with physical disabilities and it is unlikely that it could be adapted to make it more accessible.
56. Resources are adequate and used well. For example, the school has spent a considerable amount of money in improving reading resources for the library and for reading in class. The employment of a helper to act as librarian for half a day each week has raised the profile of reading in the school and amongst parents. These actions have had a positive effect on standards of reading. There are sufficient resources for other subject areas. Resources for pupils with special educational needs are reasonable and are used wisely to ensure good progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The headteacher, staff and governing body should continue to work closely together, as identified already in the school improvement plan, to:
- (1) Raise standards in all subjects by:
 - Increasing the range, depth and use of a spoken and written vocabulary [see paragraphs 1, 4, 6, 68, 72 and 73];
 - Continuing to develop and use assessment systems to measure pupils' progress and set targets for improvement [see paragraphs 23, 36, 75, 84, 95 and 107].
 - (2) Replace the school buildings, and include the facilities needed to meet the National Curriculum requirements for physical education and an outdoor provision for children in the Foundation Stage [see paragraphs 5, 18, 24, 32, 54, 55, 64 and 111].
 - (3) Extend the role of the subject co-ordinators to include the monitoring and evaluation of the quality of teaching and learning in all subjects [see paragraphs 47, 49, 95, 97, 99 and 103].

In addition to the above, the school should:

- Increase the amount of information in pupils' annual reports [see paragraphs 38 and 41];
- Continue to exercise extreme vigilance regarding pupils' health and safety, in light of the difficult conditions on the current site [see paragraph 32].

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	16	5	0	0	0
Percentage	0	19	62	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	118
Number of full-time pupils known to be eligible for free school meals	-	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	21

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

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	8	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	15	15	19
Percentage of pupils at NC level 2 or above	School	79 (90)	79 (95)	100 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	95 (95)	100 (100)	100 (85)
	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	8	5	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	6	3	12
Percentage of pupils at NC level 4 or above	School	46 (57)	23 (61)	92 (74)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	11	10	9
Percentage of pupils at NC level 4 or above	School	85 (83)	77 (83)	69 (96)
	National	73 (72)	74 (74)	82 (82)

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

The above tables, showing the standards attained, have been partially omitted due to small year groups.

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

Categories used in the Annual School Census	No of pupils on roll	No. of fixed period exclusions	No. of permanent exclusions
White – British	110	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	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)	6.2
Number of pupils per qualified teacher	19.1
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	142

Financial information

Financial year	2001/2002
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	£
Total income	306883
Total expenditure	321765
Expenditure per pupil	2637
Balance brought forward from previous year	20751
Balance carried forward to next year	5869

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	118
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	25	8	0	0
My child is making good progress in school.	60	29	8	0	2
Behaviour in the school is good.	61	37	2	0	0
My child gets the right amount of work to do at home.	35	46	17	2	0
The teaching is good.	58	40	0	0	2
I am kept well informed about how my child is getting on.	42	35	17	2	4
I would feel comfortable about approaching the school with questions or a problem.	69	27	4	0	0
The school expects my child to work hard and achieve his or her best.	56	38	2	0	4
The school works closely with parents.	44	52	2	2	0
The school is well led and managed.	61	39	0	0	0
The school is helping my child become mature and responsible.	52	40	6	0	2
The school provides an interesting range of activities outside lessons.	23	40	19	17	2

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

58. Children are admitted full time into the Reception class in either September or January, according to when they reach the age of five. Those who will be five between September and the end of February begin in September, and those who will be five between March 1st and August 31st start in the January. Four-year-olds are entitled to two half-day sessions before they start full-time education. Most children have attended a local playgroup or other setting before starting school. There were nine full-time children in Reception, and the seven part-time children attended half-day sessions, during the inspection.
59. Assessments made when the children start school and the inspection evidence indicate that the level of children's attainment on entry is varied but is generally well below average. Pupils with special educational needs are identified early and make good progress with effective support. All children work confidently from their first term because of the welcoming environment in which they are placed. Children make good or very good progress in relation to their starting points by the time they are ready to start Year 1 of the National Curriculum. They reach the levels expected for their age for mathematical development, knowledge and understanding of the world, creative development and for personal, social and emotional development. Attainment in communication, language and literacy and physical development is below expected levels.

Personal, social and emotional development

60. All children, including those with special educational needs, make very good progress and almost all are on course to reach the levels expected for their age by the end of the Reception Year. This is because the quality of the provision and the very good teaching. Children are mostly well behaved and have a very good awareness of the simple class rules and routines. For example, they know that they have to change from one activity to another when the teacher shakes a tambourine. The children take turns with equipment and share resources willingly. They are learning to work and play happily together whilst undertaking various independent activities. The children are developing good listening skills and most show real interest in the various activities prepared for them. They develop good attitudes toward learning as a result of the teacher's skilful management.

Communication, language and literacy

61. Children start school with a wide variety of attainment and few are able to communicate confidently with adults. The quality of teaching is good but, although children make good progress, most are unlikely to reach the levels expected for their age by the end of the Reception Year. Children with special education needs are fully included in all activities and are well supported by staff who have a good understanding of their difficulties. All children enjoy listening to stories such as *I Fell Out of Bed* read by the teacher. The teacher looks constantly for opportunities to extend children's speaking skills and vocabulary by asking

them, for example, ‘What do you think?’ and ‘How do you know?’ Reading skills are also promoted very well through large picture books shared with the children, who listen carefully and learn to understand that print carries meaning. Some children remember relevant words and also recognise words that occur frequently. Some children can write their names, understand that marks on paper carry meaning and write short captions for pictures with the support of adults. Lower attaining children make marks on paper and discuss what they have ‘written’. Children practise writing individual letters in sand with their finger or lolly stick, looking at the direction of letters and holding their pencils correctly.

Mathematical development

62. The quality of teaching in this area of learning is very good. The children make very good progress and are on course to have reached expected levels by the end of the Reception Year. The enthusiasm and knowledge of the teacher is readily apparent and the use of puppets in counting games helps to make learning fun. Most children recognise numbers to 20 and can put them into the correct order. Many know the correct names for two-dimensional shapes such as circle, square and triangle. Higher attaining children explore number patterns confidently and most understand terms such as ‘taller’, ‘shorter’, ‘smaller’ and ‘shortest’. Lower attaining children, including those with special educational needs, are given similar challenges and make good progress because they are well supported by adults. All children play number games using a number line from 1–20 and can count ‘one more’ or ‘one less’ from a given position depending on the colour of pegs they extract from a bag. Resources are used well and make the subject as practical and as exciting as possible

Knowledge and understanding of the world

63. Children start school with varying levels of awareness of the world around them, but overall standards are well below those expected for children of this age. However, the current Reception class will have made very good progress and are on course to reach the levels expected for their age by the end of the Reception Year. The overall quality of teaching is very good and all children, including those with special education needs, are fully included in all the activities and make good progress. Children have started to develop a sense of time and place by talking about their own families and where they live. They explored the immediate school environment during the early part of the autumn term, experiencing the changing seasons and leaf colours, and used what they had seen in their creative work. They have made tower block buildings and discussed with their teacher why these sometimes fall down. They build houses using a variety of resources and discover that some materials change when they are heated and cooled, as when shaping clay leaf prints and gingerbread men. The children are beginning to develop their ICT skills when they learn to control the mouse and move ‘block’ objects on the screen. Higher attaining children are challenged to find the block screen themselves whilst lower attainers are guided through the different stages by an adult. The children’s ability to make delicate movements with their hands is developing well and many are starting to build structures using a wide range of construction equipment. They talk about people familiar to them and their favourite toys.

Physical development

64. All children make good progress in many aspects of physical development and the teaching is good. However, the poor accommodation severely limits children's access to outdoor activity and their opportunities to explore space and height. A previously secure outdoor area for the children is no longer available to them. The limitations in the accommodation mean that the children are unlikely to reach expected levels by the end of the Reception Year, and are not doing as well in this aspect of their learning as was reported during the previous inspection. Children learn to move freely around the Reception classroom and gain confidence when they run in different ways behind the teacher in the playground. They learn to move to rhythm, marching in time to the beat on a wood block. They learn about their bodies and ask questions about what happens when they become ill or get hurt, and want to make themselves better. They gain increased control by cutting and rolling, using malleable materials, as when making clay hedgehogs. The children are taught basic skills including cutting and folding, and sticking paper and card.

Creative development

65. Children make very good progress in the development of their creative skills and are on course to reach the recommended level for their age group by the end of the Reception Year. This is because the quality of teaching is at least good and is sometimes very good. Staff plan an environment that is rich in learning opportunities, including opportunities for imaginative play. Evidence from the displays in the classroom and through discussion with the children, reveal that they have enjoyed a number of interesting activities involving colour mixing, painting, splatter painting, cutting, collage, work using natural substances and the exploration of shape and colour. For example, the children begin to discover for themselves that blue and yellow make green whilst mixing paints. They are given a wide range of musical experiences through playing percussion instruments, listening to music, being made aware of rhymes and rhythm, and through singing and dance.

ENGLISH

66. Overall standards are in line with national averages in Year 2, but are below average in Year 6. The school has successfully implemented the National Literacy Strategy, which is having a beneficial effect on the progress and attainment of pupils. Most pupils make good progress and achieve well. The apparent discrepancy between the good progress and pupils' current attainment in Year 6 is because a significant number of higher attaining pupils have left the school, and those who have come from other schools, half the present class, often achieve at lower levels. An above average number of pupils in the current Year 6 have special educational needs.
67. The results of the national tests in 2002 indicated that standards in reading at the end of Year 2 were in line with those found nationally but were above average in comparison with similar schools. Standards in writing were below those found nationally but about the same as those in similar schools. Standards at the end of Year 6 were well below average in comparison to all schools and below average in comparison with similar schools. Overall, there has been good improvement since the last inspection, when results at the end of Year 6

were well below average. The school has significantly raised the number of pupils in Year 6 who attain the nationally expected standard of Level 4 in writing.

68. All pupils, including those with special educational needs, make good progress in **speaking and listening** in Years 1 and 2, and their oral skills are broadly similar to those expected of pupils of their age by the end of Year 2. This is mainly due to the enrichment of language provided by the school. Almost all pupils speak confidently, using a growing vocabulary by the age of seven. They talk about their likes and dislikes, and give relevant answers to questions. They answer in simple sentences and listen carefully, give simple instructions and follow more complex directions from the teacher. Although pupils in Years 3-6 make good progress with speaking skills, mainly due to the emphasis that the school gives to oral work, current standards in Year 6 are below expected levels. Pupils are able to talk about their work and express an opinion. The most able pupils are able to give a detailed, oral account of what they have done, describing, for example, how they selected materials and carried out a project to make models. They discuss books they have read and compare authors. Most pupils, however, find it difficult to express preferences or to discuss books in depth. They respond to questions requiring a literal recall of events but find it difficult to infer emotions or motives, or to express a viewpoint based on their reading. Many pupils have a narrow vocabulary, which hinders the development of more advanced reading and writing skills.
69. Standards in **reading** are close to expected levels in Year 2 and Year 6. By Year 2 all pupils, including those who have special educational needs, have made good progress. The most able readers read simple texts accurately and have a good understanding of the sounds made by single or groups of letters. They describe the book, talk about the characters in simple terms, identify the title and author and use a contents list. The more able readers are able to tackle challenging texts but lacked the vocabulary or knowledge to be able to gain a deeper understanding of the text or to look for an interpretation beyond the literal meaning of the story. Very few pupils were able to read at a higher than average level. Pupils who have special educational needs are able to read simple stories, recognising common words and using initial sounds to read unknown words. They retell the story and put the main points in correct sequence.
70. Year 6 pupils have made good progress with reading. Most are able to read aloud with expression, but the reading is sometimes mechanical and their understanding of the text is not as great as their ability to read it aloud. They approach unfamiliar texts with confidence but their understanding is at a literal level and they are not able to discuss allegorical meanings or to distinguish the author's viewpoint from that of characters in the story. Pupils with special educational needs make good progress with reading and achieve an appropriate level. Pupils in Year 5 show increasing skill with reading and their performance suggests that they are in line to achieve a satisfactory level in reading and writing by the end of Year 6.
71. All pupils have a reading record, which gives a detailed diagnosis of the pupil's progress in reading. Home-school reading records show that only some pupils are heard to read regularly outside school. All pupils said they enjoyed reading and showed a pride in their reading ability. They enjoy using the library but opportunities are limited because the room

has to double as the staff room, is used for the crèche and as an area for small teaching groups.

72. Standards in **writing** are in line with the national average in Year 2. All pupils make good progress. Most start in Year 1 able to copy sentences and write some words independently. By the age of seven, the most able pupils write in simple sentences, using appropriate and interesting language. They are able to spell simple, regular words, and handwriting is well formed. Very few of the rest of Year 2 are able to write at a higher than average level because they do not have a wide enough spoken vocabulary to give them a range of words to use in their own writing. The majority are able to write in simple sentences, composing their own stories or answering simple comprehension questions. They sometimes use full stops and capital letters, and show an awareness of the purpose of punctuation. Pupils with special educational needs can write simple sentences, spelling common words and very simple, regular words. They make very good progress. For example, a pupil who could copy only a few very simple words in Year 1, was able to write 'I like snow because I play snowballs with my friend.' in Year 2.
73. All pupils, including those who have special educational needs, continue to make good progress and, by the end of Year 4, more able pupils are writing in a joined-up script and use a pen. They have a rich vocabulary, using words such as 'venom' and 'zooming' and their writing is lively and thoughtful. Overall standards in Year 6 are below average. An above average proportion of the year group has special educational needs and current levels of attainment are not due to under-achievement. Teachers expect pupils to work hard and they set work at the correct level of difficulty. Nearly all the pupils have made satisfactory or better progress since they were in Year 2, and are on track to achieve overall levels of attainment that are higher than those reached in the 2002 national tests because the quality of teaching is improving. Higher attaining pupils are writing lively, thoughtful poems and stories. Their spelling is usually accurate and they show knowledge of the rhythm of written language. They draft stories and edit them, use computers to word process their work, and can discuss how to improve their writing. Pupils who have special educational needs can spell common, regular words and use full stops and capital letters. They make good progress from a very low starting point. The limited speaking and listening skills of many pupils in Year 5 and 6 hinders the development of both reading and writing.
74. The quality of **teaching** is never less than satisfactory and is often good. Teachers' subject knowledge is good and basic literacy skills are taught effectively. Teachers set clear objectives, are skilled at using questions to target groups and individuals, and in matching the activities to the needs of the pupils. The teamwork between class teachers and teaching assistants is a particular strength, especially when the teaching assistants' very effective and unobtrusive support helps pupils to make good progress. Teachers use a range of strategies to engage pupils' interest and support learning. For example, in one lesson, the teacher made very effective use of a game to help pupils identify and place adverbs. Teachers' classroom management is good and they have very good relationships with pupils. Teachers generally make sound use of ICT to support learning. For example, pupils in Years 5 and 6 had word-processed poems, editing their work on screen and using the spell-check

program to make sure of their spellings. Appropriate homework is set for reading and spelling.

75. Where teaching is less effective, teachers miss opportunities to develop the role of the teaching assistant. For example, in one lesson the assistant listed pupils who had earned a 'smiley face', when the time could have been used to note pupils' responses. In some lessons pupils sit and listen for too long and become restless. Teachers' marking does not always suggest ways for pupils to improve or set targets for improvement. Staff have been given training and support to develop guided reading sessions but these are not used consistently. In the best lessons, teachers give very effective guidance to develop pupils' reading skills and strategies but other lessons are little more than shared reading. Nevertheless, the school has the capacity to improve the quality of guided reading sessions by sharing good practice.
76. The school has made good progress in addressing the issues raised in **the previous inspection**. Speaking and listening skills have improved, the focus on guided reading sessions has ensured that pupils make more use of strategies for reading, and pupils' writing has improved. The quality of marking is still inconsistent.
77. **Leadership and management** are good. The co-ordinator has built up her skills through additional training. She carries out detailed and rigorous analyses of all aspects of English and ensures that the information is used to improve learning. Pupils have individual targets for improvement and their progress is carefully monitored. Records show that pupils make good progress over time. The co-ordinator carries out classroom monitoring, and looks at planning and pupils' work. The evidence from monitoring is shared with colleagues and is used very effectively to improve the quality of teaching and learning. The co-ordinator identifies aspects of English that need to be developed, encourages a whole-school focus on them, arranges training and support, and monitors whether pupils learn more effectively. The impact of this leadership is particularly noticeable in the improvement in teachers' questioning skills and in the teaching of letter sounds.

MATHEMATICS

78. Standards in **Year 2** are in line with the national average and have improved since the previous inspection. Current standards are similar to those reached by pupils in the most recent National Curriculum tests for seven-year-olds, and are above those reported in schools with pupils from like backgrounds. Attainment in Year 2 has been consistently close to the national average for a number of years. Pupils in both mixed aged classes work confidently with numbers, and weigh and measure accurately and have a sound knowledge of shape. Higher attaining pupils are developing a secure understanding of place value to 1000 and work in decimals. Pupils make good progress in all classes, particularly in response to quick-fire mental questions.
79. The 2002 National Curriculum test results for **Year 6** were in the lowest five percent of schools, even when matched against similar schools, and were well below the target set. The low results were not linked to under-achievement, as it is clear from lesson observations

and the pupils' books that teachers expect them to work hard, challenge them each day in their work and set challenging long term targets for improvement. The school's own analysis of the 2002 test results identified a number of key factors. The group was very small, 13 pupils, and any statistical analysis was likely to be greatly affected by any one pupil's results. Even more importantly, the analysis showed that the pupils concerned had made at least satisfactory progress against the scores they had attained individually when they were seven-year-olds. Inspectors agree that the analysis also indicated that the school needed to give greater emphasis to mental arithmetic, as pupils were not fast enough in remembering key mathematical facts. Pupils' general difficulties with language had also affected their attainment because several had problems in reading the questions rather than understanding the mathematics on which they were being tested. The school is addressing both these shortcomings rigorously in its current work

80. Approximately two out of every five pupils in **the current Year 6** have special educational needs, and although the pupils have made satisfactory progress since they were in Year 2, current standards are below average. Half the class have joined the school during the past three years, of whom two thirds did not reach nationally expected standards in their former schools. Current standards are higher, however, than those reported in the previous inspection and are a strong indication of steady improvement. Many pupils still find mental arithmetic very challenging, despite the best efforts of their teachers, because the National Numeracy Strategy had not been introduced when they were younger and they missed the rigorous daily practice now seen in younger classes. Pupils' books indicate that they are covering all aspects of the National Curriculum on a regular basis, including number work at higher levels of difficulty and mathematical investigations. Current work on the properties of triangles, for example, indicates a sound understanding of basic arithmetical facts, an increasing understanding of accuracy in line and measurement, and the use of an appropriate mathematical vocabulary.
81. Pupils with **special educational needs** make good progress in all classes because great care is taken to assess their levels of understanding and to plan work that is challenging but achievable within the lesson. Teaching assistants are carefully briefed on their role, and offer encouragement and help throughout the lesson. A good example was seen in Year 6 when pupils were learning about the properties of a triangle. All pupils were set appropriate tasks, and pupils with special educational needs were fully included. They developed a secure understanding through practical work and discussion with the teaching assistant.
82. The quality of **teaching** is good in all parts of the school, an improvement since the previous inspection. Pupils' attitudes in older classes have improved as a result, and although some of the boys in Year 6 need careful management, lessons are orderly and pupils get on with their work sensibly. Class work is planned very carefully and is based on the guidance given in the National Numeracy Strategy. This has been introduced effectively, and its rigour is helping to raise standards. Activities that follow the main taught section of the lesson, for example, are consistently set at three or more distinct levels of difficulty so that each pupil can make measurable individual progress. This is a major improvement in Years 5 and 6, where previously the higher attaining pupils had not been challenged enough. This no longer true and pupils are actively encouraged to 'Have a go'. The planning also includes many

opportunities for pupils to apply their mathematical knowledge in practical situations or to solve problems. Teaching is also good because the staff make it clear that they expect the pupils to work hard and do well. 'You *will* be able to do this', emphasised one teacher at the start of the lesson, and they could.

83. Pupils **learn** effectively because the teaching is stimulating and they get caught up in the activities. A Year 2/3 class, for example, entered into a lively debate with their teacher about the best way to multiply and divide by ten, and the teacher made very good use of his awareness of their areas of difficulty to adjust the content of the lesson so that they really understood place value before moving on to the next stage of the learning. The teacher's lively style and skilful use of questions kept the class on their toes and ensured that all pupils made good progress. Teachers have good relationships with their classes and move through the various activities at a brisk pace. Although the activities change, some lessons for younger pupils require too much sitting on the carpet, and pupils lose concentration because they have been physically inactive for too long. Basic skills are taught rigorously and effectively because teachers are confident in their subject knowledge and are well prepared. Homework is organised very effectively across the school, and the helpful guidance given to parents ensures that family and pupil can work productively together at home to increase understanding.
84. The quality of marking and presentation varies from teacher to teacher. In the best examples the work often contains a written comment that encourages the pupils and indicates how they might improve their work. Other teachers limit the marking to ticks, and on a very few occasions, past work had not been marked. This made it very difficult for the pupils concerned to know how well they were doing or how to improve. Some teachers allow pupils to start a fresh page for each piece of work. This is wasteful. Very occasionally pupils have to form a short queue to have their work marked. This too wastes time. Teachers are developing the use of ICT within mathematics, but the necessity to keep all the computers in the hall means that they cannot be used as a natural extension of class work within normal lessons. Appropriate links are made to literacy, and teachers introduce new vocabulary effectively so that pupils quickly start to use the correct mathematical words in their own answers.
85. The **co-ordinator** is an experienced member of staff who is developing her role as a leader and manager effectively across the school. She has been able to observe lessons in all parts of the school, and is working closely with the headteacher and staff to extend the ways in which the school records individual pupil progress over a number of years and sets targets for improvement. She is very aware of the need to raise standards, and the analysis the results of National Curriculum tests with County advisory staff enabled the school to identify weaknesses and plan for their correction. The procedures now include regular collection of samples of pupils' work for discussion and evaluation. Little use is made of the library to extend pupils' understanding of numeracy.

SCIENCE

86. The **standards** seen in lessons and in pupils' books during the inspection are in line with national expectations for Year 2 and Year 6. This is a good improvement in Year 1 and Year 2, and very good improvement in Years 3-6, when compared to the standards reported at the time of the previous inspection. In the summer of 2002 teachers estimated that the number of seven-year-olds reaching the expected standard of Level 2 was similar to that found in most schools. The proportion of pupils attaining the national target of Level 4 at the age of eleven was above the national average. However, the school continues to do less well at the higher levels of Level 3 in Year 2 and Level 5 in Year 6. The improving trend, combined with greater teacher subject knowledge and higher expectations of what pupils can learn with effort, makes improvement at these higher levels an achievable challenge.
87. All pupils make good or very good progress, including those with special educational needs, because they are well supported by adults. The significant improvement since the last inspection is due to a very good planning framework based on national guidelines that enables staff to feel confident and allows the subject co-ordinator to monitor how the subject is taught through the school. It is also the result of teachers' greater level of subject knowledge, particularly in classes containing Year 2 and Year 6 pupils. The quality of teaching has improved throughout the school because there is now a clearer focus on developing pupils' skills of scientific enquiry.
88. **Year 2 pupils** understand that sounds become fainter the further one is away from the source. They are challenged by questions such as 'Does sound travel through the table?' They become aware of questions they must ask to ensure that investigations are fair. Pupils are able to investigate what materials various classroom objects are made from and whether or not they are magnetic, and transfer this skill to work in history comparing how toys are made now or were made 150 years ago. They know that objects move when a force, such as a pull or a push, is applied to them, and ask which force makes balloons and windmill blades move. They are able also to measure distances travelled by cars moving down ramps and explore whether the weight of the car, the steepness of the ramp or the surface are influencing factors.
89. **Year 6 pupils** have a good understanding of how to conduct practical investigations. They have discovered that air resistance can slow down a moving object and that shadows get longer or shorter the nearer the object gets to the source of light. They can make sensible predictions and have a good understanding of the need to make a scientific test fair. They are able to evaluate their investigations and record how they might improve their methods next time. They use resources well to support topics, using a force meter, for example, to measure and learn that a 'Newton' is a unit of force.
90. It was only possible to see a small sample of lessons during the inspection but the quality of **teaching and learning** was at least satisfactory and was mostly good throughout the school. The teachers are enthusiastic and motivate the pupils. There is a good balance between direct teaching and allowing the pupils to develop their skills through practical

investigations. The teachers prepare resources well for lessons. Appropriate use is made of ICT to develop learning, for example, when pupils used spreadsheets to record their results. There is good teaching of basic scientific skills, such as careful observation, prediction and fair testing. Teachers make useful links with literacy by encouraging the pupils to talk together about ideas and record their findings accurately. Some homework is given and is increased in Year 6.

91. The teachers use questioning effectively in order to make the pupils think more carefully. In a discussion in Year 5/6 on forces, pupils were asked which forces acted on a parachute to make it fall to the ground. Could the rate of fall be altered? Could the parachute stay up in the air? This led to an improvement in the pupils' understanding about air resistance. The teacher also encouraged the pupils to use correct scientific language such as 'mass' and 'drag'. Work is well matched to pupils' differing needs and the teachers ensure that there is usually a challenging task to extend the higher attainers.
92. The **co-ordinator** manages the subject well and has ensured it is well planned, is based on the national guidelines and that sufficient time is allocated within the term. This is a good improvement since the previous inspection. Resources are adequate and the co-ordinator has had opportunities to monitor the teaching throughout the school and give feedback to teachers on an agreed aspect. Procedures for assessment are good and record sheets are collected by the co-ordinator at the end of each topic to identify which objectives have been achieved, modified or extended. Test papers are analysed and outcomes shared with teachers. The co-ordinator also encourages staff to scrutinise pupils' work and discuss the National Curriculum levels pupils attained. The subject makes a good contribution to the pupils' personal development when they learn to work collaboratively and co-operatively. The co-ordinator constantly seeks opportunities to develop the subject further and to improve her own knowledge through professional courses. She is also conscious of the need to support the staff in their teaching and has arranged for demonstration lessons from an Advanced Skills Teacher.

ART AND DESIGN

93. No lessons were seen during the inspection but evidence from teachers' planning, discussions with teachers and pupils, and scrutiny of pupils' work indicates that all pupils make satisfactory progress, and that standards in Year 2 and Year 6 are close to expected levels. Some of the work in Year 2 is of a higher quality than is expected nationally. The school has made good progress since the previous inspection. Standards have risen, mainly due to careful planning, the adoption of schemes of work and teachers' increased subject knowledge. Although no direct teaching was seen, standards of pupils' past work indicate that the quality of teaching has been at least satisfactory.
94. Finished artwork in **Year 2** shows that pupils are able to record what they observe and to explore ideas. They investigate the possibilities of materials and processes, and make images and artefacts. For example, pupils' observational drawings showed a close attention to detail and effective use of line and shape. Their three-dimensional work indicates a strikingly original use of materials, in creating woodland sculptures and mobiles around the

school. Higher attaining pupils in Year 2 explore ideas and collect visual and other information to help to develop their work.

95. The art books kept by pupils in **Years 5 and 6** demonstrate a range of work and the steady development of skills and techniques. They use a range of materials and processes imaginatively, and are able to write about the process of creating a piece of art and evaluate the quality of their work in simple terms. Their current work shows evidence of progress over time but from a low standard. By the end of Year 6 pupils' work is at a level similar to that seen nationally and they are becoming increasingly confident and skilful. For example, Year 6 pupils have completed exciting and well-constructed sculptures of figures based on the work of Cornetti. They were able to write about the artist and describe the main features of their own work in a considered and thoughtful way. The enthusiastic co-ordinator has established the scheme, advises and supports teachers, and has collected a portfolio of work to record standards across the school. She is starting to develop appropriate systems for monitoring and evaluating standards of teaching and learning, and to develop ways in which pupils' progress can be recorded and measured. Some use is made of ICT art programs and the work of famous artists is accessed through the Internet and books from the library.

DESIGN AND TECHNOLOGY

96. The 'blocked' curriculum for the year does not include design and technology in the second half of the autumn term. No teaching was therefore seen during the inspection and it is not possible to make a judgement about standards or the quality of teaching in Year 2. The evidence from teachers' planning, discussions with members of staff and pupils, and a scrutiny of past work indicate that all pupils, including those with special educational needs, make satisfactory progress and that standards in Year 6 are in line with those expected nationally. Progress since the previous inspection has been at least satisfactory.
97. By the time pupils are in Year 6, they have carried out systematic research into the qualities of a range of products in order to help them make their own designs. They develop their ideas through drawing and plans, and decide which tools and materials they will need. They evaluate their own work in simple terms and identify how features will work and what could be done to improve them. For example, pupils in Year 6 examined the features of a range of pencil cases before beginning to design one of their own. Evaluations of work are at a simple level and do not enable pupils to identify ways to improve their work. Pupils record their work on printed sheets, which provide a structure that helps them to record their progress and evaluate their finished product. Despite the long-term absence of the previous co-ordinator, teachers have established the new scheme effectively and have improved their provision for the subject. The newly appointed co-ordinator is beginning to build up knowledge and give a lead to staff. She is not yet involved in monitoring and evaluating standards of teaching and learning, or developing ways in which pupils' progress can be recorded and measured.

GEOGRAPHY

98. The school plans the curriculum over the year. Geography is taught in a block of time during the spring term and therefore it was not possible to observe any geography lessons during the inspection or to examine any pupils' work from this academic year. Some work from previous years was available but this provided insufficient evidence on which to make a confident judgement on current standards, teaching, pupils' progress or improvement since the previous inspection.
99. Discussion with the subject co-ordinator revealed that the school follows national subject guidelines and that there is a subject 'map' indicating when each of the units from this scheme will be taught. The subject is adequately resourced and the school provides opportunities for pupils to learn from residential and day visits. This increases pupils' first hand experiences of the physical features of coastlines, rivers and settlements, and helps to develop their personal and social development. The co-ordinator is starting to develop appropriate systems for monitoring and evaluating standards of teaching and learning, and to develop ways in which pupils' progress can be recorded and measured. Some pupils use the Internet and books from the library to carry out personal research.

HISTORY

100. Standards in Year 2 and Year 6 are close to those expected nationally, and have improved in older classes since the time of the previous inspection. **Pupils in Year 2** have a clear understanding about the difference between present, past and future. They compared dolls and model soldiers from Victorian times and the present, and realised that the materials had changed as well as the design. They compared their own school with that attended by older members of the family, and were aware of the links between Remembrance Day and events in World War I. They recalled the life of Florence Nightingale and had used a computer information program to find a picture of her. Higher attaining pupils in Year 2/3 understood the concept of 'past' very well, and were able to discuss how we learn about the past through the direct study of artefacts [a good method] or from books and television programmes which might not be so reliable.
101. **Pupils in Year 6** have made appropriate studies of Ancient Greece and have compared the Saxon, Viking and Roman invaders with life in the present century. They understand the sequence of historic events, referring to a time line on the classroom wall. Much of their past work has been individual research, and has made good use of writing and reading skills learned in literacy lessons. Pupils are enjoying current work on Ancient Egypt, and are building up a secure understanding of many aspects of life in those times. Their vivid retelling of Howard Carter's discovery of Tutankhamun's tomb was almost as exciting as the actual event.
102. The quality of **teaching** is consistently good. One of the lessons observed was very good because pupils were caught up by the teacher's own knowledge and enthusiasm about Ancient Egypt, and the high quality of her reference materials and the interesting tasks. They hung on her every word about funeral rites and thoroughly enjoyed being intellectually and creatively challenged by the opportunity to create their own miniature mummies, bind them in linen and inter them in a sarcophagus. Teachers take care to teach an appropriate historical

vocabulary, so that pupils in all classes use words such as ‘artefact’ and ‘archaeologist’ correctly in their own work. Good links are made to other subjects: to numeracy and art and design in making the sarcophagus and clay ‘mummy’, for example, and to science in understanding the different materials used to make toys in Victorian and modern times.

103. The co-ordination of the subject is satisfactory. The co-ordinator has worked hard to help teachers develop their teaching materials, and to arrange for visitors and visits that bring the subject alive and relevant to the pupils. The co-ordinator is not yet involved in monitoring and evaluating standards of teaching and learning, and is developing ways in which pupils’ progress can be recorded and measured. Pupils make regular use of the Internet, CD-ROM and books from the library to find out more about the class topics.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

104. Only two ICT lessons were seen during the inspection, but evidence from pupils’ work and files, displays, discussion with teachers, particularly the subject co-ordinator, indicates that standards are in line with national expectations in Year 2 and Year 6. This is a good improvement in Year 2 and a very good improvement in Year 6 when compared to the standards reported in the previous inspection. The significant improvements are due to the knowledge, skills and enthusiasm of the subject co-ordinator, the support from other knowledgeable teachers and the improving skills and confidence of the remaining staff. The school now has a computer suite of 15 computers based in the hall. All classes have at least two lessons a week using the suite. The first gives teachers the opportunity to teach basic ICT skills, the other to apply these skills to different subject areas. All pupils, including those with special educational needs and both boys and girls, achieve well. Three pupils have now developed their own web sites with the support of the subject co-ordinator.
105. Pupils in **Year 2** name parts of the computer such as ‘screen’, ‘mouse’ and ‘keyboard’ confidently. They use a keyboard successfully to type their names and short sentences. They use paint packages and show confidence in using the mouse to draw, drag and fill colour, and give instructions to a floor robot to produce movement over various distances. They can access the Internet to support their learning in all areas of the curriculum. Pupils in **Year 6** have satisfactory word processing skills and are confident in changing the font, colour and the size of their work. They can move portions of text from one place to another and merge artwork and images successfully into their writing. Many pupils access the Internet confidently, as well as using a range of CD-ROMs to provide a variety of information for history and science. They also show increasing confidence in sending electronic mail and understand how ICT is used in all aspects of modern life. Pupils interrogate databases successfully, using auto filter to eliminate unwanted information, and have learned to use spreadsheets.
106. The overall quality of **teaching and learning** is good. Teachers throughout the school are enthusiastic about ICT and the suite has enabled them to develop the pupils’ skills more rapidly. Teachers are now providing pupils with a range of good learning experiences. They give clear and careful instructions on how to use various items of hardware, as well as the various word processing, data handling, drawing and control programs. Teachers also

provide opportunities for pupils to develop their ICT skills in all areas of the curriculum, although the lack of classroom computers, for security reasons, limits their use as a 'natural' classroom resource. Teachers are now expecting greater things of the pupils, and the pupils respond by showing good attitudes to the subject and behaving well. Very occasionally, some pupils become rather restless when they complete their work more quickly than expected, and the teacher has not planned additional work. Pupils clearly enjoy ICT and work well alone or with a partner.

107. The **co-ordinator** has worked hard to develop the overall provision. He has very good subject knowledge and has contributed significantly to the improvement in provision within the school. He readily supports his colleagues in lessons, as well as providing training for them. Assessment procedures are improving and enable staff to identify pupils' current knowledge, skills and understanding. ICT is making an impact on pupils' literacy skills through work in word processing. Many pupils find using computers exciting and the After School Computer Club is having a significant impact both on their learning and in raising attainment and expectations.

MUSIC

108. Pupils have regular music lessons. Year 2 pupils enjoy singing and playing percussion instruments, and listening to music in lessons and assemblies, but there was not enough inspection evidence to make a fair judgement about standards in the classes for younger pupils. **Standards** in Year 6 are in line with national expectations and have risen since the previous inspection. Pupils listen to music regularly, sing tunefully in three part harmony and understand the basic principles of composition. They have a good understanding of the instruments of the orchestra, an improvement since the previous inspection.
109. No overall judgement about the quality of **teaching** can be made, but the quality of the lesson observed in Year 5/6 was very good. The lesson was very well planned with an interesting balance of singing, listening and composition. The teacher is an accomplished singer herself, and sets a high standard through personal example. Her own confidence enables all pupils, including some who would be reluctant to sing in public in different circumstances, to sing out and enjoy blending their own voices with those of the rest of the class. Appropriate emphasis is given to posture and correct breathing, an improvement since the previous inspection. Teaching is rigorous but a thread of enjoyment is always evident. The teaching is oral, which ensures that all pupils, including those with special educational needs, can be fully included and make good progress. Pupils also enjoyed the opportunity to compose suitable sound effects for a story that will be presented to the Reception class later in the term, and to reflect on the mood of the music suggested by an excerpt from the 'Planet Suite'.
110. Girls and boys enjoy the lunchtime recorder club run by the school administrative assistant. She is a confident player herself, and teaches the basic skills effectively. The older and more practised pupils were able to play pieces including the 'Floral Dance' with an appropriate rhythm and feel for the music. Pupils have a sound understanding of note values, and higher attaining pupils are almost able to sight read without 'clues'. The subject is co-ordinated

effectively by the headteacher and contributes positively to the school ethos. She takes all the classes for music and is able to ensure a consistent approach to teaching and learning, and is developing ways in which pupils' progress is recorded. Appropriate resources for class teachers make sure that the learning continues should her duties as headteacher take her out of school.

PHYSICAL EDUCATION

111. The very limited playground space, lack of a hall and a sodden field require the school to be particularly creative in organising the physical education programme to meet the constraints imposed by the building and the seasons. Therefore, 'invasion' games and dance take place in autumn, swimming in the spring term and athletics in the summer. The arrangements for swimming have been improved since the previous inspection, and form an important part of each pupil's development especially as there is no suitable indoor accommodation in which gymnastics can be taught. It was only possible, therefore, to observe a restricted programme, mainly dance and a team building session, during the inspection.
112. Overall standards are below national expectations in all classes and the school will not be able to address this weakness properly until they move to the new school. The judgement of this inspection is, therefore, similar to those of previous inspections.
113. Pupils are developing increasing competence in dance. They move with reasonable co-ordination and timing, and follow instructions fairly accurately. Individual pupils interpret the music imaginatively and produce flowing movements that are shared with the rest of the class. Teachers are aware of the need for pupils to have a warming up session and a cooling down period towards the end of the lesson. A specialist teacher from the South Dartmoor Community College led the team-building lesson, and the pupils reacted enthusiastically and energetically to the session, developing their personal understanding of the need to collaborate and co-operate.
114. Energetic and well-informed **teaching** ensures that all pupils, including those with special educational needs, make satisfactory progress. Teachers managed the pupils very well with a firm approach coupled with a sense of fun. Teachers' subject knowledge is variable and a staff audit has identified a lack of confidence in some areas. However, teachers are inventive in finding good opportunities for the pupils in spite of the limitations of the building and site.
115. The enthusiastic subject co-ordinator is benefiting from the regular contact with the specialist teacher. They are undertaking a Primary Link Course that helps to develop skills and understanding in different aspects of physical education. The school is looking forward to developing playground games using additional funding acquired from the New Opportunities Fund. Staff evaluate pupils' progress, using an assessment record sheet. The co-ordinator supports them with their planning and is aware of the need to develop skills systematically.