

INSPECTION REPORT

HENNOCK COMMUNITY PRIMARY SCHOOL

Hennock, Newton Abbot

LEA area: Devon

Unique reference number: 113202

Headteacher: Julie Dunkerley

Lead inspector: Gail McLean

Dates of inspection: 8 – 9 October 2003

Inspection number: 256394

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	38
School address:	Hennock Newton Abbott Devon
Postcode:	TQ13 9QB
Telephone number:	01626 833233
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Andy Marchant
Date of previous inspection:	22 June 1998

CHARACTERISTICS OF THE SCHOOL

Hennock Primary School is a small school situated within Dartmoor National Park. It serves two Devonshire villages: Hennock and Teign and their surrounding areas. A significant and growing number of pupils attend from outside the school's reserved area by parental choice. There are 38 pupils on roll and this number is typical for recent years. The percentage of pupils eligible for a free school meal is about average (10.5 per cent). The school is somewhat unusual in that all pupils are of White British background. The number of pupils with special educational needs is below the national average (15.8 per cent). The school supports more pupils with statements of special need than is usual for primary schools (2.6 per cent). The number of pupils in any one year group is small; typically around seven. Some children are very well supported by their families and are ready for school life. However, children's attainment on entry to the school is mainly below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21650	Gail McLean	Lead inspector	English as an additional language Special educational needs English Science Information and communication technology History Geography Religious education.
9744	Peter Brown	Lay inspector	
8864	Peter Clifton	Team inspector	Foundation stage Mathematics Art Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hennock Primary School is an effective school. The school is held in high regard by parents and the local community. Pupils are making good progress and working to their potential. This good position is due to very effective teamwork, commitment to continuous improvement and significant emphasis on equality for all. **It provides good value for money.**

The school's main strengths and weaknesses are:

- The ethos which supports pupils effectively so that they have increasingly good attitudes to learning, behave well, respect one another and use their time in school productively
- Above national expectations in art, geography and history throughout the school
- The excellent curriculum enrichment programme, which is reflected in the improving standards; especially in the creative and expressive arts
- Given the potential demonstrated in art, geography and history, standards in other subjects; especially English, mathematics and science could be even higher

Overall, there has been considerable progress since the last inspection leading to very good improvement. The key issues identified in the inspection, which took place in 1998, have been addressed very well. Robust systems are in place to monitor and evaluate the school's work; including the quality of teaching, learning and the curriculum offered to pupils.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	B	A	C	A
mathematics	C	C	C	A
science	A	C	E	D

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.

Caution must be exercised when viewing comparative data because statistical data is unreliable when the numbers of pupils are as small as they are at Hennock School. This is reflected in the wide fluctuations over the past three years. However, taking all information into account, pupils generally enter the school with below average attainment, especially in their language and social skills. The school works hard with pupils to improve these standards so that **pupils' achievement is very good, overall.** Taking the three years 2000 to 2002 together, standards at Year 6 are above average in English and about average in mathematics and science. For 2002, standards are at the national average in English and mathematics but are well below in science. However, when looked at against similar schools the picture is much better because pupils achieved very highly in relation to their prior attainment in English and mathematics, although they did not do so well in science. Standards in 2003 show an upward trend because the good results in English and mathematics have been sustained and there has been considerable improvement in science. The school met the targets set for 2003.

Although standards at Year 2 vary from year to year, when national test results for the last three years are looked at together, they come up to the national average in English but are below in mathematics. Within English, standards are usually better in reading than writing. In 2002, standards appear to have fallen to well below national averages. However, in that year there were a significant number of pupils with special educational needs. Although they did not reach the

levels expected nationally, nevertheless, they did well against their prior attainment. The results for 2003 show that standards are picking up because they are about average in mathematics and writing and slightly better than this in reading.

Children in the Foundation Stage make good progress in relation to their starting point and most are likely to reach the goals expected of children at the end of the reception year.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils are keen to come to school. They behave well and generally show high levels of enthusiasm for their work. The vast majority sustain concentration, persevere and do their best. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are good, with very good features. There is a high degree of consistency throughout the school. Teachers' morale is high; they are enthusiastic about their work and have high expectations of their pupils. Pupils respond by co-operating, being trustworthy and working hard. The policy and practice for inclusion and assessment of pupils' attainment and progress are very effective. As a result, the school meets the needs of its pupils very effectively and they achieve well. The curriculum is carefully constructed so that it is relevant to pupils, capitalises effectively on the benefits to be gained from the school's size and meets the requirements of the National Curriculum well. The enrichment programme is very good, contributing particularly well to the standards achieved in geography, history and art and design. Expertise and resources within the school and the community are used very well to promote learning. The classrooms and outside areas are well organised to give pupils a good range of experiences. The care and support of pupils are based on secure monitoring information. Any problems are identified early and appropriate action taken. The school has rightly identified the need to involve parents even more fully in the education of their children.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The very good lead taken by the headteacher inspires and motivates her team of colleagues effectively. There is a very strong commitment to running an equitable and inclusive school. Staff are encouraged to use their initiative to respond to the actual needs of their pupils and remove barriers to learning. This is reflected in the achievement of pupils throughout the school. Staff are becoming increasingly clear about the school's strengths and weaknesses. They demonstrate a very strong commitment to the school and show willingness to improve on their own personal best. Governors are perceptive. They fulfil their roles sensitively and use their considerable range of skills and expertise very successfully in relation to shaping the direction of the school. Resources, including the school's finances, are used very effectively and managed very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are very satisfied with the school. They feel their children make good progress, the teaching is good and staff are approachable. **Pupils like school and they think they work hard.** They appreciate the work of the adults in the school and pupils think teachers and teaching assistants help them to do well. They particularly like art.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in English, mathematics and science
- Achieve greater consistency between standards attained in subjects and between components within each subject
- Involve parents even more effectively in the education of their own children

The school has already identified these issues in its school improvement plan

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, standards are about average. However, pupils achieve highly in relation to their starting points; especially those with special educational needs. Boys and girls do equally well and the school's targets for 2003 were met.

Main strengths and weaknesses

- Standards in English, mathematics and science are improving but could be higher still
- Progress is good and sometimes rapid, especially when pupils first start at the school
- Geography, history and art and design are strengths; standards are above average
- Higher-attaining pupils do not always achieve comparable results in different subjects

Commentary

1. The number of pupils in each year group is very small in comparison with other primary schools. The numbers typically range from one to ten but are usually about seven. As a result, each year group reflects the individual aptitudes of each child in it. However, taking all evidence into account, attainment on entry is generally below average. Pupils respond well to the learning opportunities offered to them; make good gains and generally reach the expected levels for children at the end of the reception year.
2. Standards in English, mathematics and science were judged to be about average at the time of the last inspection at the end of both key stages. In the intervening years standards have fluctuated from well below average to well above average depending on the size and composition of each year group. Although small numbers make statistical analysis unreliable, when all information was put together and analysed the school rightly identified that standards in English, mathematics and science have not been high enough.
3. Over recent years, the number of Year 2 pupils who achieved average or above average results in reading indicate that provision, teaching and support from parents were robust enough to achieve reasonably high standards. However, the standards in writing and mathematics have not always matched those of reading. This suggests that the potential demonstrated in reading has not always been exploited fully. A similar picture emerges for Year 6 pupils. Although standards have fluctuated depending on the nature of each year group, standards in English have generally been better than in mathematics and science. Furthermore, the gap between English and mathematics has been narrower than between English and science.
4. The data available indicates that there has been some underachievement for higher-attaining pupils. For example, a well above average number of pupils achieved the higher Level 3 in English but the number was below for mathematics and well below for science. At Year 6 the number reaching the higher Level 5 for mathematics was about average but was well below for English and science.
5. The rigour applied to analysing and tracking each child's progress, together with the intervention strategies used over the past eighteen months, is clearly having a measure of success. The signs are that the school's performance is improving. The test results for 2003, taken in conjunction with data on progress made by individual pupils, indicates that the level of consistency between subjects and for individual pupils has greatly improved. At Year 2, individual pupils did equally well in reading, writing and mathematics, achieving at least the national average. At Year 6, pupils without special needs achieved above average levels in

English, mathematics and science. Those with special needs achieved particularly well in relation to their own specific learning difficulties and most exceeded the targets expected for them; especially in science.

6. Standards in geography, history and art and design are above average. This is a strength of the school. The work produced by pupils is lively, imaginative and well executed. This reflects the emphasis placed by the school on providing opportunities to develop pupils' creative talents and interest in the world around them.
7. Standards in religious education and all other subjects are at levels expected for pupils at Year 2 and Year 6. However, pupils' work shows that standards are improving. Progress is particularly well marked in information and communication technology.
8. Taking all inspection evidence into account, pupils are currently making good progress. They work effectively, achieving well compared with their starting points and when compared with pupils in similar schools.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are very good. Attitudes and behaviour are good, as is the personal development of pupils, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils work well independently, particularly at Key Stage 1
- They collaborate well when working in groups and demonstrate a keen willingness to contribute
- Numerous opportunities exist for pupils to display initiative and accept responsibility
- The school successfully promotes the confidence and maturity of pupils
- Behaviour is generally good, but a few pupils at upper Key Stage 2 occasionally show disrespect for adults

Commentary

9. Attitudes to learning and the behaviour of pupils are generally of a good standard throughout the school and parents are of the view that there has been a significant improvement during the past two years. Very occasionally, the behaviour and attitude of Year 6 pupils lapses in lessons; especially when they are required to wait briefly for attention. The improvement in behaviour is a direct result of the successful implementation of new behaviour management strategies. These are largely based on positive rewards and recognition, including stickers, certificates, and celebration assemblies. Consequently, pupils are attentive in class, considerate to others, and relate well both to one another and to adults. This is contributing well to the progress made and levels of achievement. Bullying is virtually unknown but effective procedures are in place to counter any problems that might arise.
10. The school very effectively encourages initiative and acceptance of responsibility. All pupils participate in the School Council, which has successfully advocated a number of changes, including tighter control of ball games at lunch time and improvements to the external environment of the school. The introduction of peer mediators and a 'buddy' system provide appropriate opportunities for pupils to look after each other and accept responsibility. Children in the Foundation Stage are looked after particularly well by older pupils. This helps them to settle into school life and establishes good attitudes from the start. As a result the vast majority of pupils are keen to be part of the school and achieve as well as they can.
11. The school is successful in promoting the spiritual, moral, social, and cultural development of pupils, including those with special educational needs. Opportunities for reflection are provided both in lessons and assemblies, a particular example being a sequence of assemblies which

followed the theme of awe and wonder. Moral issues were very effectively explored at a whole-school assembly devoted to the life and example offered by Nelson Mandela. Opportunities to develop awareness of different cultures are provided by various outside speakers and performers who, for example, have introduced pupils to the traditions and philosophies of Hinduism and Buddhism.

12. Pupils' level of attendance of 96.2 per cent is high and exceeds the national average. The level of unauthorised absence is currently nil. Pupils come to school on time and return to lessons promptly after break times. This reflects their positive attitudes to school and ensures that the maximum time is spent on learning. This in turn is reflected in the improving standards. The school has had little cause to exclude pupils because the ethos and support offered to pupils enables them to meet the requirements of school life very well.
13. Procedures to monitor and promote good attendance are fully effective.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.8
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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
41	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

Overall, the quality of education is good.

Teaching and learning

Overall, the quality of teaching and learning is good with very good features. There is a quiet, purposeful atmosphere in all lessons which is conducive to learning. This is marginally better in Key Stage 1 than Key Stage 2. Assessment is very good throughout.

Main strengths and weaknesses

- Teachers' have very good subject knowledge, particularly in art and design, geography, history and science which has lead to improving standards
- Consistency in relation to managing pupils' behaviour contributes significantly to their personal development
- Tasks and activities are meaningful and enjoyable for pupils
- Assessment is very thorough and feedback to pupils is informative
- The pace of lessons is generally brisk but occasionally slows so that pupils do not always concentrate as fully as they might

Commentary

14. All lessons observed were of a satisfactory standard and most were good with very good features. This is a significant improvement on the findings of the last inspection where 12 per cent of lessons were judged to be unsatisfactory. A high proportion of the successful teaching is characterised by thorough, detailed lesson planning which ensures that different groups within each class work at appropriate levels for their age and ability; including more able pupils and those with special educational needs. The level of support and challenge offered to pupils helps them to be interested in their work and keen to do as well as they can.
15. Clear lesson objectives are communicated effectively to pupils. This motivates them to engage in learning because they know what they are going to do and why they are going to do it. Teachers are accomplished at making lessons relevant and meaningful for all age groups within each class. The considerable care taken by teachers to link work in lessons to pupils' everyday lives and experiences makes learning memorable and exciting for all. Consequently, the vast majority of pupils are competent learners with good work habits, achieving their best.
16. Teachers are accomplished at building on pupils' previous knowledge and understanding, particularly in literacy and numeracy lessons. The necessity for each class to be made up of different age groups across a key stage is turned to advantage in this respect. Teachers expertly use opportunities to consolidate learning and refresh the memories of older pupils when introducing new work to younger pupils. This gives older pupils a hook for learning and helps them to tackle new challenges confidently. Furthermore, by seeing the tasks set for older pupils, younger ones have the opportunity to see the relevance of their tasks and to develop enjoyment and commitment to learning. As a result, positive attitudes towards learning are becoming part of the school's culture which in turn is motivating pupils to work hard.
17. The teaching of basic skills is given due attention. Teachers use the guidance offered in the National Literacy and Numeracy Strategies to good effect. This is contributing significantly to the improvements noted in national test results in 2003. Opportunities to use information and communication technology programs are taken and this adds variety to lessons and consolidates learning effectively, particularly in literacy and numeracy.
18. In a few instances, time is not used carefully enough. This usually occurs in Key Stage 2 when teachers are managing classes without the help of an assistant. Groups sometimes have to wait for attention or guidance while the teacher is occupied teaching other pupils. Teachers are mindful of this and, in the main, manage teaching and learning successfully but, nevertheless, there are small pockets of time when pupils are not always fully engaged in purposeful learning.
19. Teachers are very diligent about assessing pupils' work. Oral and written comments are constructive and help them to know what they have done well and what they need to do next to improve. The written feedback to Key Stage 2 pupils is particularly clear. It is consistently of a high standard. It is detailed and is effective in helping pupils to understand how their work compares with National Curriculum levels and sets targets for future work. Inspection evidence indicates that this is motivating pupils so that they do their best and persevere with work that is challenging.
20. Teachers demonstrate a commitment and enthusiasm for teaching which is infectious and inspires pupils to learn. The level of enthusiasm is reflected in the wide range of resources carefully collected for lessons and the imaginative use made of them. Visits to places of interest and visits from local experts are a prominent feature of this good provision. Furthermore, teachers systematically build into lessons opportunities to promote pupils'

cultural development. The culmination of these good features is particularly evident in art and

design, geography and history, which accounts for the high standards achieved in these subjects.

21. Teachers' relationships with pupils are good, being firm yet fair, calm, consistent and supportive. In the main, pupils respond well to the expectations made of them by working diligently throughout the day. Pupils apply themselves to tasks and readily help one another, both within and across all year groups. Pupils respond to the high levels of trust placed in them by using their initiative, taking responsibility and working hard.

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	3	6	5	0	0	0

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

The curriculum

The curriculum offered to pupils is very good. It fulfils the aims of the school effectively, meets the needs of pupils and is relevant to their everyday circumstances.

Main strengths and weaknesses

- The meeting of statutory requirements, including the provision for religious education, is planned very carefully and interpreted in stimulating ways
- Links with the community are excellent, which has a positive impact on pupils' learning
- The accommodation and resources are very good
- Appropriate emphasis is placed on the basic skills but aspects of writing, mathematics and science could be even better

Commentary

22. The school's recent audit of strengths and weaknesses in curricular provision has brought about significant improvements in the curriculum taught to pupils throughout the school. It is now of a very good standard and inspection findings show that this is having a positive impact on pupils' achievements in all subjects. The school places high priority on teaching the basic skills but a thorough examination of pupils' work and test results has rightly led the school to identify the need to further improve the work done in writing, problem-solving in mathematics, and scientific enquiry.
23. A particular strength of the school is its approach to planning. Schemes of work are robust. Units of work have been mapped out very carefully to ensure that the requirements of the National Curriculum are covered systematically for each key stage. Furthermore, good account has been taken of the need for a rolling programme which gives variety for pupils as they move up through each key stage. This variety in learning successfully motivates pupils to learn, helps them maintain interest in lessons and work hard.
24. A prominent school objective is to provide opportunities for those in the local community to contribute to pupils' learning. Another is to promote cultural awareness, so that pupils can value the richness of diversity in society around them. All opportunities are taken and used very effectively to help pupils learn, value what they are doing and relate it to the world beyond school. A good example of this commitment to enriching pupils' educational opportunity is seen in the work done recently with a Japanese artist. The resulting clay work and comments from pupils demonstrate that the experience was worthwhile and educationally valid.

25. Members of the community with skills and expertise are encouraged to contribute to the school's extensive enrichment programme. For example, an ex-teacher who is confined to a wheelchair is able to run a gymnastics club. This is well attended and as well as providing opportunities for pupils to improve skills in gymnastics it also helps to dispel any stereotypical views of people who are disabled. Although there is a sufficient number of staff for the number of pupils on roll, the school's commitment to involving members of the community in the life and work of the school ensures that pupils have a wealth of opportunity to interact with and learn from a wide range of adults. This is a strength of the school.
26. Appropriate emphasis is placed on sex education and developing awareness of drug misuse. However, the care taken to promote pupils' personal, health and social development is reflected particularly well in the methods used to encourage them to take an interest in local events and feel part of the community. A presentation put to parents by pupils after researching issues relating to road safety was so successful that money has been found by the parish to improve car parking and play facilities around the school. This in turn is leading to work on methods used in the construction industry, problem-solving in relation to design briefs and the effects of the built environment on people and places.
27. The overall quantity and quality of resources are very good. Equipment, tools and consumable goods are bright, modern and in good condition, which encourages pupils to engage in tasks and activities. Books are up to date and plentiful. There is a good range of fiction and non-fiction texts, which promotes effectively pupils' awareness of different cultures and life styles.
28. The management and use of the accommodation are very efficient. Rooms are attractively decorated and the colourful displays of books, artefacts and pupils' work combine to make the school a pleasant environment for teaching and learning. The newly commissioned and completed canteen has released the hall for physical education lessons and supplementary activities during lessons. This is a significant improvement on the findings of the last inspection where accommodation for physical education was found to be unsatisfactory.

Care, guidance and support

The school provides pupils with good care and support. Health and safety procedures are fully effective, including those related to child protection. The school has maintained its position since the last inspection.

Main strengths and weaknesses

- Pastoral care available to pupils is of a very high order
- Monitoring and tracking of pupil progress is very good
- Health and safety policies, procedures and practices are good
- Pupils are consulted effectively and their views acted upon
- The swimming pool needs attention

Commentary

29. Health and safety policies and procedures have been established and are fully understood by the whole-school community. These include a member of the governing body working with staff to carry out risk assessments and assist with any required follow-up. Health and safety aspects are incorporated appropriately into lessons, and the attention of pupils is drawn to the safety implications of various activities. For example, a large and graphic poster is displayed in the hall to illustrate the various potential hazards associated with the use of physical education equipment.

30. The headteacher has responsibility for child protection matters, and all members of staff are fully aware of relevant procedures. Pastoral care provided by the school is very good, being based on a close personal knowledge of individual pupils and positive relationships founded on trust and confidence. Induction of new pupils into the school is handled with sensitivity and skill. Pupils provide effective support for one another through peer mediation, a playtime 'buddy' system and family group seating arrangements in the dining-hall.
31. From Foundation Stage onwards very good procedures are in place to monitor and track pupils' progress, particularly in English, mathematics and science. Progress is illustrated graphically, which provides a clear indication of any deviation between actual and expected progress. This careful tracking of progress, which includes pupils with special educational needs, provides a strong foundation on which personal support and effective planning can take place. As a result, the academic progress and personal development of pupils is very much enhanced.
32. The school is effective in seeking, and acting upon, the views of pupils. Their opinions are sought regularly on a day-to-day basis within lessons, and the whole School Council provides a more formal opportunity for pupil consultation. At these regular meetings pupils are encouraged to submit proposals for school improvement, which are given careful consideration and, where appropriate, are implemented. As a result of this process pupils feel valued and fully involved in the development of the school.
33. The outdoor swimming pool is a great asset and the school adheres to all health and safety requirements. However, urgent attention should be given to its maintenance during the winter months to prevent residual water stagnating at the bottom of the pool.

Partnership with parents, other schools and the community

The school has forged good links with parents, very good links with other schools, and excellent links with the local community. These partnerships benefit learning. This is an improvement since the time of the last inspection.

Main strengths and weaknesses

- The school is held in high regard by the vast majority of parents
- Parents are kept well informed about current developments and their children's progress
- Excellent cultural, social, and business links have been established with the local community
- Very good links have been established with local primary and secondary schools
- Parents need to be better informed about the school's approach to teaching and learning, especially in relation to reading

Commentary

34. The overwhelming majority of parents are very supportive of the school, believing standards to be high, leadership and management to be strong, and pupils to be provided with good care and consideration.
35. Communication with parents is good. Informative and lively newsletters are regularly sent out. Pupils' annual written reports are reader-friendly, comprehensive and pertinent. Written communication is supplemented effectively by parent consultation sessions. These provide a formal opportunity for parents to discuss their child's progress and to examine their work. Regular informal contact takes place between parents and teachers, both before and after school. Members of staff are seen to be approachable and friendly, which provides a secure basis for effective communication.

36. At the beginning of each term parents are provided with a clear outline of the curriculum to be covered for the coming period. In contrast, information about the school's approach to teaching the National Curriculum subjects and the role parents can play in supporting learning at home is not given so well. The school has identified this as a priority for action, as reflected in its plans to organise and offer curriculum workshops for parents during the coming year.
37. Parents make a very effective contribution to the life and prosperity of the school. Parents help in many practical ways, both in relation to large and small initiatives. A parent regularly provides floral arrangements for display in the entrance lobby, which signals that the school and its pupils are valued. Parents frequently help in the classroom and with school visits. The building of the new canteen was a project managed by the Chair of Governors and parents helped with its construction.
38. The school has established excellent links with the local community. Pupils are introduced to the world of work effectively through visits to the local quarry, post office, and the Devon Wildlife Trust. Their spiritual development is fostered through strong links with the local Parish Church, and visits from the community policeman and paramedics increase their awareness of the role played by the public and emergency services. Their cultural awareness is heightened through visits from local writers, artists, and representatives of other faiths. A recent visit from a local estate agent increased their understanding of the housing property market and the importance of commercial transactions. This highly effective partnership with the local community greatly enhances pupils' learning.
39. Very strong links have been established with local secondary schools, which greatly eases the transition at the end of Year 6, when pupils transfer from a small village school to a much larger secondary establishment. Likewise, the school benefits from its links with other local primary schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governance is equally good, with governors fulfilling their roles very effectively.

Main strengths and weaknesses

- There is a strong sense of common purpose and direction
- Pupils' performance is monitored and evaluated meticulously
- There is a commitment to obtaining best value in relation to all aspects of the school's work
- Strategies for enabling the school to evaluate its own performance are becoming increasingly more robust and effective
- The school's improvement plan is very clear

Commentary

40. The recently appointed headteacher has achieved a great deal in a relatively short time. She has been very successful in forging partnerships; gaining the confidence of pupils, staff, governors and parents. Furthermore, she has gradually and systematically introduced appropriate strategies to support a climate of change. She leads very well by example and relationships throughout are very good. For example, the headteacher charts each pupils' progress against national expectations each term. The outcomes are analysed carefully and discussed with teachers. This enables the school to identify clearly each pupil's individual needs and take appropriate action. Furthermore, any underperformance, or particularly good performance, is quickly spotted and resources are then targeted at those with the greatest need. This provides a cohesive approach to school improvement and secures commitment to decisions taken. The strong teamwork and emphasis on raising standards is reflected in the good progress made by pupils, their positive attitudes to learning and their level of achievement.
41. There is a commitment amongst the staff to continuing professional development. Nearly

everyone is engaged in some form of personal educational study. Teachers and teaching assistants clearly share their new knowledge and expertise for the benefit of pupils. The whole-school team works very well together and there is parity of esteem within it. All adults present very good role models for pupils and there is a strong commitment to running an equitable and inclusive school.

42. Governors are very perceptive. They bring with them many skills and considerable expertise gained through their individual walks of life, which are used for the benefit of the school. The Chair of the Governing Body offers very strong leadership and this has ensured that governors have been able to work increasingly effectively together. Governors had a clear understanding of the school's strengths and weaknesses at the time of the previous headteacher's retirement. They used this insight very effectively to select and appoint the current headteacher. Since that time, staff and governors have clearly worked together effectively. This is reflected in the rapid progress made in relation to bringing about improvements; especially in relation to improving the behaviour of pupils and their attitudes to school. Governors are actively involved in the life of the school, making regular visits, receiving detailed reports from the headteacher and evaluating data provided by the local education authority.
43. The school development plan is very good. It was formulated by staff and governors when the newly appointed headteacher took up her post in April 2002. Then further consultation took place which led to the formulation of a detailed three year plan. It is based on a thorough analysis of the school's position, is specific to the needs of the school and contains realistic targets and time-scales. It is being used well by both staff and governors as a tool for managing change and bringing about the desired improvements in this current academic year.
44. Together with the headteacher, governors have a good grasp of the spending priorities for the school. Budgetary decisions have been made equitably, with the short-term and long-term needs of the pupils being balanced carefully. Furthermore, the headteacher and governors apply the principles of best value very well. A small group meets regularly to review the outcome of previous decisions and to determine whether best value has been achieved. For example, following a decision to buy-in library services, a committee met to review the benefits against other options available.
45. All issues noted in the previous inspection report have been dealt with well. Monitoring of the curriculum is firmly in place and the benefits of this can be seen in the good quality of teaching and increasing consistency in standards of achievement.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income (including balance from previous year)	178,639.99	Balance from previous year	16,976.21
Total expenditure	168,895.19	Balance carried forward to the next year	9,744.80
Expenditure per pupil	4,444.61		

46. Although there appears to be a significant underspend for two successive years, this money has been used largely to fund the building of the new canteen. The new build cost considerably less than that quoted by private contractors and the local education authority. Considerable savings were achieved through the goodwill of people in the local community.

For example, the Chair of Governors acted as the project manager and other governors and parents, skilled in construction work, acted as volunteer workers. The new canteen met all

building regulations and the school has received the required completion certificate from the appropriate authority.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths

- Activities that encourage co-operative play are a regular feature of daily routines
- Skills are developed quickly because teaching is good
- Good links are made between literacy skills and mathematical understanding
- Parents are increasingly being given more opportunities to be actively involved in the education of their children

Commentary

47. The reception classroom and small outdoor play area are well organised. They provide a bright and stimulating environment for children's learning. Although each year group is small and, consequently, comparisons are difficult, taking all information into account, the attainment on entry to the reception class is generally below that expected for children of this age. The quality of teaching is good so that children quickly catch up and most reach the levels expected for children at the end of their reception year. This was the position at the time of the last inspection. Teachers plan effectively for all areas of learning and for the inclusion of all children, including the more able. They use assessments continuously to monitor children's achievements and inform their planning. These observations are very comprehensive and linked well to provide a continuous system for tracking children's progress. Resources are used effectively to support children's learning. Teachers and support staff work well as a team and provide very positive role models for children. The headteacher is very knowledgeable about the Foundation Stage and has a well-defined view for the continued improvement of the overall provision for children at this point in their educational career.
48. **Provision in personal, social and emotional development is good.** Through the direct involvement of adults, children quickly learn to take turns, share and play co-operatively. Relationships are very good and teachers expect children to behave well and work hard. Adults take every opportunity to praise children for their efforts and achievement. As a result, pupils thrive and do well.
49. **Provision in communication, language and literacy is good.** Teachers are skilled at teaching the basic skills; pupils quickly respond and make very good progress. Activities are planned carefully to develop children's skills in speaking and listening, and to help them learn about books and the sounds that letters make. Every opportunity is taken by all staff to help children use appropriate vocabulary. For example, children explored the words 'mix', 'ingredients' and 'roll out' when making small cakes with a teaching assistant. During the inspection, children were beginning to link letters to the sounds they make. They enjoy looking at books and listening to stories. They know how a book is organised and that print carries meaning.
50. **Provision in mathematical development is good.** Children learn to count and use mathematical vocabulary through the use of appropriate stories and number rhymes. Most can count forwards and backwards up to ten.
51. **Provision in knowledge and understanding of the world is good.** The activities planned for this area of learning are appropriate in developing children's awareness of the world around them. For example, following a visit from a local estate agent, the role-play area was converted into an estate agent's office. Pupils successfully used appropriate language and

were able to relate what they were learning about houses and homes in history to their everyday lives.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **effective** as pupils achieve very well in relation to their starting point

Main strengths and weaknesses

- The vast majority of pupils have positive attitudes to reading and writing
- Teaching methods are relevant to the pupils and generate high levels of interest in learning
- Overall, pupils make good progress because their achievements are monitored and outcomes are evaluated
- Parents could participate more fully in the education of their children, especially in relation to reading
- Standards in English could be even higher, especially in speaking and listening
- There could be an even better match between standards achieved by pupils in their reading and writing

Commentary

52. Standards in speaking and listening are about average and pupils have achieved reasonably well in relation to their starting point. However, there are indications that standards are improving. This pleasing position is achieved through the emphasis teachers themselves place on speaking clearly and valuing the contributions and efforts made by pupils when answering questions, offering ideas and sharing experiences. A strength of the school is the use of strategies that encourage speaking and listening in short bursts during lessons, such as paired work known as 'talking partners'. During these focused sessions of one or two minutes, attention is given to the main vocabulary to be used and language structures needed. Girls and boys do equally well, as do pupils with special educational needs.
53. Pupils' skills and expertise in reading are built up systematically year by year. Standards attained in national tests are often above national averages at Year 2 and Year 6. Furthermore, the school's records show that pupils progress very well in relation to their own prior attainment. This good level of achievement is due to the emphasis placed on reading as a worthwhile activity. For example, there is a good range of books for pupils to read themselves, a twenty-minute session is dedicated to reading each day for everyone, and teachers expertly teach skills during guided reading sessions.
54. The vast majority of pupils are keen to read and this enthusiasm is maintained as they move up through the school. Pupils are encouraged to read at home and the school makes it easy for them to take home a wide selection of books. However, the guidance offered to parents to explain the philosophy and methodology used is not as informative as it could be. As a result, a small but significant number of parents are not fully involved from the beginning in actively helping their children to read at home. The school has rightly identified the need to encourage even higher levels of parental participation in reading with children as an area for development.
55. Writing skills are developed well throughout the school. Although results in the national tests have not always reached the national average, pupils have usually achieved very well, given their starting point. A strength in the provision for English is that teachers choose texts, tasks and activities which appeal to the ages and interest levels of their pupils. In a Key Stage 1 literacy lesson on story writing, Year 2 pupils were taught effectively to develop good

character descriptions. The resulting work was interesting, lively and well executed, as

demonstrated through such phrases offered by pupils as 'his heart sank' and 'small silver spectacles'.

56. The quality of teaching and learning is very good. The school's ethos underpins work in lessons effectively. The relationships between adults and pupils are very positive and this leads to productive literacy lessons. Pupils respond well to the high but not unrealistic expectations teachers have of behaviour and conduct. This means that very little teaching time is lost through teachers managing misbehaviour. Teachers are consistent with pupils and act as very good role models, treating all pupils with respect. Consequently, there is a relaxed, calm atmosphere in most literacy lessons and pupils demonstrate that they feel safe, settled and valued. On a few occasions, some older Key Stage 2 pupils can be disrespectful, which spoils their reputation and that of the school.
57. Raising standards in English is a priority for the school. Targets for improvement in standards, teaching and learning are appropriate for the school's circumstances. Actions taken to identify and remedy specific areas of weakness are very well thought through and are being tackled systematically. Teamwork in English is particularly strong, with roles for staff and governors clearly defined.
58. A strength of the school is its approach to assessment and the way in which outcomes are being used more and more effectively to help pupils achieve as well as they can. Assessment and resulting provision for pupils identified as having special educational needs is good. Differences in the test performance of each cohort are often difficult to explain because the numbers involved each year are relatively small. However, the school's current records are detailed and explanations for differences in attainment for individual pupils are well founded. A measure of the school's success is clearly evident in the narrowing gap between standards attained by individual pupils in reading and writing.

Language and literacy across the curriculum

59. Work in literacy lessons is consolidated well in other subjects; especially in history, geography and science. All functions of writing are covered systematically. For example, describing things in geography, writing instructions for making products in design and technology and recording classifications in science show that skills taught in English are used to make learning relevant and interesting across the curriculum. All forms of writing are identified in the school's planning, writing letters, designing posters, composing prayers, labelling diagrams, are but a few of the examples seen during the inspection.

MATHEMATICS

Provision in mathematics is **satisfactory**. Inspection findings indicate that standards are improving through improved teamwork.

Main strengths and weaknesses

- Teachers use first-hand experience effectively to enhance pupils understanding
- Problem-solving in relation to using and applying mathematical understanding could be better

Commentary

60. Given the small numbers in each year group, standards are currently above average in Year 2 and broadly average at Year 6. The school's records indicate that pupils throughout the school have made good progress in relation to their starting points and standards are improving. Furthermore, small numbers of pupils are working at above average levels in each year group throughout the school. Indications are that the vast majority of pupils are working as hard as they can and achieving as much as they can. Pupils in Years 1 and 2 show a good understanding of the properties of both two-dimensional and three-dimensional shapes.

Counting and mental calculating skills are developing well. Pupils in Years 3 to 6 demonstrate appropriate knowledge of number, shape, space and measurement. For example, in one lesson, Year 6 pupils quickly grasped an understanding of equivalent fractions and enthusiastically engaged in the problems set for them.

61. The quality of teaching and learning in Years 1 and 2 is good. A strength of the teaching is the very effective use of resources. For example, pupils were asked to identify and discuss the properties of a wide range of different shapes, such as cuboids, triangular prisms and octagonal prisms. Very skilful questioning developed the pupils' understanding. Additionally, what had been learned in the classroom was then reinforced by looking for different shapes outside. Lessons are well-structured and work is matched to the pupils' abilities. As a result, pupils are keen to answer questions and do so with confidence because their ideas and explanations are respected and listened to carefully by everyone in the class.
62. Teaching and learning is satisfactory in Years 3 to 6. In group work pupils' learning is extended well through effective support from the teacher, lessons are well organised and questioning sufficiently focused to help pupils develop understanding. The start to some lessons is not always sufficiently sharp to engage pupils immediately. A few pupils are inattentive and spoil whole-class sessions by calling out and interrupting the teacher unnecessarily. Planning is satisfactory but does not always cater for the needs of all pupils in the class because objectives for different groups of pupils are not always sufficiently well-defined.
63. The scrutiny of work shows that a broad and balanced curriculum is being taught. In Years 1 and 2 all elements of the subject are well represented. In Years 3 to 6 the need to further develop pupils' ability to use and apply their mathematical skills has been identified and appropriate strategies are in place to bring about improvements. Inspection evidence is that the work done so far is having a measure of success, particularly where pupils have to find different ways of approaching problems, describe their understanding and explain their reasoning. Data-handling skills are not sufficiently well-developed for the older pupils. For example, construction and interpretation of line graphs in which the pupils identify scales and draw conclusions could be better.
64. The improvements seen in relation to all aspects of teaching and learning in mathematics is a reflection of the openness between staff and their commitment to enabling all pupils to give of their best and achieve highly in relation to their own talents and aptitudes.

Mathematics across the curriculum

65. From the samples of work provided and pupils' current books, the use of number across the curriculum is satisfactory.

SCIENCE

Provision in science is **effective**

Main strengths and weaknesses

- Practical activities underpin learning so that lessons make sense to pupils
- Teaching methods are imaginative and lessons are memorable for pupils
- The level of challenge in lessons is becoming increasingly demanding
- Test results in science have not always matched those achieved in English and mathematics, especially in relation to higher-attaining pupils

Commentary

66. The school rightly identified science as a weak area and, as a result, initiated a systematic intervention programme. The signs are that standards are now improving. Inspection evidence indicates that standards are now close to national averages. Pupils' are motivated and try hard so that the work they produce is a better reflection of their level of achievement, which is at least sound. The gap between standards in science and English and mathematics is narrowing.
67. Teacher assessment results for Key Stage 1 in 2003 show a marked improvement on those achieved in 2002. Pupils are very interested in the world around them and curious to find out more. The good start now made in Key Stage 1 is beginning to have a positive impact on standards achieved at Key Stage 2. As pupils move up the school they are increasingly aware of the features of fair tests and become more competent at making predictions and recording outcomes.
68. The quality of teaching and learning is of a good standard across the school. Teachers plan carefully around clear objectives for lessons and appropriate emphasis is placed on developing pupils' investigative and recording skills. New scientific vocabulary is introduced at a steady, controlled pace which does not overwhelm pupils.
69. Pupils enjoy science because their teachers are presenting them with interesting, stimulating activities. For example, in a Key Stage 1 lesson, pupils studying magnetism were able to handle large magnets and test the properties of everyday items found in the home. After sharing the findings of their first-hand investigations and offering explanations for apparent anomalies they used photographs of the actual items, taken with a digital camera, to present the information graphically. The pupils were very well-behaved, totally engaged in learning and co-operated effectively with the teacher and one another throughout the lesson. This stimulating approach to teaching and learning is typical of the methods used throughout the school to make learning in science relevant to pupils and enable them to recall key pieces of information easily.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology **is effective**. Pupils make good progress, achieve well over time and, by the time they reach Year 6, are attaining standards which are about average.

Main strengths and weaknesses

- Effective leadership enables staff to acquire new skills and expertise which are passed on to pupils effectively
- There is a commitment to using information and communication technology facilities regularly, which enables pupils to acquire skills and expertise systematically
- Pupils demonstrate a very good attitude towards computers and other information and communication technology equipment.

Commentary

70. The school has computers in each classroom and they are in constant use throughout the day. By Year 2, pupils have a reasonably good grasp of the basic functions of a computer. They understand that writing and pictures can be prepared, saved and used again at a later date. Keyboard skills are developed through appropriate exploration of information and communication technology tools, such as games and word-processing software. Programmable toys known as roamers are used frequently to help pupils develop skills in giving logical instructions and making things happen. By Year 6, pupils are knowledgeable about the Internet and are familiar with technologies for communicating information such as e-

mailing and using digital cameras. They use laptops and a wide range of programs, which contributes significantly to levels of competence in relation to producing multimedia presentations and using technology effectively to communicate and refine ideas.

71. The quality of teaching and learning in information and communication technology is at least sound, with good features. Teachers have confidence in their own abilities and their enthusiasm is conveyed well to their pupils. This is clearly evident in the way in which a wide range of technologies is used throughout the day. For example, the school's digital camera is in constant use capturing pupils' models and work that might otherwise be lost when equipment is tidied away at the end of lessons. Pupils are allowed to use all forms of information and communication technology and they respond by treating expensive equipment with care and forethought.
72. The curriculum is carefully planned and appropriate cross curricular links are made. This underpins the good rate of progress made by pupils and because they are keen to use new technologies, they work hard, persevere with tasks and do as well as can be expected given their prior attainment.
73. The subject is led very successfully. There is a clear vision for the development of information and communication technology in the school. The coordinator guides colleagues well, leading effectively by example and showing what pupils are capable of doing in lessons. Raising standards in information and communication technology at Key Stage 2 was a key issue at the time of the last inspection. Therefore, the school has made significant improvement on its former position.

Information and communication technology across the curriculum

74. Integrating information and communication technology into other areas of the curriculum to enhance learning is a high priority for the school. The use of technology available to staff and pupils is focused and effective. For example, in literacy lessons pupils are frequently given opportunities to compose poems and essays on screen, and Key Stage 1 pupils practise inserting appropriate punctuation using the shift keys.

HUMANITIES

No lessons were seen in religious education but one was seen in history and one in geography. Teachers' planning was scrutinised, pupils' work looked at and discussions were held with the subject co-ordinator.

Geography and History

Provision in geography and history is **good**.

Main strengths

- The village and places of interest in the locality are used very effectively to promote understanding of people and places
- Clothes and equipment from the recent past are used very successfully to help pupils understand changes over time, what caused them and the effects of these changes on modern day society

Commentary

75. Pupils' attainment in history and geography is above the levels expected at Years 2 and 6. The quality of teaching and learning is good, especially at Key Stage 1. This is an improvement on the position at the last inspection. The school's diligence in relation to inclusion ensures that all pupils, especially those with special educational needs, are given

suitably challenging tasks. Pupils are stimulated, want to do their best and as result achieve well in relation to their previous attainment. Pupils of all ages participate fully in all activities.

76. Pupils systematically acquire knowledge and understanding as they progress through the school. They use an appropriate range of historical and geographical terminology successfully. For example, Key Stage 1 pupils understand the terms *recent*, *modern*, *oldest*, *detached*, *semi-detached* and *bungalow*. Pupils' understanding of why people did things and differences between ways of life at different times are significantly enhanced by the opportunity to handle real tools and antiques. Teachers use village studies particularly effectively to help pupils of all ages understand the effects of climate and weather on people and places and how features of the natural landscape influence the built environment. Historical enquiries undertaken by Key Stage 2 pupils enable them successfully to understand events in the past and identify who or what has made a significant difference to our lives today. Pupils are increasingly able to use a wide range of sources of information to aid understanding in both geography and history. This includes using the Internet under the careful guidance of adults. Pupils' work shows that they are able to communicate their knowledge and understanding in a variety of ways, such as drawing and writing. Their power of persuasion and ability to link cause and effect was clearly evident in their presentation to parents following a recent study of traffic congestion around the school. Their research and views were sufficiently convincing to influence decisions taken by local planners in relation to improving car parking facilities in the village.
77. The policy and programme of work for both geography and history are very clear. Good links are made between these subjects, and studies are used effectively to provide meaningful opportunities to apply skills learned in literacy and numeracy. Imaginative lessons and the way in which teachers ensure that they are relevant to pupils' lives inspire pupils to work hard and do their best. This is reflected in the pride taken in their books and the enthusiasm with which they talk about their studies.

Religious education

Overall, provision in religious education is at least satisfactory.

Main strengths and weaknesses

- The work planned provides good opportunities to promote pupils' spiritual, moral, and cultural development
- Resources, visits to places of worship and talks from visitors representing local religious groups are incorporated well into units of work to help pupils grasp the similarities and differences between the major world faiths

Commentary

78. Standards of attainment at Year 2 and Year 6 are at the level expected by the locally agreed syllabus for religious education. Pupils' work, including that of pupils with special educational needs, shows sound achievement. Standards remain the same as at the time of the last inspection, which indicates that the school has successfully maintained a sound position. Planning is based on national guidance and the locally agreed syllabus. Work is carefully organised to extend pupils' knowledge of different religions as they progress through the school. They learn the traditions and beliefs of the major religions including, for example, Christianity, Buddhism and Islam. Recently, visitors and parents have been invited into the school to talk to pupils about their own particular religion. Parents have been appreciative of the school's efforts in this respect and have noticed that their children talk more openly about religious issues.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in music or art and design, one lesson was seen in physical education at Key Stage 1 and one lesson in design technology at Key Stage 2. Teachers' planning was analysed. Pupils' work and photographic evidence was looked at.

Provision in art is **good**. Provision in music, physical education and design and technology is **at least satisfactory**.

Main strengths

- Standards in art are above national expectations
- Accommodation for physical education is good
- The curriculum is planned meticulously to ensure that pupils' entitlements in relation to creative and expressive arts are met
- Work with artists, musicians, sportsmen and sportswomen inspires pupils and helps them understand the relevance of lessons to life outside school

Commentary

79. Overall, the artwork is of a high standard and indicates good coverage of the curriculum. Inspection evidence indicates that pupils are doing better than expected given their starting points and achieving higher standards than is normally expected for pupils of primary school age. Drawings, paintings, collage and three-dimensional work demonstrates the increasing maturity and skill of pupils as they progress through the school. Pupils have studied the work of well-known artists and used their style of representation to influence their own work. The self-portraits in Years 1 and 2 in the style of Paul Klee are of a particularly high standard and show the confidence with which pupils apply colour and use line to communicate ideas. Collage, based on the work of Andy Goldsworthy, shows how receptive pupils are to ideas and their willingness to work with unusual materials. Indeed, photographic evidence of their work, using branches, stones, cones, pebbles, moss and leaves, shows a high degree of maturity in relation to use of colour, texture, shape and form.
80. The accommodation for physical education was judged to be unsatisfactory at the time of the last inspection. However, it is now good because the newly built canteen has released the school hall for use throughout the day and physical education lessons frequently take place at a local playing-field close to the school. In addition, the swimming pool is used during summer months. This provides opportunities for pupils to gain confidence in the water and to learn appropriate skills in swimming. Opportunities to participate in sports, track and field events with other local schools are actively pursued. This enables pupils to apply skills and techniques learned in their small group situations at school to bigger team events. In the lesson seen, attainment, teaching and learning were at least satisfactory. Pupils explored simple movements, which demonstrated suitable control and co-ordination. They responded imaginatively to a 'Diwali' story by creeping convincingly through a pretend forest. They worked well with partners and co-operated effectively so that maximum use was made of lesson time. The teacher used resources well and used demonstration effectively to motivate pupils to try hard and do their best.
81. In the Key Stage 2 design and technology lesson, teaching and learning were good. Attainment was about average and pupils made satisfactory progress, achieving reasonably well in relation to their prior learning. Pupils successfully designed a moving monster using pneumatics, and through good teaching they extended their knowledge of hinges, which had been covered earlier. Pupils were attentive and interested in this design and making activity. Improving standards in design and technology was a key issue from the last inspection. The school has made good progress in remedying underachievement in this subject.
82. A notable feature of the school's work to promote learning in the creative and expressive arts is the care which is taken with planning lessons. The curricular planning is sufficiently detailed to ensure continuity in learning for pupils as they progress through the school. Furthermore, lessons are underpinned by tasks and activities which are rooted in pupils' experiences or link well with their experiences. Practising artists, local musicians, engineers and designers are

welcomed into the school and encouraged to share their skills with pupils. This provides pupils with opportunities to relate what they are learning in school to the daily lives of adults, their hobbies and means of earning a living.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
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).