

INSPECTION REPORT

FILLEIGH COMMUNITY PRIMARY SCHOOL

Filleigh, Barnstaple

LEA area: Devon

Unique reference number: 113148

Headteacher: Mrs S Davies

Lead inspector: Ian Knight

Dates of inspection: 7 – 9 June 2004

Inspection number: 256124

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	103
School address:	Castle Hill Filleigh Barnstaple Devon
Postcode:	EX32 0RS
Telephone number:	01598 760295
Fax number:	01598 760295
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Tearall
Date of previous inspection:	1 June 1998

CHARACTERISTICS OF THE SCHOOL

Filleigh Community Primary School is a small rural primary school serving the village of Filleigh and the surrounding area of North Devon. It has recently obtained the 'Healthy Schools Award'. The socio-economic indicators of the area are average. Almost all pupils are white British, with a very small number who are of mixed heritage. No pupils have English as an additional language. The proportion of pupils with a special need is lower than in most schools. The needs identified include specific learning difficulties, social, emotional or behavioural difficulties, speech or communication difficulties, and medical needs. There is considerable movement of pupils in and out of the school: nearly half of last year's Year 6 joined the school later than is usually the case.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23031	Ian Knight	Lead inspector	Mathematics Information and communication technology
32670	Graham Saltmarsh	Lay inspector	
16038	Jill Bavin	Team inspector	The Foundation Stage Special educational needs Science Art and design Design and technology Music Physical education
10053	Janet Simms	Team inspector	English Geography History Religious education

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal
Sevenoaks
Kent
TN15 0EG

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing good value for money. Pupils achieve well because of good teaching based on a sound curriculum. The headteacher provides good leadership. Staff with leadership and management roles carry out their functions soundly within the constraints of the school's structure. The school is managed well.

The school's main strengths and weaknesses are:

- All pupils achieve well because of good teaching.
- The school has a strong and successful commitment to the inclusion of all pupils in all activities.
- Teachers know pupils really well, and provide well for the needs of individuals.
- Provision for information and communication technology (ICT) is unsatisfactory.
- Pupils have good attitudes to learning and work diligently.
- Pupils do not have enough opportunities for independent learning.
- Curricular co-ordinators are constrained in their ability to provide effective leadership.
- The school provides very well for pupils' care, welfare, health and safety.
- Parents appreciate the school's very good dialogue with them.

The school has made satisfactory progress since its last inspection. The accommodation is now used better, the reception class has been relocated and religious education is taught in accordance with the Locally Agreed Syllabus. Standards and teaching have been maintained.

STANDARDS ACHIEVED

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

*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.*

Pupils achieve well in the school. Children in Reception attain the expected learning goals in personal, social and emotional development, communication, language and literacy and mathematics development, achieving well. There was insufficient evidence to form secure judgements about the areas of knowledge and understanding of the world, creative development or physical development. Standards in Year 2 are below expectations in English, in line with expectations in mathematics and religious education and above expectations in science. These standards represent good achievement when considered in the light of pupils' past performance and the challenge they meet in lessons. There are wide fluctuations year-on-year because of the small size of the groups and pupils leaving and joining the school mid-year. In Year 6, standards are in line with expectations in English, mathematics and religious education, and below expectations in science and ICT. Achievement overall is good, but in ICT and religious education it is satisfactory.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are progressing well. Pupils show good attitudes and behave very well. Attendance is good.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching is good throughout the school. Teachers know pupils well and are able to plan tasks to meet individuals' needs, so that pupils work hard and progress well. In Reception, the teaching of basic skills is good, but children do not have enough opportunities to learn through self-directed and play activities. In the whole school, assessment is not used well enough to ensure that pupils know how well they are doing, or what the next steps might be. Questioning is used skilfully to check and extend learning. Learning support assistants make a valuable contribution to learning in many lessons.

The curriculum is satisfactory and is enhanced well by other activities, especially in sports and the arts. Children in Reception do not have regular routine access to the outdoors to support learning in all areas. Resourcing is just satisfactory overall, and unsatisfactory in ICT. The school provides very well for pupils' care, welfare, health and safety. It provides good support and advice for pupils and involves pupils well in its work. Links with parents, the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management in the school are good. The headteacher provides good personal leadership. Staff with management responsibilities carry out their roles satisfactorily within the constraints of the school's structure. The school is managed well. The governing body operates well except that statutory requirements in the teaching of ICT are not all met; the school has plans to correct this and is aware of the shortcomings. It has done the best it could with a limited budget in the past.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied with the school. Parents were overwhelmingly positive about nearly all areas of provision: a few thought that they were not kept well informed about their children's progress. Pupils similarly were very pleased, with only a little concern raised over the behaviour of some other children.

IMPROVEMENTS NEEDED

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

- Improve provision for ICT, ensuring all hardware is serviceable and that all the required areas are taught.
- Provide more opportunities for pupils to learn independently, ensuring they know how well they are doing and what they need to do to improve.
- Ensure that curricular co-ordinators are enabled to carry out their monitoring and evaluation role effectively to allow them to provide more effective subject leadership and to raise standards.

and, to meet statutory requirements:

- Ensure that all the required elements of the ICT National Curriculum are taught.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in most subjects are in line with expectations throughout the school, although standards in English are below expectations in Year 2 and standards in ICT are below expectations in Year 6. When the progress made by individuals is considered, then these standards indicate good achievement.

Main strengths and weaknesses

- Achievement is good in the basic skills in Reception.
- In Years 1 to 6, pupils achieve well in the core subjects of English, mathematics and science.
- Outdated hardware is restricting achievement in ICT.

Commentary

1. In the 2003 National Curriculum tests for pupils in Year 2 (the latest for which national comparators are available), standards in the school were above average in reading and mathematics, but below average in writing. Writing standards were weaker because fewer pupils attained the higher Level 3 than did nationally, and high numbers of pupils either did not gain the expected Level 2, or only just attained it. If the comparison is restricted only to schools with a similar level of free school meals, then writing fares worse and is now well below average. Girls did markedly better than boys in mathematics; in reading and writing, the difference was similar to that seen nationally. There are no tests in the other core subject of science, but teachers' own assessments show that standards were above average, with all pupils gaining at least the expected Level 2 and above average numbers gaining the higher Level 3. In reading and mathematics, standards have been rising since a low point in 2001; in writing, there is no secure trend of improvement. However, such analyses must be treated with caution because the number of pupils in the school is small and random fluctuations can occur.
2. In the table below, one 'point' represents approximately the progress expected in a term. The expected Level 2 is represented by 15 points, the higher Level 3 by 21 points.

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

Standards in:	School results	National results
Reading	16.7 (15.9)	15.7 (15.8)
writing	13.8 (14.9)	14.6 (14.4)
mathematics	16.8 (15.9)	16.3 (16.5)

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

3. In the 2003 National Curriculum tests for pupils in Year 6, standards in English and mathematics were well above average, but science was below average. If the school is compared only to those with similar results four years ago, then standards are about average in English, above average in mathematics, but well below average in science. In English and, especially, mathematics, high numbers of pupils gained the higher Level 5 in tests. In science, too many did not reach the expected Level 4. Standards in English had been falling between 1999 and 2002, but, following action by the school, they rose dramatically in 2003. In mathematics, standards fluctuated in the average range until 2002, also improving markedly in 2003. Science standards have remained near the national average for some time. The school

recognised that pupils could do better in science, and instigated a higher emphasis, especially in the practical and investigational areas of the subject, to redress the balance. These pupils did well in the 1999 tests when they were in Year 2. They made less progress than other pupils nationally during their time in the Juniors, even though standards are mainly good.

4. In the table, the expected Level 4 is represented by 27 points, and the higher Level 5 by 33 points.

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

Standards in:	School results	National results
English	28.7 (26.2)	26.8 (27.0)
mathematics	29.3 (26.6)	26.8 (26.7)
science	28.3 (28.2)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

5. However, test results cannot tell the whole story. They refer only to pupils in two year groups and in a few subjects, a year ago. They also do not give any clues about *achievement*, that is, are pupils doing as well as they can? Inspection evidence can fill some of these gaps.
6. Children enter reception class with, overall, standards that are just in the expected range. Good direct teaching and learning in the basic skills, especially in early reading and phonics and number, means that children solidly achieve the expected goals in communication, language and literacy, and in mathematical development. They also achieve the expected levels in their personal, social and emotional development. There was insufficient evidence to form secure judgements in the wide areas of knowledge and understanding of the world, creative development and physical development. Nevertheless, children achieve satisfactorily in their personal, social and emotional development, and well in communication, language and literacy and mathematical development. Achievement in personal, social and emotional development is weaker than in other areas because children do not have enough opportunities for learning independently and through play activities.
7. Standards in English in Year 2 are below expectations. This seems a decline since 2003, but is affected by the addition of new pupils into the year group at a late stage. These pupils have not had the benefit of the good teaching the school provides in English for long enough, and this depresses overall standards. Nevertheless, when the progress made by pupils is examined and considered in the light of the challenge they meet in lessons, then it is clear that achievement in English is good in the Infants. In Year 6, English standards are in line with expectations. The school's clear assessment records show that pupils made good progress over their time in the Juniors, and this indicates good achievement. Throughout the school, standards in mathematics are in line with expectations. Again, a scrutiny of completed work and of the school's assessment records, combined with observations of levels of challenge in lessons, indicate good achievement. Standards in science are above expectations in Year 2 and below expectations in Year 6. The weaker standards in Year 6 reflect a lack of progress in the past. The school set in place a program of improvement, including a renewed emphasis on investigational and practical science. This has borne fruit, but the deficit in learning of the oldest pupils was too great to make up. Nevertheless, they are making good progress now, based on good teaching. This indicates that achievement is improving and is good throughout the school.
8. The school has not had enough really up-to-date computer hardware to teach all aspects of the subject, although plans are well advanced to obtain it soon. This means that, although pupils in Year 6 are competent users of technology, there are inevitable gaps in their knowledge and standards are below expectations. Nevertheless, they are achieving satisfactorily. Provision in ICT is patchy in the school and there was insufficient evidence to form secure judgements in

the Infants. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus and pupils are achieving satisfactorily.

- The remaining subjects were sampled, and secure judgements about standards could not be made. Pupils with special educational needs achieve well because teachers understand their needs very well and because of the invaluable help they receive from the learning support assistants. The school provides tailored provision for pupils with particular gifts or talents by, for example, allowing them to join older classes for some lessons.

Pupils' attitudes, values and other personal qualities

Throughout the school, pupils demonstrate good attitudes to school and very good behaviour. Attendance is good. The provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils attend school regularly and develop good attitudes towards learning.
- Behaviour is increasingly good as pupils get older.
- Pupils do not have enough opportunities for independent learning.
- Relationships throughout the school are very good.
- Pupils develop very good moral attitudes but do not have enough opportunities for spiritual development.

Commentary

- Pupils' attendance is good. It has improved of late. The school works well with parents to avoid holidays in term-time where possible, but this is difficult as a significant number are employed in tourism. Apart from instances where buses deliver pupils to school late, punctuality is also good. Pupils are keen to get back to classes after playtimes and line up sensibly when required to stop their activities. Their attitudes to learning are very positive, although they do not have enough opportunities for independent learning and decision-making. They enjoy coming to school and behaviour in classes and at play is very good by the time they leave. Pupils arrive in Reception with behaviour that is no better than expected but respond well to the school's very high expectations, and behaviour improves as they get older. The effects of the 'zero tolerance' of poor behaviour can be seen in the improvements made by individual pupils who previously misbehaved. They learn how to manage their own behaviour well. Relationships between pupils and with staff are very good. Boys and girls mix well and the few pupils from minority ethnic backgrounds integrate well.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
National data	5.4	National data	0.4

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

- Pupils' spiritual, moral, social and cultural development is good overall. Their moral and social development are very strong aspects, with pupils of all abilities responding well to the opportunities offered to take responsibility for aspects of school life. Many though, including those with special educational needs, would like such planned opportunities to be increased so that they can be more involved in jobs around the school. The School Council is effective, and has been instrumental in the good improvements made around the school recently, for instance to library arrangements. Very strong links with the surrounding community enable pupils to understand the rights and responsibilities of living here. The work they do in geography and

history using the local area reinforces this understanding. Pupils' cultural development is also good. Art makes a very strong contribution to this, as do the planned opportunities for contacts with visitors such as a local poet and dance groups. Pupils' spiritual development is satisfactory. Religious education and assemblies make an appropriate contribution to pupils' spiritual understanding. Few opportunities are taken in lessons, though, for pupils to reflect quietly in a spiritual way.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching throughout the school is good, based on a sound curriculum. The outdoor provision for children in Reception, however, is unsatisfactory. The school provides very well for pupils' care, welfare, health and safety. It provides pupils with good advice and support and involves them well in school life. Links with parents, the community and other schools are very good.

Teaching and learning

Teaching and learning are good throughout the school. Satisfactory assessment is used well in planning, but pupils are not always aware of how well they are doing or how to improve.

Main strengths and weaknesses

- Teachers engage pupils well, providing them with challenging tasks.
- Pupils have too few opportunities to work truly independently.
- Learning support assistants make a positive contribution, especially in Reception and Years 1 and 2.
- Long-term tracking of pupils' knowledge and understanding is used well.
- Marking and short-term assessment are not used well enough to ensure that pupils know how well they are learning, or what they need to do next.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	12	7	0	0	0

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

12. The principal reason that pupils achieve well in the school is because of the good teaching they receive. Teachers know their classes very well, and this allows them accurately to match the tasks set to the needs of individuals, ensuring all are challenged effectively: this means that pupils are most usually working beyond their comfort zone and making good progress in skills and understanding. Questioning is used well: in a very good design and technology lesson for junior pupils, the teacher introduced their task and listened closely to all suggestions pupils made, seizing opportunities to extend their thinking. In this lesson, the learning support assistant supported a weaker group of pupils very well, using open questions to check their understanding and take them further. The result was an enjoyable lesson in which pupils quickly learned about features of the design of chairs.
13. However, some lessons are directed by the teacher too much, limiting pupils' ability to work independently on a problem. This happened in a mathematics lesson intended to develop pupils' independent problem solving skills as they looked at tiling patterns using black and white floor tiles. As pupils worked through the initial stages of the problem, they were not given enough advice from the worksheet about how to record systematically. This led the teacher to take over and derive a formula, first in words, and then in symbols, for the class, even though

some pupils were capable of doing this themselves, and had shown this in discussion. One pupil intuitively realised an answer could not be correct because it ought to be even. With a little prompting, he was able to describe his thinking and justify it, but the teacher discounted his suggestion as it did not fit into the mould of the answer she sought. In Reception, direct teaching of the basic skills is effective, but the ability to learn to work collaboratively and independently through self-chosen and play activities is not developed well enough, and consequently achievement in personal, social and emotional development is satisfactory, whereas achievement in communication, language and literacy and in mathematical development is good.

14. In many lessons, especially in Reception and the infant department, learning support assistants make a valuable contribution when leading groups, asking open questions, acting as scribes and chivvying reluctant pupils. They are also sometimes effective in whole-class sessions, as, for example, in an infant mathematics lesson. During the teacher's introduction, the assistant sat with designated pupils, paraphrased the teacher's words and acted as an audience for diffident pupils. This allowed her group to keep up with the rest of the class and to achieve well with them. Learning support assistants also make a valuable contribution to the good rate of learning by pupils with special educational needs. They often provide extra support for small groups within lessons very effectively. However, on occasions, teachers do not use them fully at the beginning and end of lessons when they are addressing the whole class.
15. The school has devised a system in which the progress of pupils in the Juniors can be compared with their expected progress based on the starting point of their results in the Year 2 tests. Tests in English and mathematics are set at the end of each year and results clearly indicate if a pupil is doing as expected, better or worse. Trends can be identified from this and explanations sought. Alongside other assessments, like National Curriculum test results, these have been used by the school to identify that girls' achievement in the past was less good than would be expected, and that achievement in the investigational and practical areas of science was not high enough.
16. However, short-term marking and assessment are less well used. In some classes, marking consists only of ticks with no comments to identify areas of strength or areas to work on. Short-term targets are not used consistently to challenge pupils to aspire to greater heights. Pupils' work is not always annotated with National Curriculum levels, nor are those levels understood clearly by pupils. Short-term planning is often based on the activities to be completed and lacks a clear identification of the new learning pupils should acquire during the lesson. As a result, these objectives for learning are often not shared with pupils at the beginning of a lesson, preventing pupils from reflecting on their learning in a meaningful way at the end of the lesson. These factors together mean that pupils, especially older pupils, do not have a clear understanding of how well they are progressing, whether their current levels of attainment are high enough, or of what they need to improve to move to the next step of the ladder. There is good practice in the school: one class makes extensive use of 'success ladders', with statements of attainment from the National Curriculum recast in more accessible language, and the friendly exhortation to see how high the pupil can 'climb'. This good practice is not consistently used in all classes, however.

The curriculum

The school provides a satisfactory curriculum. This is enhanced well by opportunities to participate in other activities. There is an adequate number of staff, but accommodation for outdoor play in Reception is unsatisfactory.

Main strengths and weaknesses

- Curricular enrichment is good, especially the provision for the arts.
- Recent decisions to teach English and mathematics in single-age classes in the Infants has resulted in better achievement.

- Pupils are ensured equality of opportunity because the school has a strong inclusive ethos and values the contributions of all.
- Not all aspects of ICT can be taught adequately because of a shortage of resources.

Commentary

17. The school provides appropriate breadth in its everyday curriculum, well enriched through a range of additional opportunities. These are especially strong in the arts. Decisions about how to improve achievement have resulted in splitting mixed-age infant classes for English and mathematics. This has had adverse knock-on effects on aspects of resourcing, but has been successful in improving achievement. As a result, curricular resources are unsatisfactory in subjects such as ICT, science and religious education. All subjects of the National Curriculum are covered, with work generally based on published schemes that ensure that all aspects of individual subjects are included satisfactorily. However, lack of suitable hardware and software in ICT means that not all aspects can be taught adequately; plans to correct this deficiency are advanced. The school's strong, inclusive ethos ensures that pupils of all abilities enjoy equal access to all areas of school life. Weekly homework and on-going daily reading at home support pupils' learning satisfactorily. Curricular links with the secondary school are good in some subjects, but are unusually weak in English.
18. Teaching staff have wide experience and pupils enjoy the benefit of help from a good number of support staff. Accommodation is satisfactory, particularly as classes can use the village hall as an additional, very useful, facility for physical education and other lessons that require more space. However, the outdoor accommodation for Reception children is not adequate to support learning across all six areas. The amount, location and deployment of most ICT resources are unsatisfactory. Recent improvements to the library have created a satisfactory space for non-fiction books. Fiction books are satisfactorily located in classrooms.

Care, guidance and support

The school provides very well for pupils' care, welfare, health and safety. It gives pupils good advice and support based on monitoring, and involves pupils well in its work.

Main strengths and weaknesses

- Procedures for care and the health and safety of pupils are very good.
- The school has a deserved reputation for being a safe place for children.
- The whole school has an ethos of community, trust and care.
- Not all key staff have received recent training in Child Protection.

Commentary

19. All adults in the school show great concern for the welfare of pupils. Parents acknowledge this, both in their positive response to the pre-inspection questionnaire and in their discussions with the inspection team in which they praised the positive way in which their children are looked after in school. The very good relationships between staff and pupils also help to create a comfortable and cheerful atmosphere in which pupils feel valued and supported. They know that their views and concerns will be taken seriously. Staff make every possible effort to get to know their pupils well so that each child receives the individual support or help he or she may need. Pupils are encouraged to share their concerns and any child who has an academic, personal or health problem is treated with kindness and sensitivity. Parents are right to say that this school has a well-deserved reputation as a safe, happy and caring community for their children.
20. Staff are particularly vigilant to ensure that children in Reception, together with all other pupils, are carefully supervised and safe at all times. Attention is paid to the health and dietary needs of individual children and there is an appreciation and understanding of healthy eating, lifestyle and personal safety. The school has received the 'Healthy Schools Award'. Thorough maintenance of the building, environs and perimeter contribute to the overall ethos of care, security and safety. Accidents are rare, and any problems or difficulties relating to safety in the school are promptly addressed and immediate steps are taken to prevent any recurrence.
21. Pupils confirmed both in their questionnaire and subsequent conversations during the inspection that they knew that there was an adult in the school to turn to if they have concerns. They know that there is a 'zero tolerance' school policy towards any bullying or oppressive behaviour, and there was very little evidence of such behaviour. Staff and parents work together to encourage pupils to develop confidence, self-esteem and to reach their potential. Through a 'Buddy' initiative, pupils are encouraged to care for and take responsibility for other children in the school.
22. Parents are satisfied with the induction arrangements for new pupils. The Reception teacher visits local playgroups and sees all parents before their children start school. Pupils start on a mornings only basis, and after two weeks, begin to stay for the school day. Parents are provided with a helpful introductory 'Starting School' booklet. Effective arrangements are in place with the local secondary school to which most pupils transfer: pupils make visits to their new school and also have useful opportunities to meet their new teachers.
23. The school makes considerable effort to seek pupils' views through a very effective School Council. Pupils are also encouraged to share their opinions or concerns through regular circle time sessions. Individual achievements are recognised and rewarded at assemblies.
24. Child protection procedures are well established and satisfactory. Further training for the headteacher and other key staff would reinforce the school's ability to understand and respond to any pressing child protection issue.

Partnership with parents, other schools and the community

The school maintains very good links with parents, the community and other schools.

Main strengths and weaknesses

- Parents hold very positive views about the school.
- The school tries hard to involve parents in its work and to keep them well informed.
- The school forges effective links with the community.

Commentary

25. Parents are very satisfied with the school. Those who attended the meeting before the inspection were very supportive. They have confidence in the staff and believe the teaching to be good. Staff are anxious to involve parents with the life of the school and in supporting their children's learning, and the parents appreciate this. They find the staff very approachable and willing to discuss any concerns or issues. They value the school's open door policy and all know the headteacher personally.
26. There is a well-attended parents association that has an ongoing role to enhance resources and support the whole school community. Parents are consulted at meetings on school matters and their views are taken into account to bring about improvement. Disappointingly, a recent questionnaire sent to parents seeking their views resulted in very few completed responses.
27. Information provided for parents is good overall. The school prospectus, however, is rather unwieldy and in need of revision. The governors' annual report to parents is well presented and contains helpful and relevant information. A particularly good feature is the weekly newsletter sent out by the headteacher that keeps parents well informed of current and future events and class activities. Annual reports to parents are detailed and informative and provide helpful targets for the next steps in pupils learning.
28. As would be anticipated in a village school, community links are very good. The school accepts its wider role in supporting local life especially seriously. There have been some difficult times for the community since the last inspection, particularly during the foot and mouth crisis that placed immense financial and emotional strains upon families in farming areas such as Filleigh. It became evident during the inspection that the school assisted and supported families during this difficult period.

LEADERSHIP AND MANAGEMENT

The school is led and managed well. The headteacher provides good leadership, supported soundly by other staff. Management, especially of the budget, is good.

Main strengths and weaknesses

- The school is fully committed to ensuring that each pupil is included in its work at the right level.
- The headteacher has a clear vision for the school, which is realised in its strategic planning.
- Staff with management responsibilities are not in a position to carry out their duties effectively.
- The school's budget is well planned and is in an improving position.
- The governing body fulfils its roles well.

Commentary

29. The school demonstrates a very good commitment to meeting the educational needs of each pupil. As reported above, although formal assessment and recording procedures are not consistently carried out, staff know their pupils very well and are able to provide work that closely matches individual needs. For example, the school is flexible enough to allow gifted pupils to work with older year groups for some subjects. The headteacher leads and effectively manages the provision for pupils with special educational needs. She is ably supported by the well-informed governor with responsibility for special educational needs. Their commitment to meeting the needs of these pupils as fully as possible is reflected in the recent decision to increase the number of learning support staff, and in the difficult decisions regarding the allocation of staff to particular year groups. Everyone in the school community shares this commitment, and it drives much of the school's work, being a major factor in the good teaching, learning and achievement reported above.

30. The headteacher leads by example. Her teaching is of high quality, reflecting her personal vision of excellence. She knows the school well, even though formal monitoring is not well advanced. There is little lesson observation, although she has used more indirect methods – informal discussions, scrutiny of display and discussions with pupils – successfully. The outcomes of formal assessment are used well, and find their way into strategic planning. The school's development plan contains few targets, making it manageable and easily understood by all stakeholders. It includes targets about improving monitoring now that finances are in better shape. The whole document reflects the school's commitment to inclusion and its vision of excellence. However, the plan only lasts for one year. This allows flexibility from year-to-year, but impedes longer term strategic planning to prepare for changes in the predicted numbers of pupils, for example. Nevertheless, the governors and headteacher have a clear idea of the longer-term priorities and these influence the one-year plan.
31. Budgets have been tight since the current headteacher took over. The school carefully decided its priorities, and these included the maintenance of staffing levels where possible. This has been successful, but it meant that funds available for staff development, resourcing and release time for co-ordinators to carry out direct monitoring of teaching were not available. This has led to some frustration amongst staff who naturally wish to do the best job they can, but have been prevented by restricted finances. They do a sound job of leading their subjects within the constraints placed upon them, relying on informal means to gain most information. The school has grown in the intervening period and finances are now healthier. One target in the school development plan for this year is to develop co-ordinators' roles further so that they are enabled to be more effective subject leaders.
32. As noted above, the school's budget has been very tight, with very small amounts carried forward from one year to the next. The administrator and headteacher have shown considerable skill in drafting the budget to maintain staffing levels. Spending is monitored closely by the administrator, who also ensures that the governors' finance committee is kept well informed of trends. Following some growth in the school, this lean period is now ending, allowing more spending to be allocated through the school development plan, whilst keeping a healthy carry forward in line with government recommendations. Spending per pupil is now within the average range for small schools. When costs are considered in the light of the good quality of education provided, then the school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	296545	Balance from previous year	11024
Total expenditure	282199	Balance carried forward to the next	14346
Expenditure per pupil	2740		

33. Members of the governing body are supportive and committed to the school. They know its strengths and weaknesses well. By their individual links with one cohort, following that group of pupils through the school, they are able to maintain a clear overview of the school's provision. In addition, individuals make focused visits to the school, reporting on their findings to the full governing body. Individual governors are linked to areas of the school development plan, keeping a close eye on how successful strategies are. There is a clear understanding of the principles of best value.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in Reception is **good**.

Main strengths and weaknesses

- The teaching of key early reading and writing skills is good.
- The teaching of key skills in counting and calculating is good.
- Adults successfully promote children's interest in these key skills.
- Adults provide consistent boundaries and set a good example of how to behave.
- Opportunities for children to make choices and learn independently are sometimes missed.
- The small outside space constrains the range of creative and social activities.
- Provision for children with special educational needs is good.

Commentary

34. When children join the reception class about half have attended a pre-school setting and most children have the early social, communication and mathematical skills associated with their age. However, the balance between those children who are confident in one or more of these areas, and those who do not have the expected level of skill, varies significantly from year to year. The present reception class is the first group of children to be taught separately from Year 1 children. This arrangement has been in place since January 2004. On entry to the school, most of these children were working just within the expected levels of skill in most areas of learning, but with a higher proportion of those whose early marks on paper were immature than of those who were strong in this skill. As a result of consistently good teaching in the key early reading, writing and mathematical skills, all children have made good progress and achieve well. Consequently, by the end of the year, standards are solidly at expected levels in communication, language and literacy, personal, social and emotional development and mathematical development, with notable strengths in children's confidence with numbers.
35. Since the previous inspection the school has provided a new, and much improved, classroom for the reception class. The school has also developed the curriculum satisfactorily by increasing children's opportunity to learn through play. However, requirements for children at this age have increased, and the small outside area constrains a wide variety of creative and social activities. The school is aware of the increased emphasis placed upon promoting learning through children's first-hand practical experience and experimentation, and provides satisfactorily for this. Nevertheless, staff rightly acknowledge this style of teaching as an area for professional development. Provision for children with special educational needs is good. This is because, for these children, a good balance has been achieved between them working alongside the rest of the class and working individually with a learning support assistant using resources tailored to their needs.
36. The teaching of **communication, language and literacy** is good: children learn and achieve well in this area of learning. All make good progress in linking letters to sounds. This is largely attributable to adults successfully enthusing children whilst skilfully adjusting the tasks to meet their different needs. Consequently, children become increasingly confident, ready to learn and proud of their growing skills. All learn to use their knowledge of letters and sounds in their attempts to read and to write. For example, during the inspection, younger children enjoyed finding the letters in their own name and the initial sounds of the animals from the book, 'Handa's Surprise'. Older children were more confident in placing pictures in alphabetical order with the most able achieving a greater level of independence in the task. Whilst most children

are not entirely clear about the difference between a 'sentence' and a 'word', all willingly attempt writing a 'sentence' independently, harnessing their letter knowledge to help them. In their writing, most children meet the expectations of the early learning goals. Similarly, most children work within expected levels in using books and reading. All are very willing to make reasonable guesses in deciphering words. The most able recognise a good breadth of vocabulary and follow the sequence of a story accurately. Less confident children are more dependent on pictures to help them 'read' and re-tell a story.

37. There are similar strengths in **mathematical development**, which is also taught well, resulting in all children learning and achieving at a good rate. During the inspection a good lesson was seen where the teaching methods gave children good opportunities to work independently in friendship groups. Expectations of their behaviour and achievement were high and children responded eagerly to the teacher's skilful questions about 'biggest', 'greatest', 'largest' and 'smaller' scores. Children's confidence with numbers, counting and calculating is a particular strength. The good proportion of children who are working securely at or slightly above expected levels in calculating simple additions means that, in this aspect of learning, standards are above expectations. However, children's understanding of shape and their use of mathematical language in conversation meets, but does not exceed, expectations.
38. The teaching of **personal, social and emotional development** is satisfactory: children make suitable progress in their development. There are strengths in the clear and consistent rules of the classroom, based upon consideration for one another, which enable children to feel secure and ready to learn. Consequently, children concentrate and persevere well. All adults set children a good example of how to behave, which contributes significantly to a happy working and learning environment. However, while opportunities for children to learn through play and independent choice are planned for and provided regularly, the experience is satisfactory rather than good. This is because in these sessions, and in other lessons, times when the adult directs the activity are not balanced with periods of choice, experimentation and decision-making by the children. This aspect of learning is significantly hampered by the very small outside space. Adults rightly recognise this as an area for professional development.
39. It is not possible to make secure overall judgements children's **knowledge and understanding of the world**. However, in the only lesson seen, teaching was good, and children learnt and achieved well in early scientific skills. In this lesson, children scrutinised sections of fruit and produced observational drawings. The lesson was successful because it was planned using the teacher's good understanding of children's different needs. They worked in groups, each with an adult, with slightly modified tasks according to their different needs. The learning support assistants made a very valuable contribution to learning through this arrangement, and all children benefited, including those with special educational needs. Children have regular access to computers, although this is often without direct adult support. Early geography skills are supported soundly through work on drawing routes and using the language of directions. In conversation, children demonstrate an understanding of the passing of time in line with expectations for their age. For example, they know that they were once babies who could not walk, talk, count or write.
40. Similarly, it is not possible to make full and secure judgements about provision, standards, teaching and achievement in **physical and creative areas of learning**. Nevertheless, when children use pencils, crayons, scissors and dice, their physical control is similar to that of most children of their age. Children use the village hall and the school field appropriately to develop balancing and early gymnastic and games skills. In the only session seen focussing on the music element of creative development, children enjoyed learning a new song and experimenting with using hands and feet to make sounds. However, the ideas were provided by the teacher, and opportunities for children to experiment and create their own ideas were missed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' standards in reading are higher than their attainment in writing.
- New pupils joining Year 2 have been assimilated well so that all pupils are achieving well.
- Pupils in Year 6 have made very good progress since Year 2, particularly in writing.
- Teaching and learning are good with effective support from learning support assistants greatly assisting the achievement of lower-attaining pupils.
- Pupils' confidence in extended speaking is not promoted strongly enough.
- Marking and assessment are not good enough to provide pupils, especially older ones, with clear targets for improvement.

Commentary

41. The school has recognised and acted on the weakness in writing in National Tests in 2003 and standards are improving in many aspects of pupils' written work in all years. Handwriting script, for example, is generally neat and well formed. Written texts of all types are well presented on the page by pupils of all abilities and spelling is average.
42. The school's success and popularity in its community have resulted in several pupils entering the current Year 2 group whose attainment is generally lower than that of those who joined in Reception. The relatively high proportion of pupils with special educational needs already in this year group means that overall standards in English in the current Year 2 are below average. All pupils, including those recently arrived, are making good progress, and achievement in Year 2 is good. Reading is still strong and a small minority of pupils are above the standards expected. None is very strong in writing though, and the school is still working on this area. Year 2 pupils' speaking and listening skills are also average. There are plans to include drama in the English curriculum so that pupils have more opportunities to improve speaking skills. Pupils in Year 1 are more confident, as they demonstrated in a lesson with a visiting poet, but Year 2 pupils' diffidence in taking the initiative in oral work of any kind reflects attitudes and a lack of confidence inherited from earlier years.
43. The attainment of pupils in Year 6 is in line with expectations. These pupils also show strengths in reading. The most capable pupils read widely and very fluently, using expressive intonation when reading aloud. Weaker pupils also read expressively and their comprehension of texts, and of books in general, sometimes matches the expectation for their age. They have made very good progress from Years 3 to 6 from a low starting point and attainment in writing now matches expectations. This is because teaching has been good during these years. The decision to invest in additional staffing to rectify underachievement early on has resulted in very good improvement in overall standards.
44. Teaching and learning are good throughout the school. Some very good English teaching was seen. In the best practice, for example in Year 2, relevant learning objectives are clearly identified and very good class management makes learning enjoyable and fun for pupils. The decision to teach literacy to Year 2 pupils separately from Year 1 is having very beneficial effects on these pupils' achievement. As pupils get older, very good challenge ensures that they maintain their learning momentum and achieve very well in literacy lessons. Additional guided reading throughout the school, combined with regular reading homework, enables pupils to develop good reading habits and promotes high standards. However, there are not enough opportunities for extended speaking in lessons, although there are plans to include drama to strengthen pupils' confidence in speaking at greater length. Marking and assessment do not help pupils to develop independence enough. Pupils are not provided with clear, achievable targets against which they can measure their own progress. By Year 6, pupils' reading of

literature such as 'Carrie's War' has promoted good links to other subjects such as the World War 2 period they study in history. The lesson seen for pupils in Years 5 and 6 showed good learning about the plot and characters in this story. Pupils' subsequent writing shows that they remember and apply their good knowledge of spelling, handwriting script, paragraphing and presentation. The work of more capable pupils shows very good levels of empathy and understanding of the circumstances of others, for instance in their writing about the lot of evacuees during the war.

45. The head teacher manages the subject well and provides a very good role model for teaching the national strategy. Apart from the need to use more ICT in aspects of the subject, English has remained properly resourced, with the investment in additional staffing ensuring good achievement and progress for the current Years 2 and 6. Standards vary year-on-year because numbers are so small, but are generally similar to those described in the previous report.

Language and literacy across the curriculum

46. The school places a high priority on including the development of aspects of language and literacy within other subjects. Because pupils' standards in reading are generally good, they are well placed to understand textual information needed in subjects. By the time they leave the school, pupils' spelling and handwriting script are good and they apply these standards consistently when writing for other subjects. The school is aware of pupils' relatively weak oral skills and has recently created more opportunities for structured discussion, for example using 'talk-partners' so that they become more confident in extended speaking on a range of subjects and ideas. These valuable opportunities have not yet resulted in an overall improvement in pupils' oral skills, but are beginning to have a positive effect, especially on younger pupils.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school because of good teaching.
- Assessment is not carried out formally often enough.
- The co-ordinator provides a good model for staff but has not been able to monitor provision closely enough.
- ICT is not used well to support learning.

Commentary

47. Standards in mathematics are in line with national expectations throughout the school. The long-term tracking of pupils, especially in the Juniors, shows that they have made good progress from their starting points and are achieving well. They achieve well because of good teaching. Teachers know their classes well and can make sure that tasks match closely each individual's needs. Learning support assistants provide valuable support in lessons to those lacking in confidence, or who find the pace of the rest of the class challenging. In the best lessons, pupils are told at the outset what it is they are expected to learn, and they have an opportunity at the end of the lesson to reflect on how well they achieved that. In one lesson observed, the teacher provided a 'ladder of success', with each new rung identifying a harder skill and pupils challenged to climb the ladder as far as they could. However, formal planning often does not include clear objectives for learning and is based more on the activities to be carried out. Whilst direct teaching based on the national strategy is consistently good, as can be seen from pupils' past work, pupils have too few opportunities for independent work in the classroom.

48. Long-term assessment consisting of tests at the end of each year is carried out and analysed closely. The results of that testing find their way into the school development plan as appropriate. Short-term assessment is much more informal. Much marking consists solely of ticks and crosses, sometimes only one tick to a page, with few helpful comments made. Marking rarely refers to National Curriculum levels, nor to the next steps in learning. Consequently, although teachers have a clear idea of pupils' capabilities and are able to plan to match them, pupils do not have a clear idea of their own learning and are not able to take part in decisions about it. In addition, the lack of formal recorded assessment through the year makes it difficult for new or temporary teachers to find their feet in the classroom, and this affects learning.
49. The co-ordinator provides a good model for staff in the quality of her own teaching, planning and marking. However, she has not been in a position to monitor provision across the school other than through informal discussions and other indirect means because of the school's budget situation. This means she is not able to share good practice and work to eliminate weaker practice, nor to ensure that there is consistency in approach across the school. Because of these constraints, she provides sound leadership.
50. The school has a number of computers but they are not used consistently to support pupils' learning in mathematics. There was very little evidence in the analysis of completed work to suggest that computers had been used. The co-ordinator agrees that, whilst software ordered by the ICT co-ordinator is available, staff confidence is low in its use. There have been few training opportunities recently because of the tight budget.

Mathematics across the curriculum

51. Staff are enthusiastic about mathematics and there are many examples in pupils' work of mathematics being placed in context, for example, in money problems. A science lesson observed for Years 5 and 6 included a significant mathematical content as pupils used graphs to show the results of their earlier experiments.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Teachers have good expectations of pupils throughout the school.
- Co-ordinators have a good understanding of the subject but too few opportunities to develop their role.
- The subject is used well to support pupils' writing and mathematical skills.

Commentary

52. Standards are below the national average for in Year 6. These pupils have been disadvantaged through too little time being given to practical work in the past. The school has now remedied this situation. Because of this crucial improvement and good teaching overall, most pupils are working at expected levels in all elements of the subject. This represents good achievement for these pupils given their starting point. The number of pupils with difficulties exceeds the number of higher-attaining pupils reaching the higher Level 5 in the standard assessment tests. Standards for pupils at the end of Year 2 exceed national averages and pupils achieve well.
53. The teaching of science is good overall and throughout the school pupils benefit from teachers' high expectations. Teachers know their pupils very well and provide well-pitched levels of achievable challenge for them. For younger pupils this means that they are taught elements of

the subject that exceed expectations for their age. Most pupils have a mature understanding that some materials change through cooling or heating, but other materials, such as 'stone' or 'lace' do not. They also have a good understanding of how desert or rock-pool creatures respond to their environment. Pupils with special educational needs in language and communication retain information well. For example, they were interested in the fact that snakes shed their skins and were able to explain this practice to others, as well as sharing their enthusiasm for the subject. Older pupils, many of whom who have a history of significant difficulties in literacy and numeracy, demonstrate an understanding of the need for scientific investigations to be 'fair' by altering one variable without affecting others. Similarly, most achieve well to reach average levels of knowledge of plants and an understanding of materials and physical processes such as magnetism.

54. The leadership and management of the subject is satisfactory overall. Both co-ordinators have a good understanding of the strengths and weaknesses of the subject and a very good understanding of the pupils. For example, they know that the school does not hold sufficient science resources and that pupils' good achievement relies on teachers supplementing resources from their own supplies. However, co-ordinators have no time to check planning and teaching in the subject and have not had recent training to update them on fully developing their co-ordinator role.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve satisfactorily in the Juniors.
- Not all required areas are taught.
- The current computers are not used enough to support learning.

Commentary

55. No lessons could be seen in the Infants and too little evidence was available to make secure judgments about standards and teaching in Years 1 and 2. A lesson was observed in Years 5 and 6. In this lesson, pupils were able to demonstrate good understanding of a variety of elements of the subject. Pupils in Year 5 designed a poster about healthy living using the computers, whilst Year 6 pupils designed a multimedia presentation on paper on topics of interest to them. Both groups worked well in this lesson, showing good levels of confidence and achieving well. However, standards overall are below national expectations in Year 6 because not all the required areas are taught, although plans are in hand to purchase the necessary hardware to allow pupils to experience, for example, the use of remote sensors. Within the constraints of the curriculum, pupils achieve satisfactorily because of satisfactory teaching.
56. There is little evidence of computers being used to support learning in other subjects. Some staff still lack confidence, and the bulk of the hardware resides in the co-ordinator's classroom. This allows her to ensure they are maintained, but it also means that their use by other members of staff is more problematic. In addition, the computers available include some old machines that are at the end of their useful life and which are incompatible with the newer equipment. This caused problems for some pupils in Year 5 as they struggled, through no fault of their own, to complete their poster task on the older machines. The school has not been in a position to invest in new equipment because of budgetary constraints, but improving provision in ICT is now a priority in the school development plan.

Information and communication technology across the curriculum

57. There is very little use of ICT to support learning across the curriculum and this aspect is unsatisfactory. There are isolated examples: pupils in Years 3 and 4 carried out research on furniture designers using an Internet search engine as part of their design and technology project on chairs, but this use is not embedded in the curriculum. This, too, is in the school's development plan for this year.

HUMANITIES

58. Provision in geography and history was sampled, but secure judgements about provision and standards cannot be made. By Year 2, pupils have experienced a field trip to Lundy Island for a geography project, where their work focuses, in part, on maps of the island. They understand that this place is different from their own community, for example because access is by boat. Pupils' books show that they can identify places in their own locality appropriately on a street map, again through useful, practical field work. By Year 2, pupils also learn to locate places on maps of a different area, for example in a local beach resort. Geography and history are frequently linked together, and pupils' studies of Victorian times are enhanced by study of what used to happen on local beaches then, comparing this with what they see and do there today. Additional links bring learning to life for pupils, as, for instance when a visitor dressed in costume of the time came to explain these aspects of Victorian life to them.
59. These good cross-curricular links are maintained through Years 3 to 6, for example where the school uses the local South Molton Heritage Trail to contextualise many aspects of pupils' learning in these areas of the curriculum. Pupils' knowledge and understanding of conditions in the local workhouse, and of Victorian schoolrooms, are well developed through visits to local museums and role-play. Links to art and design are useful, with Lowry's work forming the basis of artwork to show the bleakness of conditions in this period. Development of pupils' history- and geography-related vocabulary is also well promoted through pupils' literacy lessons. Teachers also make good use of pupils' interest in their humanities studies in other English work, for example to provide examples for past to present tenses in grammar. By Year 6, pupils have learned properly about their own and other places and times and can talk and write about these aspects of the curriculum satisfactorily.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the last inspection and are now in line with expectations.
- Resources are insufficient to stimulate learning.

Commentary

60. Only two religious education lessons could be observed during the inspection. In both lessons standards were as expected, with satisfactory teaching and learning leading to suitable progress across time, and to satisfactory achievement in lessons.
61. In a lesson for Years 1 and 2 about Joseph's Coat of Many Colours, resources were organised effectively and pupils were encouraged to explore feelings of jealousy. In their 'talk-partner' work, pupils in Year 2 were uncertain about how to express these feelings. The high number of lower-attaining pupils, many with special educational needs, in this group were well managed and remained motivated on a very hot day, but found the concepts difficult. The opportunities to explore these ideas in role-play were good, but pupils are relatively unaccustomed to this.
62. The lesson for pupils in Years 5 and 6 about Hinduism showed pupils' understanding of the range of religions in the locally agreed syllabus to be sound. By Year 6, pupils can make good links between, for example, traditions in their own lives and families and those observed in religious practice. They know that these observances are handed down from one generation to another, and that they are sometimes written down. Most pupils understand that the religions they study, Christianity, Judaism and Hinduism, worship one God, and that in Hinduism this is manifest through several deities.
63. Religious education is one of the subjects where budget constraints have prevented the purchase of sufficient resources. The school does not have enough artefacts, videos and books to make pupils' learning meaningful, especially those which would encourage a more interactive, orally-based response from pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. The inspection did not focus on these subjects in depth and there is insufficient evidence to make secure judgements about provision throughout the school. However, in **art and design** the sketches and paintings on display around the school are of very high quality. Younger pupils have produced very mature observational sketches of shells and flowers. Older pupils develop a sophisticated approach to building a composition, and experiment with pencil, water-colour and charcoal with greater confidence than is associated with their age. Only one lesson was seen and teaching was very good. The available inspection evidence supports the views of the school, and of parents, that pupils benefit from being taught by a subject specialist. Available evidence indicates that pupils profit from high expectations and the careful and sequential teaching of skills, including the very effective use of sketch-books.
65. In the only **design and technology** lesson seen, teaching was very good. This was because pupils had very good opportunities to collaborate while deciding what makes a good chair design, in preparation for their own work. Younger pupils have produced good paint brush designs and those in Year 2 make comparative evaluations of their work.
66. No **music** lessons were seen during the inspection and pupils only sang in one of the three assemblies that were seen. On this occasion the singing lacked enthusiasm and high notes were not reached consistently. Pupils in Years 5 and 6 provided an accompaniment with glockenspiels and tambourines with the sense of timing and rhythm expected for their age.
67. Only one **physical education** lesson was seen during the inspection. This was a well organised dance lesson which gave pupils good opportunities to develop movement in response to their imaginative interpretation of the theme of 'the sea'. The use of a dance student to perform a dance inspired by the same theme for pupils enhanced their learning very effectively. Pupils have good opportunities to participate in competitive sports and the subject is enhanced by links with a local college.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. Good opportunities for the development of pupils' personal, social and health education are provided. Timetabled lessons are supplemented with ad-hoc provision where necessary, for instance if classes need to discuss behaviour infringements, and in circle time, in which pupils can maturely discuss issues affecting them and the school. Pupils' health is well prioritised through the provision of good nutritious meals. Indeed, the school has recently won the 'Healthy Schools Award'. Pupils in Years 5 and 6 were observed discussing how to make the right choices when trying to eat healthily, leading to an understanding that it is the individual who is ultimately responsible for his or her own diet, based on clear information on the constitution of foodstuffs.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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