

INSPECTION REPORT

BERRYNARBOR C of E PRIMARY SCHOOL

Berrynarbor, Ilfracombe

LEA area: Devon

Unique reference number: 113371

Headteacher: Mrs Karen Crutchfield

Lead inspector: Geoff Burgess

Dates of inspection: 23rd to 25th February 2004

Inspection number: 255495

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary controlled
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 79

School address: Berrynarbor
Ilfracombe
North Devon

Postcode: EX34 9SE

Telephone number: 01271 883493

Fax number: 01271 882159

Appropriate authority: The Governing Body

Name of chair of governors: Mrs A Charalambous

Date of previous inspection: January 2002

CHARACTERISTICS OF THE SCHOOL

This is a three class voluntary controlled school in a mix of extended Victorian buildings situated in the middle of the North Devon village of Berrynarbor. Children walk to the village hall and playing field for physical education lessons and sports activities. The number on roll has fallen from nearly 100 to around 80 in recent years but it should be noted that the planned admission limit is actually 70. Children come from the village and parish but more than half come, by choice, from Combe Martin, Ilfracombe and the surrounding area. Very few pupils have ethnic backgrounds other than British and the percentage of pupils who qualify for free school meals is low. An average proportion of pupils are on the special needs register although currently four, a relatively high number, have statements of special need. Most children who start at the school attend pre-school groups and few pupils leave before they reach Year 6. With low numbers starting each year, overall attainment on entry is much affected by the presence of any lower attaining children. However, in most years attainment on entry is better than in most schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23708	Geoff Burgess	Lead inspector	Mathematics, Science, Information and communication technology, Art, Design and technology, Music, Physical education.
9644	Mike Whitaker	Lay inspector	
21992	Jean Newing	Team inspector	Areas of learning for children in the Foundation Stage, English, Geography, History, Religious education, Personal, social and health education, Special educational needs.

The inspection contractor was:

MSB Education Ltd
Broomhill
Wimborne
Dorset
BH21 7AR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, still improving but already achieving high standards and developing real strengths in provision. It provides good value for money and is making much better use of its resources than it did in the past.

The school's main strengths and weaknesses are:

- All pupils are achieving well and standards are high in literacy, numeracy, science and music.
- Teaching is consistently good and sometimes very good with teaching assistants making a very good contribution to learning.
- It provides a good range of learning opportunities and the whole school community is involved in extending these at lunch time and after school to very good effect.
- Aspects of the accommodation inhibit teaching and learning despite the best efforts of staff.
- Pupils are encouraged to take responsibility for themselves, their learning and their environment. They are well behaved, enthusiastic learners who thoroughly enjoy school.
- Staff do all they can to ensure that pupils are able to do their best in a safe environment and the school works very well with parents and the community in the best interests of the children.
- Excellent leadership by the head has made it possible for governors, staff, pupils and parents to contribute to, and enjoy, the transformation of the school.
- Although current progress is good, standards in information and communication technology (ICT) in the older classes are below what is now expected.

The school has made a very good improvement in the quality of the education it provides thanks to the efforts of the new management team and the staff. Serious weaknesses identified during the last inspection have been very successfully dealt with. Much better use is being made of the talents of all staff and of the limited accommodation. Standards achieved by school leavers have shown an above average improvement over results obtained in national testing at the age of seven.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	A*	A	A
Mathematics	C	A*	A	A
Science	D	B	C	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall achievement is good. Children in their foundation year are achieving very well and almost all will reach the goals children are expected to reach well before the end of reception. Overall standards in Year 2 are above average with pupils making good progress in Years 1 and 2. Pupils in Years 3 to 6 are achieving well in literacy, mathematics and science, and standards in Year 6 are well above average. The much better use of resources is seeing very good gains being made in ICT with above average attainment among younger pupils, but older pupils are still catching up. Progress in other subjects is good, notably in music where standards are high throughout the school. In the table above, A* indicates that these results were in the top 5 per cent of all schools. **Boys and girls have developed very good attitudes, values and behaviour** with the youngest children responding very well in their class. Relationships are very good throughout the school and pupils are always ready to use their initiative and take any responsibility offered. Pupils' sensible behaviour is a key reason why the cramped accommodation does not cause more problems than it does. To this

end, the school makes very good provision for pupils' personal development, encouraging them to become responsible members of the school community and understand the world around them.

QUALITY OF EDUCATION

Berrynarbor School provides a good quality of education. Teaching overall is good with strengths in the Foundation Stage and music. Very good use is made of extra teachers and well trained teaching assistants to achieve this and to support pupils who find learning difficult. Recent developments have enabled the staff to provide a full range of relevant and interesting learning opportunities involving common themes. Numerous extra activities at lunchtimes and after school, many run by children, are a feature of the school. The curriculum in the reception class is very well suited to children's needs. Provision for English, mathematics and science is good and the school has made a significant investment in improving provision for ICT, which is beginning to pay dividends. Arrangements for promoting pupils' personal, social, health and citizenship development are good and staff do all they can to ensure pupils are safe and happy despite the problems associated with the accommodation. The school has a very good partnership with parents and a positive and growing relationship with the local community.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed with the head providing outstanding leadership despite her heavy workload as a teaching head. In the short time she has been in charge, she has provided the vision, direction and determination to revitalise the school and motivate the staff to play a full part in substantially improving the learning environment and all aspects of provision including the curriculum and support for special needs. Difficult issues have been faced up to and dealt with and expectations throughout the school community have been raised considerably. Management and administrative procedures have been sorted out and clarified and 'the office' now provides very good support to the school community. **The school is very well managed.** Very well led by the chair, the governing body was largely instrumental in initiating the fresh start made by the school. Despite having many members fairly new to the role, governors continue to make a good contribution to the on-going development of the school. They are well informed, provide staff with much needed support and practical help, and are increasingly confident in their role. **The governance of the school is good.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school, notably the recent improvements to the learning environment and the renewed sense of purpose. Pupils are very happy with their 'safe and friendly' school, particularly enjoying their relationships with their schoolmates and all adults, but they would like to have more space to work and play in.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- To seek to develop the accommodation so as to minimise the impact it has on inhibiting teaching and learning.
- Build up provision in information and communication technology so that older pupils can make the gains necessary to catch up with pupils in other schools.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is good. Most children are expected to reach the early learning goals in all areas of learning in the Foundation Stage (reception) in very good time. Standards are above average in English, mathematics and science at the end of Year 2 and Year 6.

Main strengths and weaknesses

- Achievement is good and standards are high in literacy, numeracy and science.
- Pupils who find learning difficult, some very difficult, are making good progress.
- Class music is a strength of the school and performance levels and understanding are consistently good.
- Although they are making good progress, older pupils' information and communication technology skills and understanding are not as well developed as in most schools.

Commentary

1. The school achieved its best ever set of national test results in 2003 with seven and eleven-year-olds achieving well above average results in reading, writing and mathematics. However, with low numbers in each year group, care has to be taken in interpreting these figures. A very good indicator of recent achievement is the fact that the relative progress made by pupils from Year 2 to Year 6 put the school in the top five per cent nationally for the value added by the school.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.7 (15.8)	15.7 (15.8)
writing	16.5 (15.5)	14.6 (14.4)
mathematics	17.7 (16.7)	16.3 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.8 (30.3)	26.8 (26.8)
mathematics	29.1 (31.4)	26.8 (26.7)
science	29.1 (29.2)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

2. In 2002 when the school was last inspected, it was noted that, although most children started school with above average attainment, few pupils achieved above average levels in English, mathematics and science even though almost all attained expected levels. Recent test results indicated that this had been sorted out as far as literacy and numeracy are concerned with well above average numbers of pupils achieving higher grades. Pupils who find learning difficult are making good progress towards their learning targets. The historic weakness in science remained, but very focused provision since then has seen potentially higher attaining pupils make rapid progress, and the school expects a significant proportion of pupils in Year 6 to achieve the higher level 5 this year.

3. While achievement is good throughout the school, attainment in the older year groups is affected by recent history and by the capacity of the pupils within each year group. Hence, Year 6, who were a higher achieving group when they joined the school and spent last year working alongside another high achieving group, are working at well above average standards in English and mathematics, and above in science. However, Year 5 pupils, three of whom have statements of special need with another pending, have been affected by recent disruptions within the school. Inevitably this means that overall standards in Year 5 are well down. Year 4 pupils have also had a difficult time but with concentrated attention on their particular needs they have made very good progress recently. Standards in Year 2 are above average in reading, writing and mathematics and children in the foundation year are well on the way to achieving the early learning goals in each area of learning.

4. Recent improvements to provision in ICT have seen pupils of all ages making good progress so that younger pupils are attaining at expected levels but older pupils have some way to go to catch up on ground lost in the past. Standards in other subjects are as expected, except in music where continued high quality provision has produced higher standards throughout the school.

Pupils' attitudes, values and other personal qualities

Pupils demonstrate very positive attitudes in lessons. They respond very well to the very good provision for their spiritual, moral, social and cultural development. Pupils behave very well at all times. However, their attendance is unsatisfactory.

Main strengths and weaknesses.

- Pupils display very positive attitudes to their learning and to the opportunities offered by the school; such attitudes contribute significantly to the high standards pupils achieve.
- Pupils respond very well to the wide range of opportunities the school provides for personal and social development.
- High expectations, very good pupil management skills and a strong family ethos produce very high standards of behaviour.
- Very good relationships create a positive working atmosphere.

Commentary

5. Pupils are keen and enthusiastic. They are happy to come to school and feel comfortable whilst they are there. In lessons, they display interest and respond confidently to the challenges with which they are presented. They are eager to respond to teachers' questions and persevere in the face of difficulties. Pupils take full advantage of the very wide range of extracurricular opportunities on offer with a number of them run by pupils themselves.

6. The school promotes pupils' personal and social development very well. Pupils are given numerous opportunities for exercising responsibility and initiative. The school council discusses matters such as choosing a charity to raise funds for, or the provision of, toys and games for indoor play on wet days. An 'Eco-club' and gardening clubs raise awareness of the importance of environmental issues and remind pupils of the singular beauty of their own surroundings. The school is formed into 'family groups' containing pupils of all ages with brothers and sisters in the same family group. These groups meet for school occasions such as assemblies and serve to promote social development. Moral development is very well promoted through the school's ethos of inclusion and clear code of behaviour. Pupils are well able to tell right from wrong. Spiritual development is good. Pupils empathise with others, for example the reception class was considering 'What is it like to be an African?' Pupils are confident in their own spirituality – on more than one occasion pupils spontaneously composed prayers in assemblies. Pupils' cultural experiences are enriched by theatre visits, use of their own village, its church, buildings and its surroundings. Artists and musicians, including an African drummer, visit the school.

7. Behaviour throughout the school is very good. Pupils are friendly towards visitors and considerate to each other. In lessons, they respond well to their teachers' high expectations and skilled classroom management. At lunch, pupils are sociable and chatty, and comply readily with lunchtime supervisors who have been trained in pupil management and play leading. In the Ofsted pre-inspection questionnaire, all parents agreed that behaviour was good. Neither parents nor children raised bullying as an issue and certainly no instances were observed during the inspection. The school's family ethos and strong moral stance ensure that the school is an inclusive community.

8. Relationships at all levels are very good and adults in school present very good role models of co-operative working. All adults are well known to all children and the wide range of extracurricular activities, run by teachers, support staff, governors, parents and members of the community ensures that children are well known. Staff treat pupils with respect, valuing each child's contribution in discussions, and pupils, helped by the 'family group' system, relate very well to each other. Consequently a very productive, mutually supportive working atmosphere is created.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. Attendance is well below the national average for primary schools. The reason is well known to the school; a number of parents are actively engaged in the tourist trade which is the main industry in North Devon. Such families cannot take holidays in the normal holiday periods.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
Mixed – White and Asian

No of pupils on roll
77
2

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education.

Teaching and learning

Teaching and learning are consistently good.

Main strengths and weaknesses

- Very good teaching in the Foundation Stage and in music produces high standards.
- Consistently good teaching is making it possible for all pupils to achieve well.
- Very effective teaching assistants make a strong contribution to learning.
- Teachers plan interesting and relevant activities well matched to the learning needs of the great majority of pupils who respond with interest and enthusiasm.

Commentary

10. At the time of the last inspection, poor teaching in the Years 5 and 6 class was described as a serious weakness and teaching overall in Years 3 to 6 was said to be unsatisfactory. Significant changes to the teaching staff and a renewed focus on the quality of teaching and learning have seen a dramatic improvement in this situation as demonstrated in the table below. During the inspection all teaching in a range of subjects was at least good, with nearly a third very good.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	14	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

11. While staff changes resolved the problem of weak teaching, the consistently good and better picture of current teaching has come about largely by existing teachers being supported and encouraged to make the most of their considerable talents. Several factors have been involved in releasing the potential which has been inhibited over the years:

- The head has provided a model of good practice in all aspects of her teaching role;
- Best use is now being made of the expertise of individual members of staff, for instance in the Foundation Stage and in information and communication technology (ICT);
- Performance management principles have been used constructively to identify and meet training needs and staff have been encouraged to observe good practice in other schools;
- Basic structures including the timetable and curriculum planning have been changed to make it possible for teachers to plan together and give sufficient time to stimulating and challenging activities;
- The role of teaching assistants has been considerably enhanced notably in the Foundation Stage, in ICT and in support for pupils who find learning difficult. The assistants now provide very good support for learning across the school;
- Assessment and monitoring procedures have been greatly enhanced and put to much better use in matching work to the needs of individual pupils;
- The whole school environment has been tidied up and organised to create a much more attractive and user friendly learning environment to work in.

12. Music teaching continues to be a strength of the school as at the time of the last inspection which is demonstrated by the high standards which have been built up in class music over the years. Lessons are ever changing kaleidoscopes of musical activities, covering every aspect of the subject and challenging pupils' musicality and performance skills at every turn. The other strong area is in the Foundation Stage where, despite the unpromising accommodation, the teacher and some

very effective assistants provide motivating and challenging activities which captivate these young children. Whether using puppets to bring the Three Little Pigs to life, weaving African style, or producing well controlled movement sequences in the village hall, enthusiasm, high expectations and very good low key management skills produced very good learning.

The curriculum

The school provides a good curriculum, much enhanced by a range of extra activities and very good cross-curricular links.

Main strengths and weaknesses

- The curriculum has been completely re-organised to meet the needs of all pupils and provide a rich range of learning opportunities.
- Very good links between subjects make learning cohesive.
- Visits, visitors and a very wide range of clubs provide very good enrichment.
- The accommodation is cramped, scattered and inconveniently arranged, but it is used to pupils' maximum advantage. The school grounds are both hazardous and inspiring.

Commentary

13. The school audited each area of the curriculum and the resulting very thorough revision ensures that the needs of all pupils are being met well. Challenging activities and stimulating learning opportunities motivate pupils and make learning enjoyable. Co-ordinators have been empowered and they carry out their roles enthusiastically by ensuring that good quality resources are available, and by monitoring work to ensure that pupils are doing as well as they are able.

14. The school has adopted a four-year rolling programme for subjects such as art and history. Extra time has been allocated to science, as this was a weakness. Very good curriculum links are being established to make learning cohesive. This term the school is studying Kenya and there are meaningful links with all subjects. The older pupils wrote an African myth, and in art and design are creating a backcloth and modroc figures which will be used to act out the story to other pupils. The school has a wealth of artefacts loaned by a friend of the school who used to work in Kenya and receives regular e-mails from another friend who is working there at the present time.

15. The school employs a specialist teacher for music and as a result of her expertise and enthusiasm pupils achieve very well in this subject. Extracurricular activities such as choirs, opportunities to learn the recorder and participation in festivals and community events enhance learning in music. Visits and visitors are well planned to enrich the curriculum such as the visit to Montacute House, and places in the locality when the Tudors were being studied. A villager arranged for her grandmother to make a tape of life in the early twentieth century when the Victorian era was being studied. A very wide range of clubs led by teachers, teaching assistants, parents and older pupils are well attended.

16. Pupils have good opportunities to take part in sports with other small schools. The oldest pupils combine with the secondary school for beach sports. The school is a vital part of the community and is well supported: for example, the amateur dramatic society raises money for the school. The rector has a pastoral role in the school and supports the teaching of religious education. Villagers keep the school grounds in excellent order. The school, for its part, contributes to the village by writing in the newsletters and inviting the community into school regularly.

17. The accommodation is visually charming, quirky and very individual, but it is unsuited for the delivery of a modern curriculum. One teaching area contains pupils' coats, lunch-boxes and the photocopier. There is no staff room. The reception and Year 1 classroom is a small building some distance away from the main school building. It has no storage space and only one lavatory; access to the main building is via a narrow and steep footpath (donated to the school by adjacent garden

owners). There is no school hall; physical education lessons and whole school events take place in the village hall, access to which necessitates a walk of a hundred metres or so through the narrow streets. The hall contains a limited range of physical education equipment, thus limiting pupils' experiences of physical education. The premises are, however, very well used. The steep garden area is a cornucopia of aural and visual stimulation for pupils, with its mosaic, its plants, its painted butterflies, string 'harp', and driftwood and fir cone arrangements.

Care, guidance and support

The school provides very good care and support for its pupils.

Main strengths and weaknesses

- The school provides a high standard of physical care, despite the inevitable hazards caused by the nature of the site.
- Staff know pupils very well and are very aware of their personal development.
- Very good relationships exist in the school and pupils approach teachers, teaching assistants and the secretary confidently with any concerns.
- Good monitoring systems enable everyone to know how well pupils are doing.
- Pupils feel they have a voice in the school and that their views are taken seriously.

Commentary

18. All the necessary procedures for ensuring pupils' care and welfare are in place. The designated person for child protection purposes has been appropriately trained. All staff, including support staff, are aware of the action to be taken in cases of concern. There are competent arrangements for first aid and pupils' medical needs. Risk assessments on activities such as escorting pupils to the village hall are carried out. Several journeys observed during the inspection were carried out with all due regard to pupil safety. Pupils contribute by behaving well and complying with staff instructions. Similarly, the journey from main building to the reception and Year 1 classroom is well managed but inevitably it is potentially hazardous. It is to the credit of all concerned that the journey is managed several times a day without incident. Vehicular access to the school is via a very narrow street; to minimise hazards, parents are encouraged to park in the village car park and school staff organise a 'walking bus' to escort pupils to the car park.

19. Care, support and guidance are strengths of the school. The site presents numerous difficulties but these are addressed very well. Teachers are very aware of health and safety when they take pupils to the village hall and effective routines are in place to ensure pupils' safety. The classrooms are quite small but teachers ensure pupils get adequate breaks between lessons. Very good trusting relationships between pupils and all the adults who work in the school ensure that pupils always have someone to turn to. Teaching assistants give very good support, one to one and in the classroom, to pupils with particular learning difficulties which enables them to be successful learners. Higher attaining pupils are continually challenged to achieve the highest standards possible.

20. Very good procedures are in place to monitor pupils' progress in English, mathematics and science such as the Journey Books which started in September. Pupils are given regular opportunities to assess their own work as well as that of another pupil. Effective assessment procedures following national guidance are in place for the other subjects. Extra time being allocated to science this year because of a weakness in the past identified by these procedures, is having a positive impact on standards. All pupils are strongly encouraged to work towards their agreed literacy and numeracy targets.

21. Pupils have a significant voice in the school. The school council is of relatively recent creation but it is establishing itself as a forum for pupils' views. Pupils are involved in setting and reviewing their own targets. The school expects children to attend parent-teacher consultation meetings and

pupils contribute their own views to their annual reports. Pupils play an important role in the school, for example, by running clubs for themselves and younger children.

22. Parents appreciate very good induction arrangements for all pupils. Arrangements for reception children are especially thoughtful. Children from the pre-school group make several visits to school before they start and, if staff and parents think it appropriate, a phased start to full-time school can be arranged. In addition, the reception class teacher makes home visits to children before they start school. Meetings for parents are held to explain their children's induction profiles.

Partnership with parents, other schools and the community

The school works hard at developing its very good links with parents and the community.

Very good links with other schools and pre-school providers enrich pupils' experiences and smooth their transfer between different stages of education.

Main strengths and weaknesses

- The school has a very welcoming, friendly atmosphere, and values parents as partners.
- Parents are provided with information of a very high quality.
- Many very productive links with the community enrich pupils' learning.
- Very good links with partner institutions enhance the range of opportunities for pupils.

Commentary

23. Parents value the open, accessible and friendly atmosphere in the school. In the Ofsted pre-inspection questionnaire, 98 per cent said that they would have no difficulty in approaching the school to discuss a problem. Parents are welcome to attend school events such as the Christmas nativity plays, and their help in school is valued. Parents contribute to their children's learning well, for example, through supporting the school's homework practice. Children's homework books act as valuable vehicles for home-school dialogue. The school seeks parents' views regularly, in a variety of ways such as questionnaires, meetings and letters home. The great majority of parents feel that the school listens to, and acts upon, parental views.

24. Information for parents is very good. Informative, easy-to-read newsletters are sent home weekly and at the beginning of each term each class sends home a detailed note of the work to be covered, subject by subject, and suggestions as to how parents can help. Children's annual reports are very good. They address each subject in detail. In the core subjects of English, mathematics and science an estimate of the level at which the child is working is provided. Targets are suggested, and both parents and children can contribute their views of the year's work.

25. The school is central to the community with very good links at a number of levels. Members of the community are welcome to attend school events and the school contributes to community activities, for example the annual Berrynarbor in Bloom event. The locality serves as an educational resource for pupils who visit the village pub (a Tudor building) in support of their work in history. The local beaches and woodlands are used to enrich learning, and community members help in classes or run after-school clubs. There are very close links with the church; the vicar visits regularly to take school assemblies and talk with children, and the church donated a sum for the purchase of Bibles. There is considerable community support in maintaining the grounds.

26. Co-operation with partner institutions is very good. Relationships with the village pre-school group are close and continuously developing, thus ensuring a seamless transition from pre-school group to reception class. The headteachers of the primary schools that feed into the locality's secondary school meet regularly. The School Sports Co-ordinator for the Academic Council organises physical education days for primary school pupils, and sixth-form students from the secondary school run sports events for younger children. Arrangements for transfer to secondary education are thoughtful; the head of Year 7 visits to talk to pupils about secondary school life. Matters such as friendship groups are taken into account in allocating pupils to tutor groups.

LEADERSHIP AND MANAGEMENT

The school is very well run with the head providing excellent leadership. Governors make a good contribution to the leadership and management of the school.

Main strengths and weaknesses

- The head is an excellent leader and a very effective manager who makes things happen and makes things work.
- Very good relationships and communications combined with a lot of pragmatism and common sense makes it possible for the school to run very smoothly, despite the very difficult accommodation.
- The whole staff work together very well as a team to make their very full agendas possible.
- The governing body has played a key role in changing the culture of the school and in supporting the head and the staff in their efforts to bring about improvement.

Commentary

27. Unsatisfactory leadership and management by the headteacher and the governing body were judged to be serious weaknesses when the school was last inspected in 2002. This followed a similar judgement in 2000. The reconstitution of the governing body under the determined and energetic leadership of a new chair, followed by the appointment of a new head has seen this situation almost completely turned around. With the head in the lead and with considerable help and support from the local authority, the most fundamental and difficult issues have been acknowledged, addressed and resolved. Other issues have become part of a structured, progressive process leading to improvement involving (understood and backed by) the whole school community. Governors, staff, parents and pupils are now clear about what the school is trying to achieve and their role in achieving it. Frank exchanges of information, focused training for staff and governors, and the empowerment of individuals to carry out their responsibilities have completely changed the management culture of the school for the better.

28. As a consequence, decision making is shared by the whole school community and based on evidence obtained by a systematic analysis of the present position and the needs of the school. Staff have been given the opportunity and support to make the best use of their strengths. Leaders of various aspects of the work of the school such as curriculum areas, the Foundation Stage and special needs have become very influential in managing, monitoring and improving their areas of responsibility. A great deal has already been achieved but equally important, the school knows what still needs to be done and has a realistic management plan to do it in an achievable time frame. Best use is being made of all resources and finances and all sources of funding and support and advice exploited. The school now provides good and much improved value for money.

29. It is to the great credit of the present governing body that they grasped the nettle of the part played by the then governing body in the unsatisfactory leadership and management of the school. With much valued advice, support and training from the local authority, and latterly prompted and encouraged by the head they appointed, they have become a very positive force for good in the school. Their commitment and determination are best shown in the way they have resolved difficult issues and supported the head in bringing about necessary fundamental change. A key element in improving the management of the school has been the complete re-organisation of the school's administrative systems and procedures. Thanks to the efforts of the school administrator and the bursar who provides financial expertise and advice, they now provide very good support for the head, staff and governors in the smooth running of the school. Equally important, the office now provides a reassuring and welcoming face to the school much appreciated by parents and visitors.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	289657
Total expenditure	265530
Expenditure per pupil	2983

Balances (£)	
Balance from previous year	20719
Balance carried forward to the next	20474

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**. Despite deficiencies in the accommodation, children are achieving well in all areas of learning and most will exceed the early learning goals by the end of their year in reception.

Main strengths and weaknesses

- Learning through play is given a high priority and enables children to achieve high standards in all areas of learning.
- All activities have a clear purpose and are relevant to the interests of young children.
- Very good planning and assessment ensure that tasks are well matched to prior learning.
- All areas of learning are covered successfully despite the deficiencies in the accommodation.

Commentary

30. Children in their first year of school share the class with Year 1 pupils. The teacher's detailed planning, assessment and very good use of the teaching assistants ensure that the needs of all are met very well. Close links with the pre-school group enable children to settle into school very easily. Consistently good, and frequently very good, teaching ensures that all pupils achieve well in all areas of the curriculum.

31. The teacher believes strongly in the value of play to help young children learn and this can be seen in all areas of learning, especially language and mathematical development. There is frequently an end product which makes learning purposeful, for example making paper houses in religious education, writing a postcard from Africa, and making class books. The very positive attitude of the teacher and the teaching assistants to overcome the difficulties presented by the accommodation is very impressive.

32. **Personal, social and emotional development** is promoted very strongly. Classroom routines are well established. Children listen attentively and take turns to speak. A very good culture of learning is evident. 'I can't' is unknown, 'I have a bit of problem' is the alternative. Children walk to the village hall in a very controlled manner and get ready for physical education lessons very quickly and with the minimum of supervision. Class teachers and assistants are very good role models and all the children will achieve the expected standard by the end of the year.

33. With regard to **communication, language and literacy** children speak clearly and in full sentences, listen to the teacher and to each other. They know many of the initial sounds and are beginning to use them when writing captions. Most children can write their name in joined script and all practise this skill each morning when they arrive. Children have a suitably adapted literacy lesson each day. They join in with repetitive text in traditional stories with great enthusiasm, for example, 'I'll huff and I'll puff and I'll blow your house in'. They are learning the high frequency words. They participate in a guided reading session each day and are acquiring early reading skills. Most children read to parents at home and teachers and teaching assistants hear them read individually at least once a week.

34. In terms of **mathematical development** children count accurately in ones to over a hundred and add ten to the number 4, giving 14 and 24. They are provided with a wide range of interesting counting activities to consolidate this skill, for example, tossing a pancake, threading peanuts on a string and putting it outside for the birds, and sorting dog biscuits into sets of ten. Older children play a variation of snakes and ladders and demonstrate how well they can work together. No pencil and paper recording took place during this lesson, but work in children's books shows that they write numbers accurately.

35. In **knowledge and understanding of the world** children are developing good mouse control when using a 'dress the teddy' program. In an information and communication technology lesson seen, children confidently listened and identified a sound from the cassette and looked for the picture and word to match the sound. Children talk about Kenya, the climate, the people, villages and cities. They were very excited when invited to visit Africa on a magic carpet! Children talk about their families and homes and about what makes each one special. They can identify some similarities of religious practice between Muslims and Christians.

36. For **creative development** boys and girls have a formal music lesson each week but have daily opportunities to sing and clap rhythms. Role play in the vet's surgery is very popular and develops children's speaking skills as well as their social skills. This area was created following a visit by a vet who talked to the children about her work. The classroom is quite small and good use is made of the outside for role play in the house, sand and water. One afternoon the children were fully engrossed in art activities linked to the African theme – fabric printing, making beads with flour and salt dough, and threading very tiny beads. Children are very confident to investigate and experiment with new materials and tools.

37. In **physical development** children have plenty of opportunity to use tools and equipment to practise their fine motor skills, and focused attention is given to this for the few who find writing difficult. There is no room for physical play in or near the classroom so the children use the playground one afternoon a week for play with wheeled toys, bats and balls. Stimulating courses are made with skittles to encourage accuracy when driving. Once a week the children have a movement lesson in the village hall. The teacher has particular expertise in teaching physical education through her initial training and as a result the children reach a much higher standard than expected. They remember a sequence of movements and perform it with control. The more confident children include a forward roll in their sequence.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils in Year 6 achieve well above average standards in reading and writing.
- Teaching is consistently good.
- Guided reading sessions are raising standards and increasing enjoyment in reading.
- Writing is being more effectively developed in the literacy lesson.
- Literacy is used very well across the curriculum.

Commentary

38. Children start school with language and literacy skills slightly above average. All teachers and teaching assistants have high expectations of what pupils can achieve. Pupils are expected to work hard and do their best. Pupils' good attitudes to learning and their behaviour make a significant impact on the standards achieved. Speaking and listening skills are well developed throughout the school and pupils are given plenty of opportunities to discuss and celebrate their work orally right across the curriculum.

39. Teaching is consistently good and this enables pupils to make good progress. Lessons are planned very thoroughly to ensure that the needs of pupils of all abilities in the mixed age classes are met well. Higher attaining pupils are well challenged whilst the less able are well supported. Thorough assessment procedures ensure that work is matched accurately to prior learning. Target setting is used well so that pupils are aware of their progress.

40. Standards in reading were identified as a weakness at the last inspection. The school has received good in-service training on using guided reading effectively. Each class now has a timetabled session outside the literacy hour. These well organised sessions give opportunities for each pupil to read to a teacher or teaching assistant at least twice a week, as well as time to enjoy books and practise their comprehension and dictionary skills. Good records are kept of progress. This innovation has had a positive impact on standards with many pupils achieving the higher level 5 in the national tests in 2003. A similar picture is likely to emerge this year. The development of a library area is enabling pupils to develop library skills and use these for research in other subjects.

41. Writing has a much improved focus in the literacy hour and standards for pupils in Year 6 are well above average. The school is wisely considering giving older pupils opportunities for extended writing once a week. Pupils' good attitudes contribute to the standards achieved. Pupils in the Years 4, 5 and 6 class were writing poetry, and although some found the task difficult, all persevered and worked quietly and with concentration and achieved a satisfactory result. Pupils always use a pen and write in legible, joined script although the quality of the handwriting does not always match the quality of the content. Teaching assistants support pupils with special educational needs very well, talking them through their work and helping them to meet their learning targets.

Language and literacy across the curriculum

42. The use of literacy across the curriculum is very good. Opportunities are identified in the planning for this to happen both in literacy lessons and the other subjects. Pupils are given good guidance in writing up science investigations. They take notes while watching a video. There is an absence of worksheets and pupils write well in religious education, history, geography and personal, social and health education and their work is of a good standard – not spoilt by careless mistakes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Consistently good teaching leads to good achievement and high standards in almost all year groups.
- Good monitoring of understanding, good planning and the very good use of teaching assistants mean that pupils of all levels of attainment make good progress in lessons.
- Pupils thoroughly enjoy their mathematics lessons and are well motivated learners.

Commentary

43. Provision for mathematics and the standards achieved have improved greatly since the last inspection when leadership and management of the subject were said to be unsatisfactory. Overall standards were average with too few pupils achieving higher levels. This, given the intake, represented underachievement for all but lower achievers. A major concern was the over reliance on a commercial scheme of work. Current standards are well above average in all year groups except Year 5 which has a high proportion of pupils with significant learning difficulties. Teaching is consistently good and work is well matched to the needs and interests of the pupils in each class and year group. All pupils are aware of their own learning targets and the learning objectives in each lesson are clearly spelled out and revisited at the end of each lesson. Higher attainers are challenged and those pupils who find learning difficult are well supported in achieving their learning targets.

44. The good quality of teaching, learning and achievement was well demonstrated in a Years 5 and 6 lesson on identifying, measuring and calculating angles in shapes. Here equally good use was made of commercial materials and home made angle indicators which made it possible for the teacher quickly to judge the levels of understanding of each pupil in the room. In challenging oral work, pupils showed they fully understood the concepts involved and could identify the various types of angle, and calculate and show for instance 125 degrees based on a right angle. With teaching

assistants supporting the lower attaining Year 5 pupils and the teacher challenging Year 6 pupils to develop a formula to predict the total of the angles inside various polygons, every pupil was achieving well. Planning for this lesson showed that it had been modified as a result of the evaluation of previous work that is a feature of teaching in the subject throughout the school.

45. The very good contribution made by teaching assistants in making it possible for teachers to meet the needs of all pupils shown in this lesson was a characteristic of all the lessons observed. From leading Year 1 pupils in reinforcing their understanding of multiples of 10, to working with a lower attaining Years 2 and 3 group practising the 4 times table using cards and a number line, their well planned input is very important. Another fundamental strength is the way teachers focus on strategies and understanding, constantly checking, not to see that each child has the right answer, but that he or she understands the process and can use what he or she knows to develop their own ways of getting an answer.

Mathematics across the curriculum

46. Appropriate cross curricular links have been established with other subjects, particularly information and communication technology, science and design and technology. These often provide pupils with opportunities to use and practise their mathematical skills in practical situations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils are achieving well and standards are high.
- Improvements to timetabling and planning have made it possible for pupils to develop their knowledge and understanding of scientific methods through extended investigations.
- Activities are chosen for their capacity to motivate and challenge pupils and to make learning in science enjoyable.

Commentary

47. Recent national test results confirmed the judgement of the last inspection that almost all, or, as in 2003, all, pupils achieved average levels of knowledge and understanding in Year 6 but that not enough achieved higher levels. The problem was narrowed down to weaknesses in investigative science. The new head came to the same conclusion and put in place a raft of changes designed to remedy this situation. These have included:

- Very good input in the form of in-service training from the local authority to enhance teachers' subject knowledge and confidence;
- A whole school decision to move from teaching aimed at content to teaching aimed at developing investigational skills and scientific understanding as well as excitement and enthusiasm for the subject;
- Regular ongoing self-analysis by teachers and a half termly evaluation of the impact of teaching and 'what next';
- Big improvements in the monitoring of pupils' progress and using this to fine tune planning to meet the needs of groups and individuals with some working out of year group;
- A decision to increase greatly the amount of time devoted to science in the short term and to block this time together in the two older classes so that, as in literacy and numeracy, Year 4 could be taught separately.

48. This has proved to be a very successful strategy with very good evidence of real achievement, especially in the area of investigations and experiments. In Years 2, 3 and 4 this involved working with materials with Year 2 combining work in design and technology making very creditable clay tiles

and following this up by closely observing any changes in colour, texture, size or 'wetness' over the week. Meanwhile, pupils in Year 3 noted the changes in materials such as wax and chocolate when they are heated and then cooled, while Year 4 pupils developed their understanding of temperature before conducting an investigation on which materials are best for keeping things cold. This was well integrated with work in ICT with pupils taking turns to create and print out tables on which to record their findings.

49. Work in Years 5 and 6 involved looking at food chains and identifying the place of various plants and animals found on the beach during a field trip to Combe Martin the previous week. In discussion, pupils could talk very knowledgeably about producers and consumers as well as carnivores, herbivores and omnivores among consumers. From all the above, it was very evident that a significant number of pupils were working at levels well above what is expected and that all have a very good understanding of the requirements of experimental science. Just as important was the obvious enthusiasm pupils have for their work in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- As at the time of the last inspection, the skills and understanding of older pupils are well below what is now commonplace in primary schools.
- By making best use of existing staff and resources, the youngest boys and girls are achieving well and are confident and competent in using ICT.
- The subject now has a very positive action plan involving a considerable investment in up to the minute equipment due imminently which will make possible the surge in activity necessary for lost ground to be made up.

Commentary

50. Provision in ICT probably suffered most from the weaknesses in overall leadership and management noted in 2000 and 2002. This period coincided with a series of national initiatives involving the funding of equipment, training and curriculum development. Opportunities were missed or wasted and the consequences are still being felt in limited equipment, relatively low levels of confidence and competence among teaching staff, and low standards and gaps in learning amongst older pupils.

51. The new head quickly identified the urgency of the situation and initiated significant developments, latterly in the role of acting subject co-ordinator. So far this has involved making the most of existing resources, notably by enhancing the role of a teaching assistant with expertise and enthusiasm for the subject and by freeing up time in the area where the computers are kept so that direct teaching can take place without disturbing others. This has made it possible for the school to make a start in covering the whole range of aspects included in the national scheme of work in a structured way. As a consequence, all pupils are now making progress and pupils in Year 1 are showing the sort of confidence and capability in using the equipment and software expected, and common in other schools.

52. The next stage of development is imminent, with the planned installation of wireless networked laptop computers which will make it possible for groups of pupils to be taught, and to work in ICT for extended periods in their own classrooms.

Information and communication technology across the curriculum

53. Despite the limitations of the equipment, wherever possible work in ICT is planned to involve or stem from work in other subjects. Good use has been made of the Internet to access information on the current topic of Kenya. Pupils of all ages use tape recorders to record their performances in

music and to record warning sounds relating this to words and pictures in 'Textease'. Older pupils constructed a table for recording their database of information about temperatures obtained in science.

HUMANITIES

54. Work sampled in **history** and **geography**, largely by looking at books and portfolios of work gives a good indication of the importance the school places on this area of the curriculum. Humanities is planned as a four-year rolling programme. This year the whole school is studying the Tudors and Kenya. A visit to Montacute House and to the Tudor kitchen in the village enhanced pupils' learning. Imaginative links have been made with art and ICT. The Tudor Day when pupils dressed in Tudor clothes and sampled Tudor food was a memorable occasion. Students from Ilfracombe College shared their knowledge of the Tudor period with pupils in Class 2. A visiting actor re-enacted Tudor life for pupils in Years 3, 4, 5 and 6.

55. Only one lesson was seen in history, which is not enough to make an overall judgment on the quality of teaching. The co-ordinator has taken a lead in resourcing the topic to make learning exciting. In geography this term pupils are studying a contrasting area, Kenya. The school has a link with a member of the community working in Kenya and receives regular e-mails. Good links with art, music and ICT have been established. Pupils have raised questions about Africa and are now using a variety of sources, including the Internet, to find the answers.

Religious Education (RE)

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers have received training and are now confident about their subject knowledge.
- The co-ordinator has taken on the role enthusiastically and conscientiously and has provided a good range of resources.
- As a result of good planning, interesting activities and a variety of teaching styles, pupils achieve standards that are above average.

Commentary

56. Religious education has a high priority in this small church school and makes a significant contribution to pupils' personal development. The rector uses his previous experience as a teacher to support the school well in this area. As a result of effective training teachers have a sound knowledge of what is to be taught. Pupils in Years 4, 5 and 6 showed that they have a good knowledge of the Bible and the concept of temptation as they participated in an assembly to celebrate Ash Wednesday. Pupils study other religions including Islam, Hinduism and Judaism, and attractive displays reinforce learning.

57. The co-ordinator is new to the role this year and has concentrated on providing good, accessible resources. The locally agreed syllabus is followed well and appropriate assessment procedures are in place. Teaching is consistently good. A wide range of strategies is used to make lessons interesting. As a result, pupils are well motivated and work hard. They answer questions confidently and are animated in discussions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

58. Art, design and technology and physical education were not the primary focus of the inspection. Although it was not possible to form a judgement about provision in individual subjects other than music, overall provision including the many extras the school provides in many of these subjects is impressive for such a small school with a very full agenda in other areas.

59. As part of a process of re-organisation to enhance the whole curriculum, it was decided to double up the time allocated to **art** and **design and technology** to give more time for pupils to complete more challenging work. Good evidence of the positive impact of this decision can be seen around the school in designs for the school's prospectus, in quilted textile collages of village views, and in African shelters using natural materials. In good practical sessions, young pupils were making African style beads out of dough and older pupils were creating wire figures and using wax to create batik pictures of African folk stories.

60. Despite having very limited facilities on site, the school is committed to providing pupils with the fullest range of **physical education** (PE) activities possible much helped by parents, the local community and local and county wide sports bodies. Levels of activity have increased greatly. The playground area has been tidied up and is due to be extended and resurfaced and the facilities at the village hall have been much enhanced. PE is an area much enhanced by extracurricular activities and the school is very active in local sporting events.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- Sustained, very good provision over several years means older pupils' understanding and performance levels are much better than those expected nationally.
- Cross curricular links mean that work in music is relevant as well as enjoyable.

Commentary

61. Music was the one subject not affected by weaknesses in leadership, management and teaching noted in previous reports. This was because then, as now, it was taught discretely by a talented music specialist who managed the subject in the school. Her records show the energy and creativity she has brought to the subject over the years. This has resulted in pupils of all ages becoming knowledgeable about a wide range of musical genre, notation and the vocabulary of music, as well as confident and enthusiastic composers and performers. Her confidence and enthusiasm are infectious and during the inspection, pupils showed just how much they have learned and their capacity to work at a high tempo in a range of musical activities. Young pupils, for instance, show they understand complex clapping patterns and the structure of a chord, enjoy singing an African chorus to match the current topic, record sounds to match the mood of a picture, and draw a graphic score to illustrate the dynamics and structure of music from the 'Lion King' - all in one lesson!!

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

Provision in pupils' personal, social, health education and citizenship is **good**.

Commentary

62. Pupils' personal development is seen as a priority. Pupils are given many opportunities to take responsibility, for example, initiating fund-raising, organising clubs, being a member of the school council and taking part in 'Eco-school' activities. The agreed policy for PSHCE includes work on keeping healthy, diet, exercise, smoking, drugs, sex and relationships. Family Group assemblies make a good contribution to personal development. In the Shrove Tuesday assembly an older boy was asked to give a prayer of thanks for the pancakes which he did spontaneously and confidently. Whole school Golden Rules are known and followed and each class has its own rules negotiated between pupils and teacher. These have a strong impact on pupils' personal development: for example one of the rules in the youngest class is 'There is no such thing as I can't'. Pupils are

encouraged to admit to having a problem and to ask for help.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).