

INSPECTION REPORT

IPPLEPEN PRIMARY SCHOOL

Ipplepen, Newton Abbot

LEA area: Devon

Unique reference number: 113203

Headteacher: Mrs C Roberts

Lead inspector: John Carnaghan

Dates of inspection: 2nd - 4th February 2004

Inspection number: 256547

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:	202
School address:	Biltor Road Ipplepen Newton Abbot Devon
Postcode:	TQ12 5QL
Telephone number:	01803 812226
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Farrow
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Ipplepen Primary School is an average sized 4 to 11 school serving the rural Devon village of Ipplepen. The socio-economic background of the area it serves is, overall, above average. The standards of attainment of pupils as they enter the school are generally similar to those of other schools, nationally. The percentage of pupils who are eligible for free school meals is well below average. Very few pupils are from ethnic minority backgrounds and none speak English as an additional language. There are no children in public care, or from travellers or refugee families. The proportion of pupils with special educational needs is average but there are more than usual numbers of those with a statement of educational need. The majority of these pupils have moderate learning difficulties. The number of pupils who join or leave the school during the school year are average. At the time of inspection, the school was in the closing stages of an extensive building programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1352	John Carnaghan	<i>Lead inspector</i>	English, history, geography.
11041	Marvyn Moore	<i>Lay inspector</i>	
18498	Denise Morris	<i>Team inspector</i>	Science, art and design, design and technology, the Foundation Stage.
24528	Garth Muton	<i>Team inspector</i>	Mathematics, information and communication technology, music, physical education, religious education, special educational needs, English as an additional language.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ipplepen School provides a good education. With good teaching, good leadership and management, and below average expenditure, it gives good value for money. Pupils achieve well. Standards have risen in recent years and are above average at the end of both Year 2 and Year 6.

The school's main strengths and weaknesses are:

- Pupils achieve well over their time at the school and, by the time they leave, their standards are above average.
- Teaching and learning are good and a high proportion of teaching is very good or excellent. Teaching promotes pupils' independence very effectively.
- Leadership and management are good. The headteacher is a very good leader and fosters effective teamwork amongst all adults and pupils in the school. Governance is good; governors are very supportive and hold the school to account well.
- Pupils have very good relationships and behave very well. They demonstrate great maturity and a strong sense of responsibility.
- Child protection procedures are out of date and need strengthening.
- The curriculum is very good; lessons frequently link subjects together to promote more effective learning.
- Pupils achieve very well in information and communication technology (ICT) over Years 5 and 6, reaching standards that are well above expectations.
- The way the school promotes pupils' spiritual, moral, social and cultural development is very good.
- The school has very good links with parents and the community. Links with other local schools are good and promote pupils' achievement well.

Improvement since the previous inspection has been **good**. The school has carefully addressed issues raised by the previous inspection. There are now more opportunities for subject co-ordinators to monitor their areas. Extensive building works are providing much improved accommodation. Over the last five years, standards have improved at a similar rate to national trends and in 2003 were well above average compared with similar schools at the end of Year 6.

STANDARDS ACHIEVED

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

*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.*

The achievement of pupils is good. The standards of pupils as they start at the school are generally average. As they progress through the school, pupils achieve well, so that currently pupils in Year 6 are reaching standards which are above average. In 2003, results for Year 6 pupils were well above average. Pupils achieve very well in their personal skills. Standards in English, mathematics and science are above average at all ages except in reading and mathematics in Years 1 and 2 where they are average. By Year 6, standards in ICT are well above those expected, due to very good teaching. Pupils with special educational needs (SEN) are well supported and achieve as well as their peers. The very few pupils from different ethnic groups achieve as well as others.

Pupils' personal qualities and their spiritual, moral, social and cultural development are very good. Relationships are very good and have positive effects on pupils' learning. Nearly all pupils behave with great maturity, relate very well to one another and work hard. They have very good attitudes and enjoy learning. The development of spiritual, moral, social and cultural awareness is very good. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall and a significant proportion of lessons is very good or excellent. Teachers manage pupils with assurance, demonstrating good subject knowledge. Lessons are very well planned and most provide the correct degree of challenge, so that pupils usually work to their full capacity. Teachers take every opportunity to combine subjects in lessons to help promote the development of literacy, numeracy and ICT skills. Pupils' appetite for work promotes very good learning. They show very strong independence in working to meet the learning aims of lessons.

The school curriculum is very good; it is well balanced and has good opportunities for enrichment. It is carefully organised to take the maximum advantage of links between subjects. Current accommodation is causing some difficulties, as the building programme is in its final stages. Significant improvements will result when the work is completed in the very near future. Guidance to help pupils improve is generally good. However, there are some inconsistencies in the way in which pupils' work is marked and some marking lacks advice on how they can improve their work. Assessment is good; it is thorough and helps teachers group pupils and adapt work so it has the correct degree of challenge. The way the school cares for pupils is good in almost all respects, but procedures for child protection do not take into account recent developments and are unsatisfactory. Pupils' involvement in the running of the school is very good. Through the school council, their views are canvassed and acted upon. The school has very good links with the local community. Strong links with pre-school groups and other primary schools are used to improve the curriculum and teaching. Links with secondary schools are well established and lead to the sharing of valuable information about pupils when they leave the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is a very good leader. She is thoughtful and focused on continually improving the school. This philosophy is clearly expressed in the good school improvement plan. Her vision is shared by the deputy head, staff and governors, who all offer strong support. Teams of teachers and governors work effectively to bring about improvements. The school's methods of self-evaluation are effective and action is taken to tackle any perceived weaknesses. Subjects are well led and co-ordinators of English, mathematics and science are given time to monitor their subjects, although more is needed. Governance of the school is good. The governing body plays an important role in school development; it has a developing understanding of the school's strengths and weaknesses and both challenges and supports it well. However, requirements for child protection and drugs education are not fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. No significant concerns were expressed. Pupils are largely very happy with their school, but in their responses to the questionnaire a few expressed concerns over behaviour. Inspectors found that, on the contrary, behaviour is very good.

IMPROVEMENTS NEEDED

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

- Train all staff in current child protection procedures and ensure they are informed of best practice.
- Ensure that imminent building improvements bring about improved learning opportunities in the library, in physical education and for children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. The standards that pupils attain are well above the national average, and well above the average when compared with those in similar schools.

Main strengths and weaknesses:

- Results in national tests at the end of Year 6 are above average, and well above average in comparison with those of similar schools. Standards of pupils currently in Year 6 are above average.
- Current standards in ICT in Year 6 are well above expectations.
- Standards in reading and mathematics in Year 2 are average.
- Good support for pupils with varying educational needs leads to very good inclusion.

Commentary

1. Children enter the school with standards that are broadly average. However, there are some variations; in communication, language and literacy and personal and social skills, children's standards are lower than expected. Good teaching in the Foundation Stage ensures generally good achievement and current children are on course to reach their Early Learning Goals by the time they leave the Reception class. Achievement is less good in physical development because of lack of access to the hall (which has been in use as a classroom) and lack of an enclosed outside play area for the youngest children. Both issues are to be rectified in the very near future with the completion of building works.

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

Standards in:	School results	National results
reading	16.1 (15.9)	15.7 (15.8)
writing	15.5 (14.2)	14.6 (14.4)
mathematics	17.5 (17.2)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

2. National Curriculum test results for pupils at the end of Year 2 in 2003 were average in reading, above average in writing and well above average in mathematics. In comparison with similar schools, that is those that have a similar percentage of free school meals, these results were well below average in reading and average in writing and mathematics. Girls did better than boys in tests in reading and writing. Very small numbers of pupils from ethnic minorities make comparing their results with the rest of the school unreliable. Over the last five years there have been minor fluctuations in results but, overall, they have improved at a similar rate to the improving national trend.

3. Current standards in Year 2 are similar to test results and achievement is generally good. However, the proportion of pupils with SEN in the current Year 2 has affected their standards in mathematics, which are satisfactory. Reading standards are below those in writing because pupils start the Reception class with lower than expected standards and, at the time of the inspection, the library had not been freely available to pupils to encourage the development of their reading skills. It is anticipated that this situation will be rectified within weeks of the inspection.

4. Results at the end of Year 6 in 2003 were well above average in English, mathematics and science. When compared with these pupils' results in their Year 2 tests, their improvement is well above average in all three subjects, indicating good achievement. This improvement is also due to

very good teaching in Years 3 to 6. Girls' performance was similar to that of boys in English, but in science and, particularly, mathematics boys did better. This particular group of pupils reached better standards than in previous years; while current standards are a little lower, this is solely a reflection of the composition of last year's Year 6 group. Again, very small numbers of pupils from ethnic minorities make comparing their results with the rest of the school unreliable. Over the last five years, results at the end of Year 6 have improved at a rate that is similar to the national trend.

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

Standards in:	School results	National results
English	28.3 (27.6)	26.8 (27.0)
mathematics	28.9 (28.2)	26.8 (26.7)
science	30.4 (29.1)	28.6 (28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year.

5. Pupils achieve well in Years 3 to 6, and pupils in Year 6 are on course to reach standards which, overall, are above those expected nationally by the end of the year. Teaching is frequently very good or excellent in Years 5 and 6. This means that an accelerating pace of improvement is evident in the two years before pupils leave school. Pupils contribute well to the improvements in their standards; their mature attitudes and strong concentration are positive influences. Good assessment means that the promotion of learning through an understanding of pupils' strengths and weaknesses is consistently strong.

6. All subjects make very good contributions to the development of pupils' language and literacy skills. Work is technically accurate, with high standards of grammar, spelling and punctuation. Handwriting is good. There are plentiful opportunities to develop and praise pupils' writing. For example, a pupil from each year group – including the Reception class – read a piece that they had written aloud to a 'writing assembly'. The very good provision that the school makes in this area has been effective in raising standards in English.

7. The contributions that other subjects make to the development of numeracy skills are very good. The effect of this is that pupils' skills and knowledge in this area are developed well. Science and ICT, in particular, make strong contributions to the development of numeracy skills. Pupils achieve standards in ICT that are well above national expectations at the end of Year 6, due largely to enthusiastic teaching and plentiful opportunities for pupils to practise their skills. Almost every subject on the curriculum utilises ICT to enhance pupils' learning, with notable examples in mathematics, geography and music.

8. The school is inclusive in promoting pupils' achievement, whatever their learning needs. Pupils with SEN achieve as well as their peers. This is because teachers know their pupils well. They modify tasks to meet these needs, and teaching assistants provide effective support in class. Pupils who are above average in ability, and those who are gifted and talented, also achieve well, assisted by work in lessons that has the correct degree of challenge.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school are very good. They display very good behaviour, both in and out of lessons. The provision made for spiritual, moral, social and cultural development is very good and does much to promote the very good inclusion evident in the school. Pupils' attendance is well above the national average.

Main strengths and weaknesses:

- Relationships between pupils and staff are very good.
- Staff have very high expectations of pupils' behaviour and they respond accordingly.
- Pupils display strong interest in school life and the range of activities provided.
- Pupils have high levels of confidence and self-esteem.

Commentary

9. Pupils display very good attitudes and enjoy learning. Lessons are planned well to involve pupils in class discussion and stimulate their interest. The school is successful in promoting a calm and caring atmosphere and an enthusiasm for learning that enables pupils to concentrate well and persevere in tasks they are given.

10. Pupils' behaviour during lessons and at play is very good. Classroom rules are discussed and agreed by pupils and they are fully aware of the high expectations of behaviour by all staff. Because of the ethos of the school, pupils are well aware of the high standards of conduct expected of them and fully understand and respect the class 'golden rules', some of which they have created themselves. Pupils know that staff will listen to their views and offer them support, help and advice if needed. Lunch and break times are pleasant, social occasions where pupils relate successfully to each other and mix well. There is very little bullying or other forms of harassment at school and pupils interviewed during the inspection week confirmed that they felt the school deals appropriately with the rare incidents that arise. Pupils are very sensible and supportive in their attitudes towards pupils with SEN. The very few pupils from ethnic minorities are fully integrated into all aspects of school life.

11. Attendance in the last complete reporting year was 95.4 per cent and well above the national average. There were no exclusions during the year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.1
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.

12. The school successfully promotes very good relationships. All adults and pupils relate well to one another and this has a positive impact on pupils' achievement. Pupils are pleased to celebrate the success of others and express opinions and views with confidence. In a celebration assembly, pupils warmly applauded the efforts of their friends who were awarded certificates for good behaviour or good work. Pupils are at ease with visitors, welcomed the inspection team and talked with pride of their achievements and their school.

13. The school gives ample opportunity to pupils to be enterprising and to take responsibility. Pupils are appointed as peer group mediators, class monitors and librarians, and help to formulate class rules. They are proud to be elected members of the school council, which is used as an effective way for listening to and acting on pupils' views. Pupils respect their own property, other people's property and school property. The school is graffiti free and has no vandalism.

14. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual awareness is actively promoted by selected themes for collective worship and the environmental area, which is well used to encourage pupils to reflect. A local priest is a school governor and comes into school on a regular basis to conduct services.

15. Pupils' moral values are very well promoted and well taught through the effective personal, social and health education (PSHE) programme. The school's effective 'golden rules', and visiting speakers who include magistrates, police and local dignitaries make effective contributions in this area. Pupils' social activities are well promoted by residential visits and a good variety of sports and social clubs.

16. Pupils' cultural development is well promoted by the curriculum through art and design, geography and history, and pupils have a good understanding of the multi-cultural society in which they live. Pupils raise funds to support the education of Indian children in deprived circumstances. The school successfully encourages pupils to see the school as a community in which they all have

a part to play. The good displays about education in other countries encourage pupils to develop an awareness of the wider world, and the values and beliefs of people from other cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides is good. Teaching is good overall and very good in Years 3 to 6. The school’s curriculum is very good. Care for pupils is good in almost all respects but is unsatisfactory overall because child protection practices are out of date. There are very good links with parents and the community.

Teaching and learning

Teaching and learning are good, overall. Assessment is good. Teaching is very good in Years 3 to 6; it is good in the Reception class and in Years 1 and 2. Marking is of variable quality.

Main strengths and weaknesses:

- Teaching is good, overall. It is very good in Years 3 to 6.
- The best teaching develops links across a range of subjects.
- There is a positive atmosphere in lessons. Pupils participate enthusiastically in learning.
- Marking of pupils’ work has some inconsistencies; in some areas it lacks detail and gives too little indication of what pupils should do to improve.
- Planning of lessons is thorough, ensuring that pupils of all abilities learn effectively.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	10	11	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

17. The standard of teaching and learning is good, overall, with a large proportion of very good lessons seen, and one which was excellent. The best teaching was characterised by careful and thorough planning, stimulating activities incorporating more than one subject and clear co-operation between teachers and teaching assistants to improve learning opportunities. Teaching in Years 3 to 6 is particularly strong because higher expectations are set and teachers encourage pupils very well. As a result, behaviour of these older pupils is of a very high standard and the pace of learning is very good.

18. The quality of teaching and learning in the Reception class is good and children achieve well. Teachers plan lessons in detail, and use the national targets for learning for children of this age effectively to plan activities to meet the children's needs. Together with the support assistants, all staff work very well together as a team. Behaviour management is good and, as a result, children quickly learn what is expected of them. Consequently, they are generally polite and interested in their activities.

19. Across the school, lessons are very well planned so most proceed with little wasted time. Planning usually displays clear learning objectives and teachers invariably return to the objectives in the closing sessions of lessons to consolidate learning and to assess what pupils have achieved. The quality of planning means lessons have a strong pace and focused teaching, with a corresponding response from pupils, who are then able to work productively throughout sessions. Teachers’ expectations are generally good. Teachers know pupils well and are sensitive to each individual’s needs; hence, the behavioural and academic expectations set for individuals are usually appropriate. This is very effective in promoting educational inclusion. Teachers frequently praise pupils warmly, engendering positive attitudes. Because pupils are usually well behaved and

focused on their lessons, teachers can - on rare occasions - talk for too long before setting pupils off to do their own work. This can slow the pace of learning.

20. There are good arrangements to ensure that work is of the correct degree of challenge for pupils with SEN. All support staff are well prepared for lessons; they are briefed about lesson plans and participate in all aspects of lessons, providing effective support for pupils' learning, whatever their specific needs. Pupils are often grouped according to their capabilities, especially in English and mathematics lessons. Those pupils with SEN are well supported by both teachers and teaching assistants. A small number of pupils have 'one to one' support from a teaching assistant. In these cases, the assistants work very sensitively with the individuals concerned without drawing undue attention to them. This means that the school takes good account of inclusion issues in its teaching.

21. The way pupils' work is marked is inconsistent. At its best, work is carefully marked, with helpful suggestions given how pupils could improve their work. Formally marked writing leads to specific targets given to each pupil and contributes well to higher standards. However, in some areas, particularly in mathematics throughout the school and science in Years 1 and 2, marking is brief and uninformative and does not set high expectations.

22. The work of children in the Reception class is assessed well and is used to promote good learning. The school assesses pupils' work in English and mathematics well and uses the results to set targets, allocate resources and group pupils efficiently. There are, however, some inconsistencies in assessment. Science work is not assessed with consistency and so the co-ordinator lacks precise information to enable realistic pupil targets to be set or predict achievement. The progress of pupils with SEN is well assessed and leads to formal reviews every term.

23. The way that pupils learn is good. They relate very well to one another and their teachers and show a strong work ethic, concentrating well. Teachers and assistants work hard with all groups of pupils to ensure that they make strong efforts in all phases of lessons. Most teaching ensures that pupils have a good knowledge of their own learning, through clear explanation of learning objectives at the outset of lessons and checking if they have been met in the closing sessions. Pupils enjoy working in small groups and in pairs; they often like the social opportunities that such sessions afford and help and support one another's efforts in the classroom. Encouraged by their teachers, older pupils show strong independence in their learning.

The curriculum

The quality and range of the curriculum is very good. Opportunities to enrich the pupils' learning are good. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses:

- Creative planning by teachers results in interesting and valuable links between different subjects.
- There are very good innovations designed to improve pupils' learning.
- The arrangements for pupils' PSHE are good.
- The measures taken to ensure equal opportunities and inclusion are very good.
- Some opportunities for learning have been limited during building improvements.

Commentary

24. Thorough planning procedures ensure that a broad range of curriculum opportunities is offered to pupils. The school has adopted nationally recommended programmes of work for all subjects and has successfully implemented and adapted the national strategies for literacy and numeracy. This ensures that pupils cover all aspects of the National Curriculum and work at appropriate levels of difficulty. A distinctive feature of the curriculum is the way in which the content from different subjects is linked. For example, younger pupils, when studying the properties of

materials in science, use different materials such as wool, wood and metal in their art and design work. Older pupils produce musical plays based on their history lessons and write creatively about historical subjects. Information and communication technology is used extensively to enhance learning opportunities in many subjects.

25. A good range of extra-curricular activities is offered and the school is involved in a number of tournaments and events. A number of visitors enrich pupils' learning and pupils are given opportunities to visit various locations outside of the school, including residential trips for Years 5 and 6.

26. There is a willingness amongst many members of staff, including the headteacher, to try out innovative ideas for the benefit of the pupils. For example, French is being taught to Year 2 and there are plans to extend this to other age groups. The headteacher and the mathematics co-ordinator are both involved in research projects that are contributing to curriculum development. The school is working closely with a beacon school to find ways of improving pupils' writing. The ICT co-ordinator is continually looking for new ways to extend pupils' learning through the use of computers.

27. Pupils with SEN are well supported in lessons and the school goes to great lengths to ensure that all pupils, including the very few from minority ethnic groups, have equal access to the opportunities on offer. In this way, the school is very inclusive. Individual education plans (IEPs) are written for all pupils with SEN, and are regularly reviewed. However, the targets in IEPs, whilst relevant for each individual pupil, tend to be worded imprecisely, which makes the measurement of progress difficult.

28. The arrangements for pupils' PSHE are good. A full and detailed programme is in place, including appropriate learning about sex, relationships and drugs education. This aspect of the curriculum is enhanced by the visit of the 'life education caravan'. Pupils also learn about health issues in their science and physical education lessons. The schools' innovative approach to the curriculum is demonstrated by pupils taking part in a musical play about, for example, the appropriate use of drugs or caring for the environment.

29. During the recent building improvements it has been impossible to maintain continuity in the teaching of physical education, as the hall has been used as a classroom. Teachers have used outside facilities whenever possible but it will take considerable effort to make up for lost time in dance and gymnastics. The library has also been used in part as a staff room and an area for pupils with SEN. This has been inconvenient to all of its users. The improvements from the building programme are resulting in spacious classrooms, a computer suite and improved administration space. A secure play area for pupils under five will follow shortly afterwards. The experience and expertise of teachers and teaching assistants is good. However, current budget restrictions limit the amount of assistance currently available to teachers.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is unsatisfactory because of weaknesses in child protection procedures. However, pupils have very good access to well-informed support, advice and guidance.

Main strengths and weaknesses:

- The school's procedures for child protection are out of date and unsatisfactory.
- Pupils have very good access to well informed support, advice and guidance.
- Procedures for seeking, valuing and acting on pupils' views are very effective.

Commentary

30. Although all staff at school care for pupils and offer them good support, advice and guidance, procedures for pupils' care, welfare, health and safety are unsatisfactory because no member of staff at the school, including the child protection officer and deputy child protection officer, have received recent training. As a result of the inspection findings, the headteacher has plans to arrange training for all members of staff. The governing body has not appointed a governor with specific responsibility for child protection and the school's child protection policy is out of date. Governors carry out regular health and safety audits and risk assessments, and the school's health and safety policy is comprehensive, being last reviewed in 2003. The school has one trained first-aider and keeps full records of accidents to pupils.

31. Pupils are confident that staff support them well and they know who to go to for help and advice. Pupils' pastoral progress is monitored informally and teachers, teaching assistants and the senior management team regularly discuss pupils' attitudes, attendance, personal achievement and problems.

32. The school has very good arrangements to involve pupils through seeking, valuing and acting on their views. The school council is a useful vehicle to obtain pupils' opinions, and pupils interviewed during the inspection week confirmed that they felt their views were valued and taken into account. Pupils also feel that they are treated as responsible young people by staff, and relate very well to them.

33. The school has good induction arrangements for its pupils. The Foundation Stage co-ordinator attends pre-school playgroups to meet children and talk to staff. Prospective pupils come into school each week for half an hour per day in the term prior to their admission to the school and have three half-day visits. New pupils start attending for half days for the first week; in the second week they stay for lunch and in the third week attend full time. The school has provided a starter pack for each new child comprising a water bottle, book bag and a useful booklet 'Helping your child at school'. As a result of the very well established induction procedures, pupils start school with confidence and settle well into school routines.

34. The school gives good support to pupils with SEN. The headteacher, who is the special educational needs co-ordinator (SENCO), ensures that this group of pupils is integrated well into the life of the school. Their progress is monitored well and they receive good levels of care. Parents are invited to regular reviews of their children's progress, contribute to target settings, and are fully informed of pupils' IEPs.

Partnership with parents, other schools and the community

Links with parents and the community are very good. Links with other schools and colleges are good.

Main strengths and weaknesses:

- The school provides very good information for parents about pupils' achievements and progress.
- The school actively involves parents through seeking, valuing and acting on their views.
- Links with the community are very good.
- There are good links with other schools.

Commentary

35. The overwhelming majority of parents who responded to the pre-inspection questionnaire reported that they are kept well informed about how their children are getting on. They feel that staff treat their children fairly and the school is well led and managed. They are comfortable about approaching the school with questions, a problem or a complaint. A small minority felt that the school did not keep them well informed about how their children were getting on and did not listen to

parents' suggestions. Inspection findings confirm all the positive views expressed by parents and do not concur with the negative views expressed by the small minority.

36. Links with parents are very good. The school provides very good annual reports on pupils' progress. Reports are well written and contain information on each subject, grades awarded and what pupils need to do to improve further. These reports are greatly valued by parents. The headteacher provides regular newsletters, which are well written and contain information about activities and events that the school promotes. The prospectus is extremely well produced. It is accessible to parents and provides all the information required by law. The governors' report to parents is very detailed and well written, and fully complies with legislation.

37. The school gives ample opportunities for parents to discuss their children's progress. Three parents' evenings are arranged per annum. In addition, extra parents' evenings are arranged for the parents of pupils newly admitted to the school and on other occasions. The school has organised a number of workshops for parents which include: Early Learning Goals Foundation Groups, Standard Assessment Tasks (SATs) meetings for Years 2 and 6 parents and special meetings for Year 5 and 6 parents to inform them about residential opportunities the school provides. Parents are welcome into school at any time and a number of parents help the school in several ways, including helping with art and design, listening to readers, escorting pupils on school trips, helping with sewing and cooking and undertaking administrative tasks.

38. The school actively seeks parents' views and sends out an annual questionnaire. As a result, at parents' request, an information pack is sent to them each term giving full information about what areas of the curriculum will be covered, with particular emphasis on numeracy and literacy. All parents are requested to sign the home/school agreement and the school home reading diary is a useful form of communication between home and school. There is a very active parent-teacher association that provides very good support. The association arranges a large number of social events throughout the year, and last year raised over £5,000 for the benefit of the school.

39. The school has good arrangements for the transfer of pupils to the next stage of education. Pupils are given the opportunity to visit their new school for 'taster days' and teachers from the receiving secondary schools, with Year 7 pupils, come down to meet Year 6 pupils. A special counsellor has been appointed to work with vulnerable pupils and she accompanies them on their 'taster days' to receiving secondary schools. The headteacher, who is the SENCO, meets with the SENCOs of receiving secondary schools to discuss the particular needs of this group of pupils.

40. Links with the community are very good. The school makes its premises available to various community groups and offers good support to a wide range of community charities. Ipplepen senior citizens come into school to support reading in Year 2. Year 6 pupils undertake community awards that involve work within the local community. Torquay United Football Club runs football courses for pupils and the school participates in a local concert and drama festival. Pupils take part in local sporting events. Visitors from the community, such as the local vicar, police and magistrates all make a valuable contribution to pupils' learning.

41. The school has good links with other schools and colleges. The school is a member of the academic council, comprising 12 local primary and two secondary schools, which meets regularly to discuss matters of common interest. The school takes work experience students from several local comprehensive schools, and one of these schools sends a teacher to teach French weekly to Year 2 pupils. Students from local teacher training colleges regularly come to the school for teaching practice.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Leadership of the school by the headteacher is very good. The leadership of the key staff is good. The management and governance of the school is good.

Main strengths and weaknesses:

- The leadership and clarity of vision of the headteacher are very good.
- There is a very strong commitment to inclusion and equal opportunities.
- Governors are very supportive of the school.
- Statutory requirements for child protection, and for the provision of a separate drugs education policy are not met.
- Senior managers work very hard and provide very good role models for staff and pupils.

Commentary

42. The leadership of the school by the headteacher is very good and she is well supported by other senior staff. During her four terms in the post, the headteacher has developed a clear vision for the future. This has resulted in the development of a good improvement plan that is successfully moving the school forward. Monitoring by the headteacher and the development of very good teams across the school are helping to ensure that pupils achieve high standards. Performances are reviewed and evaluated regularly. The headteacher is well supported by the deputy headteacher, who shares her sense of purpose. Subject co-ordinators for English, mathematics and science have been enabled to drive standards forward, although there has been too little time for some co-ordinators to monitor and improve their subjects further.

43. There is a very strong commitment in the school to ensure that all pupils are fully included in the range of activities offered. The school is successful in providing for all its pupils, including those who have some difficulty with learning and the very few from ethnic minorities.

44. The headteacher inherited the role of co-ordinator for SEN and made a good managerial decision to retain this responsibility during the period that followed the removal of a special needs unit from the school. The headteacher carries out this role effectively and has maintained the good provision for pupils with SEN reported at the time of the last inspection.

45. The governing body is very supportive of all aspects of the school's work. It influences the decision-making process through good committee structures and challenges where necessary. It has a good grasp of the strengths and weaknesses of the school and responds quickly to any issues that are raised. The governing body is active and knowledgeable, and improves its own performance through regular training. Governors understand their roles. However, some minor statutory requirements are not being met.

46. The school is well organised and managed, and staff are clear about their roles and responsibilities. The school is supportive of individual training needs and helps staff to set personal and corporate objectives on a regular basis. Day-to-day management is good. Finances are well managed and improvements clearly targeted and financed. Careful management ensures that the school's priorities can be met. The recent turbulence caused by the new building works has been effectively managed so that difficulties in teaching and learning have been minimised.

47. Because of the good standards achieved, and taking the average costs into account, the school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	506,202
Total expenditure	486,810
Expenditure per pupil	2,721

Balances (£)	
Balance from previous year	19,329
Balance carried forward to the next	18,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage for children in the Reception class is **good**.

Main strengths and weaknesses:

- Children achieve well in the Foundation Stage.
- The quality of teaching and learning is good and the range of activities provided is good.
- Provision for physical development is a weakness, due to building works.
- Children enjoy their time in the Reception class.
- Leadership of the Foundation Stage is good.

Commentary

48. Provision for children in the Reception class, who are in the Foundation Stage of learning, is good and this quality has been maintained since the last inspection. There are currently 23 children in the class, eight of whom have been in the class for over a term. The remainder had only been in school for two weeks at the time of the inspection, and in many cases they were only four years old. On entry to the Reception class, children have the expected skills in mathematical, physical and creative development, and the expected knowledge of the world around them. Their skills in communication, language and literacy are below those expected of children of this age, as are their personal and social skills. During their time in the Reception class, they achieve well in all areas of learning, except in physical development, where achievement is satisfactory. Almost all children are expected to achieve the Early Learning Goals, for each area of learning, by the time they enter Year 1. Consequently, their achievement, overall, is good because of good provision in all areas, except physical development, where achievement is satisfactory. Current difficulties with accommodation mean that this group of children has not had sufficient opportunities to develop large-scale movement skills. This was the case at the previous inspection but it is likely that the imminent completion of building works will enable the school to address this.

49. Teaching in the Foundation Stage is good. Lessons are well planned to underpin the aims of each area of learning. Children therefore achieve well. They quickly develop positive attitudes and good self-esteem, and enjoy lessons. Teachers and support staff work well as a team to plan a rich range of learning experiences that help the children to succeed. Teachers provide good opportunities to develop children's independence. In particular, children's activities are closely monitored to ensure that they all undertake an appropriate spread of activities. Assessment and observation procedures are very good.

50. The Foundation Stage is well led and effectively managed, and the use of innovative assessment and observation procedures ensures that staff know the children very well. Staff are working towards the 'effective early learning' quality mark. Children of all abilities are very well cared for and this helps them to develop enthusiasm for learning. Since the last inspection, improvement in the Foundation Stage has been satisfactory.

51. Provision for personal, social and emotional development is **good**. The inclusive ethos, which encourages all pupils to learn in the Reception class, ensures that all children feel welcome and valued. Adults listen to children's ideas and help them to develop confidence in their own abilities. Children show pride in their achievements as they talk about what they have learned each day. The co-operative working styles help children to play and work together well, sharing resources and toys and helping to clear away at the end of the day.

52. Provision for communication, language and literacy is **good**. Children enjoy listening to stories and benefit from a variety of stimulating approaches. For example, they respond very well to the puppets used to promote communication skills and quickly learn to talk as part of a group. The use of 'learning partners' encourages children to practise and extend their language skills, and they show good ability when listening to their partner's ideas. They show good awareness of books and the conventions of sharing a text with adults and other children. Older children are beginning to read words and recognise initial sounds, telling stories in their own words.

53. Provision for mathematical development is **good**. Children have regular opportunities to count as part of a group and to learn about shapes, colours, measurements, numbers and space. Daily activities encourage them to practise their skills. During the inspection, they were observed counting to 20 as a group, taking turns to identify the next number.

54. Provision to extend children's knowledge and understanding of the world is **good**. They explore a wide range of resources and enjoy finding out about their environment. For example, they observe and talk about the weather every day. Their current topic on 'the rainbow' has encouraged them to learn the colours and to look at the effects of light and colour. They enjoy looking through different coloured plastics to see the effect of the colours on their classroom. They use simple tools, such as scissors and shape cutters, to explore and create their own effective coloured cellophane frames.

55. Provision for physical development is **satisfactory**. Many good opportunities are created for the development of fine motor skills. Children use small resources and tools daily as they improve their dexterity and learn to control their hand movements. However, the development of large-scale movement skills is less successful. Because of current building work, there have been limited opportunities for this class of children to practise and develop these skills in order to improve their co-ordination, control and large-scale movements. However, the completion of the work is imminent and the resulting improvements in accommodation should give children opportunities to improve their skills in the near future.

56. Provision for creative development is **good**. A broad range of worthwhile activities is planned in this area of learning and the classroom environment encourages children to explore, experiment and practise creative skills. For example, children use their imaginations well in the role play area, and as they explore colours and textures in their paintings. They use coloured paper to make a rainbow collage and paint portraits of each other, showing good use of colour. They enjoy singing simple rhymes on a daily basis and join in with enthusiasm.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses:

- Pupils achieve well, reaching standards that are above average.
- Teaching is good. Lessons are thoroughly planned and teachers have high expectations.
- Assessment of pupils' work is thorough and sets clear targets for pupils and teachers alike.
- Literacy is very well promoted in a wide variety of subjects.
- The variations between test results of boys and girls have not been thoroughly tackled.
- The subject is well led and managed.

Commentary

57. When pupils join the school, their standards are similar to the national average. In the National Curriculum tests at the end of Year 2 in 2003, standards were above average in writing and average in reading. Standards over the previous four years have fluctuated with different groups of pupils but, overall, test results have improved at the same rate as the rising national standards. In Year 6 national tests, pupils' results were well above the national average and also well above average when compared with these pupils' results at the end of Year 2. Across the school, pupils' achievement, including those with SEN, is good; their varied learning needs are addressed effectively. Girls did better than boys at the end of Year 2 and Year 6.

58. Current standards of pupils' work are above average. This is comparable to the previous inspection. Pupils attain standards in speaking and listening that are above average in Year 6. Most Year 5 and 6 pupils speak and listen with confidence. During the literacy hour, they listen to teachers' explanations and instructions, and speak and listen well in sessions at the end of lessons. Because most pupils generally listen carefully, they are able to get down to work quickly, and rarely need to ask the teacher further questions. This ensures a good pace to lessons.

59. In Year 2, pupils' reading skills are broadly average. This is lower than their writing skills. The home/school reading record booklets sent to pupils' homes encourage dialogue between teachers and parents. However, the library has been unavailable to whole classes for some time because of the construction work being done. This has reduced opportunities to promote reading. In Year 6, pupils' reading is above average. They talk about their favourite authors and appreciate their writing; they can explain why they prefer one well-known author above all others. Pupils generally read fluently and animate what they read aloud by using good expression.

60. Pupils' standards in writing in Year 2 are above average. They write neatly and clearly, with accurate spelling. Most can write simple, grammatically correct sentences using appropriate vocabulary. Writing standards in Year 6 are also above average. Pupils successfully learn to write for a suitable range of purposes, using, for example, narrative and descriptive writing. Their writing is well organised and most pupils demonstrate good use of different forms and an imaginative, lively choice of words. They have regular opportunities to write at length in a wide range of subjects and this does much to promote high standards. Pupils' work shows good development of skills, increasing confidence in writing at length and developing use of more interesting vocabulary. Spelling and punctuation show increasing accuracy.

61. Teaching and learning are good overall, but are better in Years 3 to 6 than in Years 1 and 2. Teachers manage pupils and the classroom skilfully so that very little time is lost in distractions. They have high expectations of pupils and successfully promote trusting and constructive

relationships. Planning of lessons is very good; every opportunity is taken to link the promotion of literacy with other subjects like dance, history, geography, religious education and ICT. The National Literacy Strategy has been implemented and adapted effectively and, as a result, there is a good balance of whole-class, group and individual work. The way teachers question pupils is frequently perceptive and reinforces learning, providing opportunities for teachers to check progress. Teachers know pupils well, and set appropriate targets for individual learning. However, the marking of pupils' work is inconsistent. The best marking includes constructive comments and gives suitable guidance to pupils on how to improve their work; elsewhere, it is less effective, with too little advice. Reading at home is well promoted. This good teaching does not preclude dealing effectively with any minor incidents while maintaining a positive ethos and a pleasant atmosphere. Pupils show very positive attitudes towards English. They participate in discussions enthusiastically, and behaviour is usually very good. These strengths greatly benefit their learning.

62. Leadership and management of the subject are very good. The co-ordinator is experienced and has a good understanding of the subject. Through monitoring and evaluating, she is aware of the strengths and weaknesses in the subject. For example, she is taking action to improve pupils' writing and continues to strive to raise reading levels for younger pupils. However, she has not sufficiently analysed or acted upon the reasons for the imbalance between test results of girls and boys. The co-ordinator is not able to monitor teaching often enough. Procedures for assessing pupils' progress are good. Test results are analysed thoroughly and information is used to set targets which are readily understood by pupils and reviewed frequently. They make a significant contribution to pupils' learning. The range and quality of books in the library are satisfactory but access has been made difficult because it has had dual use during the building works.

63. Since the previous inspection, teaching has maintained high standards. Standards of pupils' work are broadly similar, having risen at the same rate as the national improvements. The scheme of work has been much improved, with much more effective promotion of literacy, and monitoring has improved. Improvement since the previous inspection has been good.

Language and literacy across the curriculum

64. Speaking, listening, reading and writing skills are very well promoted in other subjects. The school's emphasis on developing literacy skills in other subjects is very effective. Teachers carefully plan opportunities to develop pupils' writing skills in many subjects. A writing assembly was noteworthy in promoting and celebrating successful writing across the school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- Standards attained by pupils in Year 6 are above average and pupils achieve well.
- Teaching and learning are good.
- Subject leadership is good.
- Links with other subjects, especially ICT and science, are very good.
- Long-term targets are set for pupils and progress towards the targets is tracked, but there are inconsistencies in the marking of pupils' work and presentation.

Commentary

65. The abilities of pupils as they start Year 1 are about average. As a result of good teaching, some pupils achieve well in Years 1 and 2 and many attain above average standards by the end of Year 2. However, a number of pupils have SEN, including emotional and behavioural difficulties, so

that overall standards at the end of Year 2 are average and achievement of the whole year group is satisfactory. Pupils achieve well in Years 3 to 6 and standards are above average.

66. Teaching and learning are good, overall. Teachers plan lessons well, have good relationships with their pupils and insist on good behaviour. As a result, pupils are attentive and get on with their work, and learning is good. In some lessons, pupils' concentration is remarkably focused. Teachers have good, and sometimes excellent, subject knowledge and in the better lessons this is an important factor in maintaining a very good pace to learning. In some lessons, the pace of learning slows, either as a result of the teacher spending too much time explaining tasks or, as in the case of another lesson observed, teachers not intervening enough to encourage and engage pupils. A striking feature of the school is the enthusiasm of many teachers about the process of learning and their eagerness to find ways of helping their pupils. However, there are also inconsistencies in teachers' marking. In some books there is little guidance for pupils to show how they might improve, and there is no clear connection between teachers' marking and the continuing assessment of pupils' achievement. Some teachers' expectations for the neatness of pupils' work are too low.

67. Pupils are regularly assessed. Teachers work well together to provide for the individual needs of each pupil and to consider the standards they can realistically attain. The beginning of a system is in place to enable teachers to record progress of pupils throughout the year. However, this is not fully implemented, so that there are inconsistencies in its use.

68. Leadership and management are good. The mathematics co-ordinator has excellent subject knowledge. She uses the outcomes of research to enthuse the other teachers and to introduce varied and effective approaches to the learning of mathematics. This approach is strengthened by the work of the headteacher who is helping to pioneer ways of assessing pupils' mathematical ability through the way they talk about aspects of the subject.

69. Since the previous inspection, above average standards have been maintained, having risen at the same rate as the national improvements. Improvement has been good.

Mathematics across the curriculum

70. This is a strength of the school, especially in the work done with older pupils. There are very good examples of pupils using graphs and calculations in science and in the use of ICT to teach mathematics. The presentation of this work is often very good and contrasts with the untidy appearance of work in many pupils' mathematics books.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Standards are above average across the school. Pupils' achievement is good.
- Teaching and learning are good and lessons are very well planned.
- Leadership is good and developing well.
- The links science forges with other subjects are very good, and beneficial to learning.

Commentary

71. Pupils achieve well in science. Because of this, they reach standards that are above average, both in Year 2 and Year 6. A particular strength is pupils' achievement in investigation and enquiry skills, which is very good, particularly for the oldest pupils in the school.

72. During the inspection, standards of pupils in Year 2 were above average. They were able to sort foods into the main food groups. They made good gains in learning as they discussed their favourite foods, and thought about why they need food to stay alive and which foods were good for them. They were able to identify healthy and non-healthy foods, and group them together quickly and efficiently. Standards of pupils in Year 6 were also above average. They achieved well as they investigated which materials would be best to make the soles of a pair of slippers. They showed very good awareness of fair testing and this led to high quality discussion in which they were able to identify key factors to ensure their tests would be valid. They quickly became engrossed in their work and shared resources with each other very well. Their good achievements are closely linked to the high quality teaching that they receive.

73. Teaching and learning in science are good across the school. They are particularly good in Year 6, where excellent teacher knowledge and skill leads to challenging tasks and high standards. The good teaching is evident in teachers' very good planning and in pupils' books, where very good quality presentation and content indicate good achievement. Particular strengths of teaching are the very good scientific skills of staff and the very good use of resources to keep pupils interested and focused on their tasks. Year 6 pupils, for example, found it difficult to wait for the practical task because they could see the exciting resources available to them. They were very eager to get started and quickly became engrossed, exhibiting good learning.

74. The leadership and management in science are good. The co-ordinator is new, but has made a good start in managing the subject by monitoring teaching and beginning to audit resources. She has a clear overview of provision and of the standards that pupils reach. Good analysis of results highlights strengths and areas for improvement. Assessment procedures are satisfactory overall and give a clear picture of what pupils are achieving on a daily basis. There is, however, too little evidence of assessment being used to predict future achievements.

75. The curriculum for science is good. A major strength is the use of ICT and numeracy to enhance skills and presentation. This leads to some exciting projects in which pupils bring all of these skills together to solve problems, collect data and display results.

76. Improvement since the last inspection in science is good because the above average standards and good provision have been maintained over time.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses:

- Standards at the end of Year 6 are well above average and pupils achieve well.
- Subject leadership is very good and a detailed development plan promotes high achievement.
- Teaching and learning are good overall, and very good with older pupils.
- Links with other subjects are very good.

Commentary

77. It was not possible to observe lessons with Year 1 or 2 pupils but school records show that teachers plan a wide range of learning opportunities for these pupils. Achievement of the younger

pupils is good and standards attained by the end of Year 2 are at least in line with national expectations, with many pupils exceeding these levels. This good achievement continues in Years 3 and 4 and achievement is very good in Years 5 and 6. The skills demonstrated by pupils at the end of Year 6 are well above national expectations. Older pupils have become very proficient in organising themselves and their work in the computer suite. They find and save their work on the computers easily and are able to navigate around a number of different programs, CD-Roms and websites.

78. Teaching is good across the school and very good in Years 5 and 6. This is partly due to improved teacher skills and knowledge. The new computer suite and recent national training of staff have added to teacher enthusiasm and skills. Teachers use the interactive board in the suite effectively, so that all pupils are able to see how different programs are used on a large screen. This in turn gives them confidence to try out new skills and processes themselves. They are keen, and respond immediately to their teachers' instructions.

79. Leadership and management are very good. A very experienced, skilled and committed teacher leads this area of the curriculum. A very sensible and pragmatic approach has been adopted which has enabled all teachers to develop confidence and competence in the use of specific software. This has resulted in pupils making progress consistently as they move through the school. The subject leader has worked very hard to oversee the installation of the new computer suite and to maintain its optimum and effective use. He also sets a very good example to his colleagues by demonstrating the wide range of possibilities presented by the use of computers to enhance pupils' learning.

80. The high standards reported at the time of the last inspection have been maintained and this is in part a result of very good leadership. Improvement has been good.

Information and communication technology across the curriculum

81. The use of ICT in other subjects is very good. Even younger pupils use computers to find out information about different topics and to word-process their own poetry. Year 3 pupils use computers for musical compositions. Years 5 and 6 pupils are able to use computers, not only for research but to produce high quality presentations of their work, including the use of graphs, diagrams and images taken from digital cameras. Year 6 pupils produce animated musical presentations, use formulae and spreadsheets to carry out mathematical investigations and use a program that enables them to combine maps and aerial photographs to study geographical aspects of the local area. Computer controlled model fairground rides are produced in design and technology, and pupils use sensors to carry out experiments with light and sound in science.

HUMANITIES

82. In humanities, religious education is reported in full and four lessons were seen. Work was sampled in history and geography as only one lesson was seen in each subject. It is therefore not possible to form an overall judgement about provision in these two subjects.

83. In **geography**, pupils' work is enlivened by field trips in the local area. Pupils who were seen worked well in groups and showed satisfactory skills when considering the human and physical features of an imaginary village. Planning indicates systematic and satisfactory coverage of the National Curriculum. In **history** there is also thorough coverage of the National Curriculum. The lesson seen was well planned, with good resources, and pupils' interest was stimulated in discussing the fate of each of Henry VIII's wives. Good standards of literacy enable pupils to achieve well when researching historical issues.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses:

- Standards at the end of Year 2 and Year 6 are in line with the expectations of the locally Agreed Syllabus and achievement is satisfactory.
- The arrangements for the leadership of the subject do not effectively promote improvements in achievement.
- There is insufficient attention given to the progression of pupils' learning.

Commentary

84. The high standards reported at the time of the last inspection have not been maintained. Standards at the end of Years 2 and 6 are broadly in line with expectations. Pupils' achievement across the school is satisfactory. During the inspection, Year 6 pupils were observed in discussions about different images of Jesus Christ, and their maturity and positive attitudes promoted sound achievement in the lesson. These older pupils have a satisfactory knowledge of the major world religions.

85. Teaching overall is satisfactory. In good lessons, there are high expectations and very perceptive questioning. Other lessons had less stimulating activities. Pupils demonstrate thoughtful attitudes to their work and levels of knowledge and skills are appropriate for their age.

86. The subject leader is enthusiastic and has worked hard to make sure that the new scheme of work is in place. However, as she is only in school for one day per week it is not possible for her to undertake many of the measures that would lead to improved achievement. Learning opportunities are planned for pupils in accordance with the programme of work provided by the local education authority. It is clear that a number of interesting and stimulating activities are planned for pupils, including visits to churches, listening to the local vicar and even seeing the acting out of a Hindu wedding ceremony. However, there are no consistent assessment procedures in place to ensure that pupils are acquiring understanding and progressively building upon their knowledge and skills.

87. Since the previous inspection, standards have fallen but provision remains effective, so improvement has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

88. One lesson of art and design was seen during the inspection, so no judgement can be made about the quality of provision. Evidence from that lesson, and from the scrutiny of pupils' work and discussions with staff and pupils, shows that a rich range of art activities is planned and taught. Art is often used to support other subjects and enhance presentation as well as learning. For example, pupils in Year 5 combined their art and design skills with their knowledge of the Ancient Egyptians to create good designs for use on two- and three-dimensional work based on a recent visit to the Tutankhamun exhibition. Displays of artwork around the school show that pupils have many opportunities to study the work of artists and designers, and to develop their creative skills in a wide variety of ways.

89. No lessons were seen in design and technology, music and physical education so provision in these subjects is not reported.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area so it cannot be reported. The provision that the school makes in these areas is **good**.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).