

INSPECTION REPORT

KILMINGTON PRIMARY SCHOOL

Axminster, Devon

LEA area: Devon

Unique reference number: 113100

Headteacher: Mr M Bettison

Lead inspector: Mrs A Cogher

Dates of inspection: 13 - 16 October 2003

Inspection number: 256607

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:	5 to 11 years
Gender of pupils:	Mixed
Number on roll:	89
School address:	School Lane Kilmington Axminster Devon
Postcode:	EX13 7RG
Telephone number:	01297 32762
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Martell
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

This is a small, rural school close to the town of Axminster in Devon. Pupils come from the village of Kilmington and the surrounding area. An increasing number of pupils come from Axminster. The number of pupils at the school has increased since the last inspection. Many of these additional pupils have been admitted into the classes for older pupils. The vast majority of pupils are of white British heritage and none require extra support for learning English. Although pupils come from a variety of backgrounds their socio-economic circumstances are average overall. Attainment on entry to the school is broadly average. Sixteen per cent of pupils are on the school's register of special educational needs. This is average. Pupils' special educational needs are very varied. The percentage of pupils with statements of special educational need is in line with the national average. Since September 2003 the school has established a fourth full-time class which at the time of the inspection contained Year 6 pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9712	Jan Barber	Lay inspector	
8864	Peter Clifton	Team inspector	Special educational needs Mathematics Science Geography History Information and communication technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing good value for money. The very good leadership of the headteacher, good management and good teaching ensure all pupils achieve well. Pupils enjoy school. They behave very well and have very positive attitudes to their work. The school has grown significantly in the past five years with many pupils being admitted into the Year 3 to 6 year groups. Standards in Year 2 are above average, and average in Year 6. The school provides a very supportive community with a very positive ethos in which pupils of all abilities can thrive. The school is deservedly popular in its locality.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher and good management and governance.
- Pupils' very good behaviour and attitudes.
- Overall, attainment in writing in Year 5 is below average.
- The use made by pupils of a range of strategies for problem solving in mathematics is limited.
- Curriculum provision is good and pupils receive very good support for their personal, social and health education, and their care and welfare.
- The good quality of teaching, the provision made for pupils with special educational needs and the good achievement of all pupils.
- Assessment information could be used more effectively to set individual pupil targets and provide pupils with greater knowledge and understanding of their learning.
- The use made of information and communication technology (ICT) in other subjects is underdeveloped.
- Links with parents, the community and other schools are very productive.

The school has made good improvement since the last inspection. Standards in English in Years 1 and 2 are now good, although this does reflect the higher ability of these two year-groups. Provision for ICT has improved and children in the reception class are provided with many opportunities for structured play.

STANDARDS ACHIEVED

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

The number of pupils in each year group is small and so caution is needed in interpreting the results in the table above.

Achievement in all year groups is good although standards in each year group reflect the variation in overall ability within each year group. The majority of children in the Foundation Stage reach the expected goals in all areas of learning by the end of their reception year. Standards in Year 2 are above average in reading, writing and mathematics. Standards in English and mathematics are average by the end of Year 6. Standards of writing are below average in Year 5 and throughout the school pupils' problem solving skills are not as good as their other mathematical skills. Standards in science are average across the school. Differences in standards between year groups reflect the overall abilities of these small year groups. A number of pupils who have joined

the school late have lower than average ability. This affects the overall standards at the top of the school.

Pupils' personal development is very good. Their moral and social development is very good, and their spiritual and cultural development is satisfactory. Pupils behave very well, have very good attitudes and show a good sense of responsibility. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a **good quality of education** and the **quality of teaching is good**. This, together with the pupils' very positive attitudes to their work, promotes successful learning. Assessment procedures ensure the school gathers a lot of information about pupils. However, this information is not used as effectively as it could be to inform the target setting process for individual pupils, or to inform pupils about what they need to do next in order to improve. The curriculum is broad and balanced. It is enhanced significantly by the good provision for extra-curricular activities. However, pupils do not have enough chances to use their ICT skills in other subjects. A very strong feature of the school's work is the care and welfare provided for pupils. They are given good guidance, support and advice. The school's partnership with parents is very good. Parents are very supportive of the school and are fully involved in their children's education. The school's partnership with the community is very good, and good use is made of local facilities.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very strong leadership that has successfully steered the school through a period of growing pupil numbers and improvements to the school buildings and site. Management and governance of the school are good. Although new to their roles, co-ordinators are already making a good contribution to school improvement. The governing body carries out its role effectively and has a good overview of the school. Curriculum targets in the school's development plan could be better defined to show the expected outcome in terms of improved standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work of the school and express no significant concerns. The inspection team is very pleased to fully support the positive views expressed by parents. Pupils are also very happy with their school overall. Some pupils expressed through the questionnaire that they did not find lessons fun. However, this was not evident during the inspection as pupils were well motivated in lessons and talked enthusiastically about their work at school. The school actively seeks the views of pupils through the school council and the playground monitors scheme.

IMPROVEMENTS NEEDED

- The most important things the school should do to improve are:
- Raise standards in writing in Year 5.
- Increase the range of strategies used by pupils to solve mathematical problems.
- Make better use of assessment information when setting individual targets for pupils and share this information with pupils.
- Develop the use of ICT across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Standards of the reception year children observed are good. Standards at the end of Year 2 are good in English and mathematics, and satisfactory in science. Standards at the end of Year 6 are satisfactory overall in the core subjects.

Main strengths and weaknesses

- All pupils achieve well in relation to their prior attainment.
- Standards have improved in Year 2 since the last inspection.
- Standards have fallen in Year 6 since the last inspection.
- Standards in Information and communication technology have improved throughout the school and are now broadly satisfactory.
- Pupils have little knowledge of the standard of their work.

Commentary

1. The school has grown since the last inspection. A significant number of pupils are admitted to the school after Year 2, with an increasing number being admitted after Year 4. Year groups remain small. The proportion of pupils in each year group who were admitted to the school after their reception year is variable, and has a significant effect on overall standards. For example, in the current Year 6 nearly half (43 per cent) were admitted after Year 4. This explains why achievement is good throughout the school, even though standards dip in Years 5 and 6. It also makes meaningful interpretation of national data difficult. The school has rightly focused on ensuring that pupils achieve well from the time they are admitted. It is clear from the analysis of pupils' work that the overall ability of each year group varies. Standards in Years 1, 2, 3 and 4 are good overall. They are satisfactory in Years 5 and 6 overall. Pupils of all abilities, including those identified as having special educational needs, achieve well because they receive good support from teachers and teaching assistants. There are no significant differences between the achievements of boys and girls of similar ability.
2. Improvements in assessment have allowed the school to set realistic but challenging targets for groups of children, although individual targets for pupils are not regularly set and reviewed. At times this leads to work being set that does not match the specific learning needs of individual pupils. For example, the standard of spelling for some Year 5 pupils is not as high as it could be were it to be their focus for improvement. Teachers set targets for each year group on an annual basis to take account of pupils that have been admitted during the year. These targets reflect the high expectations for pupils of the headteacher, teachers and teaching assistants. Work is regularly marked and there are examples of good marking in the school that provides pupils with a clear indication about what they have achieved. However, marking is inconsistent and pupils are unclear about what they need to concentrate on in order to improve. Consequently, pupils are unable to take responsibility for raising the standard of their own work and this affects the overall standards of each year group.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.6 (28.8)	27 (27)
Mathematics	24.4 (27.6)	26.7 (26.6)
Science	28.3 (28.2)	28.3 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

3. Data shows standards in 2002 fell in English and mathematics, and remained the same in science. However, when pupils' Year 6 average point scores are compared to those they scored as Year 2 pupils, data shows that their achievement was very good in English and science, and satisfactory in mathematics.
4. An analysis of school data provides good evidence to indicate that the school is succeeding in its efforts to secure good achievement for all pupils. Although unvalidated at the time of the inspection, data for pupils who took the tests in summer 2003 shows that they achieved average point score increases that are above those found in most schools.
5. Achievement of reception age children is good in all six areas of learning. The full-time reception children observed during the inspection were of above average ability overall. Further children are admitted full-time in the spring term. Well-documented assessment information shows that the attainment of reception age children on entry to the school is variable from year to year, but average overall. All children make good progress with the majority meeting the expected goals for their age. A significant number of children exceed the expected goals each year.
6. Pupils in Year 1 are in the same class as the reception children, and the Year 2 pupils are in the same class as the Year 3 pupils. Both Year 1 and Year 2 pupils achieve well. Standards in these year groups are above those expected in speaking and listening, reading, writing and mathematics, and average in science, information and communication technology (ICT) and religious education.
7. Standards in Years 3 to 6 reflect the overall ability of each year group. Standards in Years 3 and 4 are above average in speaking and listening, reading and mathematics. They are average in writing, science, ICT and religious education. Standards in English, mathematics, science, ICT and religious education are average overall in Years 5 and 6, although writing is below average in Year 5 because pupils' spelling is often inaccurate. Reading is above average in Year 6.
8. Throughout the school standards of problem solving are not as well developed as other aspects of mathematics. In addition because ICT is not used to support learning in other subjects pupils have limited opportunities to develop higher level skills.
9. Achievement within lessons for all pupils is consistently good in all classes because teaching is good and pupils' attitudes to learning are very good. Lessons are well managed by teachers and the work planned builds on pupils' previous learning. Teaching assistants are skilled and work very closely with teachers. They make a valuable contribution to the achievement of pupils in all classes. However, pupils have little knowledge of the standard of their work or the next steps they need to take to improve. The school has recognised that work needs to be done in this area to support the raising of standards overall.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is **good**, overall. Attendance is **satisfactory** and punctuality **good**.

Main strengths and weaknesses

- Behaviour in lessons and around the school is very good.
- Staff praise pupils and ensure that many opportunities exist to help build their self-esteem and confidence.
- The school has high expectations of its pupils.
- Social and moral development is very good.
- Attendance monitoring procedures are good.
- Unauthorised absence is minimal.

Commentary

10. Pupils' behaviour is very good, both in classrooms and around the school. They have positive attitudes to work and to school that help them to achieve well as they come to lessons wanting to learn. In most lessons pupils' response is consistently good. They work and play together happily, enjoy each other's company and show high levels of mutual understanding and support. The rare incidents of poor behaviour are dealt with promptly and effectively when they occur. In day-to-day interaction with each other and with adults, pupils are courteous, thoughtful and polite. Relationships between all staff and pupils are friendly and constructive. Staff are good role models for pupils.
11. Children in the reception class settle quickly into school life and grow in confidence and self-esteem. They develop a very good relationship with their teacher and teaching assistants who encourage them to embrace a wide range of subjects and begin to sustain concentration for longer time spans. Throughout each year group most pupils show a progressive enthusiasm and interest in their work and respond well to the learning opportunities provided. Pupils work collaboratively when required and share their ideas. They gain in maturity as they move through the school, as they respond positively to its expectations and strong community ethos.
12. Most pupils are eager to accept responsibilities. Various opportunities are offered including membership of the school council and becoming a playground monitor. Older pupils run the school tuck shop. With minimal adult support they order produce from the local farm shop and deal with the money collected.
13. There have been occasional incidents of bullying, but these are dealt with promptly and effectively. Training involving all staff has ensured a consistent approach to dealing with unacceptable behaviour.
14. Pupils' spiritual development is promoted satisfactorily during religious education lessons. Pupils are sensitive to the feelings and emotions of others and will applaud spontaneously the achievements of their classmates in lessons. However, opportunities are missed, for example in assemblies and during collective worship, to develop pupils' awareness of different beliefs and how these can impact on their lives. The school promotes moral development very strongly. Pupils' positive response to this is evident in the way they respect each other and their environment. The school provides a very safe and secure environment and codes of behaviour are based on fairness. Pupils' social development is very good. Working together and taking responsibility are promoted well throughout the school. For example, the playground monitors scheme, where older pupils look after younger pupils, is used to help to sort out any disputes between pupils and address issues about bullying. Pupils' cultural development is satisfactory. They have a good understanding of their own culture within their community. However, opportunities are missed to raise awareness of others' cultural traditions through subjects such as art and music.

Attendance

The level of attendance for the academic year 2002-2003 is broadly in line with similar schools. Pupils are keen to come to school and unauthorised absence is minimal. The school follows up any concerns over attendance or lateness. Parents are aware of their responsibilities with regard to providing the school with an explanation when their children are absent. Pupils are punctual and the registers are completed in accordance with statutory requirements. The low level of unauthorised absence can be attributed to the support of the parents and the school's good monitoring procedures.

Attendance in the latest complete reporting year 2001/02

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	0.3
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
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
83	0	0
2	0	0
3	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The headteacher provides very strong leadership and the school is well managed. Teaching is good overall with many very good features. The ethos of the school is very good. Very productive links with parents and the community are reflected in the care and welfare of pupils. The school has successfully created an environment in which all pupils can thrive. There are weaknesses in the use of assessment information, some aspects of writing and mathematics, and the use of ICT to support learning in other subjects.

Teaching and learning

The quality of teaching and learning is **good** overall. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers have good subject knowledge and pursue learning opportunities as they arise in lessons.
- Very good use is made of the skilled teaching assistants.
- Teachers manage pupils well and make good use of resources.
- The inclusion of all pupils ensures they achieve well.
- Pupils work well collaboratively and as individuals.
- Assessment information could be used more effectively.
- Pupils' knowledge of their own learning and how they could improve is limited.

Commentary

15. The teaching of children of reception age is consistently good with many very good features. The very productive partnership between the teacher and teaching assistants ensures that these very young children settle very quickly into the well-established daily routines. Care is taken to plan activities that children find interesting and that are well matched to their learning needs in all of the areas of the Foundation Stage curriculum. Consequently they learn quickly

and develop very positive attitudes to learning. In Years 1 to 6 pupils continue to achieve well because teachers plan lessons that successfully build on pupils' previous experiences. Lessons are interesting so pupils' positive attitudes are maintained. As a result, they learn well and their achievement is good.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	14	6	0	0	0

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

16. Teachers have good subject knowledge overall and plan lessons that have clear learning objectives. These objectives are shared with pupils. Teachers are skilled at recognising and using additional learning opportunities as they arise in lessons. These often occur through discussion, when teachers use effective questioning to gauge pupils' understanding, and take their learning forward. For example, teachers regularly check to make sure that pupils understand the vocabulary being used. Because relationships between adults and pupils are very good, pupils respond very positively to the expectation that they will take a full and active part in lessons, and are sufficiently secure not to be concerned if their responses are not correct. Teachers use these situations well by encouraging and valuing the contributions made by pupils of all abilities, and succeed in using them as additional teaching opportunities.
17. Teachers employ a good range of strategies to manage pupils' behaviour in lessons. Throughout the school there is an expectation of high standards of behaviour. All adults consistently reinforce these expectations, both in lessons and at other times of the school day. As a result, the working atmosphere of the school is calm and productive, and fully supports pupils' effective learning.
18. Teaching assistants provide very valuable support for pupils of all abilities. They work closely with the teachers when planning work. This constructive partnership enables them to support pupils effectively. When working with pupils who have identified special educational needs, they are fully aware of the specific support pupils require and carry out activities that help pupils meet their individual targets.
19. Pupils are provided with many opportunities to work together. They often work in pairs and small groups to complete tasks. They share information and check each other's work. This mature approach to learning was clearly evident in a lesson where Year 2 and 3 pupils checked each other's spellings and shared strategies for remembering how to spell words. For example, the word "out" is in the middle of the word "shouted". When teachers employ teaching strategies such as these, pupils' learning is very good. When working alone, pupils focus well on the task in hand and produce a good amount of work.
20. Teachers give good demonstrations in lessons so pupils understand clearly what they are expected to do. They use a good variety of resources to motivate and interest pupils.
21. Homework is used well throughout the school to support and extend pupils' learning. It is regularly set and carefully organised to complement the work pupils complete in lessons. Pupils take their homework seriously and parents are supportive of the school's efforts in this area. Consequently homework enhances pupils learning overall, and ensures pupils develop positive work habits.
22. Assessment of reception age children is good because the teacher and teaching assistant regularly record what children can and cannot do. They use this information well to guide the planning of future lessons to ensure that the activities closely match children's learning needs.

In Years 1 to 6 assessment is satisfactory. The school has good procedures for gathering information about pupils and uses this information well to identify whole school issues and to set targets for year groups and groups of pupils. However, the practice of setting targets for individual pupils is inconsistent and underdeveloped. Targets that are set are not specific enough, or reviewed often enough to ensure they effectively support all pupils' learning. Targets set for pupils with identified special educational needs are tightly focused on what pupils need to learn next and as a result do fully support their learning. Overall, pupils have limited knowledge of their own learning because assessment information is not sufficiently shared with them. As a result, pupils are not clear about what they need to learn next. Teachers throughout the school mark pupils' work regularly. The school is currently investigating the benefits of a style of marking that encourages pupils to respond to their teachers' comments. Where these procedures are used, pupils are beginning to develop a greater understanding of their strengths, and what they need to do next to improve.

The curriculum

The overall quality of the curriculum is **good**. It meets statutory requirements and provides very well for the personal, social and health education needs of pupils. Enrichment of the curriculum through clubs, visits and special events is **good**. Accommodation and resources provided to support learning are **good**.

Main strengths and weaknesses

- The curriculum is well organised.
- Provision for pupils with special educational needs is good.
- The personal, social and health education programme is very good.
- Support for learning outside the school day through after-school clubs is good.
- The new ICT suite and outdoor play area are very good.
- Links between subjects are not fully explored and the use of ICT across the curriculum is underdeveloped.

Commentary

23. The school plans the curriculum carefully to meet the requirements of the Foundation Stage curriculum and all National Curriculum subjects. The national literacy and numeracy strategies are adapted appropriately to meet the needs of pupils in mixed-age classes. A two-year cycle of topics provides pupils with the opportunities to learn the expected knowledge and skills in other subject areas. Year 6 pupils are planned for separately, as they are in a class of their own. Some effective links are made between subjects, such as history and English. However, these links are not systematically planned for and as a result some valuable opportunities to broaden pupils' learning are missed. This is particularly true of the use of ICT although opportunities to develop pupils' literacy and numeracy skills through other subjects are also underdeveloped.
24. Provision for special educational needs is good. It is well led by a knowledgeable co-ordinator who is strongly committed to the inclusion of all pupils. There are clear, well-written, and up-to-date education plans that describe pupils' specific needs and how these can be met. Regular meetings with the co-ordinator are used to discuss pupils' progress and future targets. The provision is secure because of the good links with staff and the effective work of teaching assistants in the classroom who support the needs of individual pupils well.
25. Pupils' personal, social and health education needs are very well supported through dedicated lessons. In addition, pupils are given many opportunities to develop their own personal skills through accepting responsibilities. For example, older pupils run the healthy eating tuck shop, and pupils apply for the posts of playground monitors. Pupils' views are taken into account through the school council, which helps pupils to feel they have made a real contribution to the work of the school. Teachers support pupils well as they gain independence and learn to

- interact with others. In discussions with pupils it is evident that they are able to accept that they are not all the same, and that some pupils need additional support.
26. The very good range of after-school clubs are well supported by pupils. School staff, volunteers and experts share their skills with the pupils. These clubs are run effectively and pupils clearly enjoy them. The circus club enables the pupils to develop a range of skills from spinning plates to riding a unicycle. Reading and ICT clubs provide additional opportunities for pupils to enjoy reading a wide range of texts with an adult, and make use of the Internet. In addition to this there are regular planned visits out of school, and visitors regularly come to the school. Most recently, an artist visited to work with pupils in Years 4 and 5.
27. The available accommodation on site is used well. In addition to this, the school has use of local facilities such as the village hall for physical education. Together these provide good, clean and well-kept accommodation. Recent good quality improvements to the school's facilities that fully support teaching and learning include an outdoor play area, the establishment of a teaching space for Year 6 pupils and an ICT suite. Use of the ICT suite is making a good contribution to standards in the subject. However, planning to ensure pupils make use of their ICT skills to support their learning in other subjects is not sufficiently developed. Resources are good overall, and there are a good number of well-qualified staff to support pupils' learning.

Care, guidance and support

Procedures for the care, welfare, health and safety of pupils are **very good**. The school provides pupils with **good** support, advice and guidance and involves them **well** in its work and development.

Main strengths and weaknesses

- The care given to pupils ensures they feel secure and work hard.
- Staff are very good role models for pupils.
- The school monitors how well pupils are doing against the targets set for year groups very carefully, but does not focus sufficiently on supporting individual pupils' achievement.

Commentary

28. The school provides effective support, advice and guidance for all its pupils. This is informed by good monitoring of their personal development, behaviour and attendance. Records of pupils' academic progress over time are good. However, the use of individual short-term targets to support pupil achievement is underdeveloped. Records for pupils with special educational needs enable progress to be monitored closely. This good provision makes a strong contribution to the educational standards achieved.
29. There are very good features in the way pupils' well-being, general care and safety are promoted in the school. Pupils are well supported by the ethos of the school and the very caring approach of all staff. Pupils spoke very positively about the care they received from all members of staff. They told inspectors how happy they were at school and it is evident that this had a beneficial effect on their progress. All pupils felt that there was at least one, and in many cases several, adults whom they could speak to if there was a problem. At break times pupils buy wholesome snacks from the school tuck shop. The school recently received a Healthy Schools' Award that was in part due to this provision. Pupils are encouraged to drink water regularly to aid their concentration in lessons.
30. Children in the reception class are well supported by the very good induction programme. Children are integrated gradually spending two afternoons a week in the school for the term prior to being admitted. The reception teacher also visits children in their own homes to facilitate the move from playgroup to main school. Good liaison between the local playgroup and the school ensures a smooth transition with sharing of information about both social and academic matters.

31. Pupils' views are regularly taken into account via the school council and questionnaires. There is a suggestion box and any useful ideas are taken on board. Pupils were actively involved with the design of the new playground. Pupils may apply to become playground monitors. This involves writing a letter of application and going through an interview process. Those who are successful wear a coloured band and are responsible for the playground equipment and for ensuring pupils are supported at playtimes when necessary.
32. Procedures for child protection and health and safety checks are very good. The headteacher undertakes the liaison required for child protection. He is trained and well informed, and guidance documentation exists for all staff. All staff know their responsibilities in this area and any incident is managed in accordance with the county procedures. Arrangements for health and safety are effective. Good first aid and medical procedures are supportive of pupils' well-being in all situations.

Partnership with parents, other schools and the community

Communication between parents and the school are **very good** and parents think very highly of the school. The school has **very good** links with the local community. There are **very positive** links with secondary schools ensuring a smooth transition when pupils transfer.

Main strengths and weaknesses

- Procedures to ensure the satisfaction of parents are excellent.
- The information given to parents is very good.
- Involvement in the local community is very good.
- The parent, teacher and friends' association (PTFA) is very supportive of the school.
- Links with the local playgroup, secondary schools and other schools in the area are very productive.

Commentary

33. Parents and the school work closely together to meet the educational needs of their children. There is a comprehensive sharing of information and the school is justifiably proud of its excellent relationship with parents and carers. The school emphasises the importance of working with parents and encouraging them to participate in their children's education. The homework notebooks are a useful way of involving parents in their children's work. Parents are consulted extensively and their opinions are taken into account. Any complaints are resolved promptly.
34. Very effective induction procedures are well-established and parents are kept well-informed about their children's progress and the life of the school through regular reports, meetings and newsletters. Parents appreciate the useful information about the school. The parents' information book, and the many informative induction booklets issued to the children who start in the reception class, provide parents with useful information about how they can support their child's learning at home. The reception teacher visits children's homes prior to them starting school to encourage mutual understanding of the education process. The parents are aware of their responsibilities and those of their children when they sign the home-school-child agreement.
35. The school plays an active part in the life of the village and local community through the contribution it makes to village celebrations and events. The village hall is used regularly by the school for PE lessons and staging events, such as exhibitions of children's work. The school is also fortunate in being able to use the local playing field. Good use is made of local resources; for example, the nearby educational resource of Weycroft Hall, where pupils experience Tudor banquet and what it was like to be an evacuee during World War II. The school makes full use of outside agencies available, including the library service, police liaison and the school nurse.

36. Links that have been established with parents and the community benefit the pupils and make a positive contribution to the standards pupils' reach and their achievements. Procedures to ensure parental satisfaction with the school are excellent. Parents were exceptionally positive in their response to the questionnaire and at the parents' meeting prior to the inspection.
37. The flourishing PTFA raises substantial sums of money for school projects. The PTFA recently won a 'Good Practice Award' for its involvement with the computer suite and the new playground. A combined effort from sponsorship by local businesses and the PTFA has resulted in educational facilities to be proud of. Several parents and members of the community help in the classrooms on a regular basis and others help occasionally for specific events, for example school trips.
38. Exchange visits with local secondary schools for both teachers and pupils ensure a smooth transition into Year 7. The transfer of information on pupils moving to secondary schools is efficient and aided by all the secondary and primary schools in the area being members of the Axe Valley Academic Council which meets regularly. The schools are involved in joint sports days, workshops and social events.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the headteacher is **very good**. Management is **good**. Governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school.
- The governing body is effective and governors fully support the work of the school.
- Governors and staff show a strong commitment to inclusion and concern for the individual needs of the pupils.
- A very effective staff team ensures that the school is well managed.

Commentary

39. The headteacher provides very good leadership and is well supported by all other staff in the school. All staff work hard and are committed to improvement. The headteacher is very clear about the priorities for the future and is committed to joint decision making. He has worked effectively to empower co-ordinators to take on responsibilities, has fostered very strong links with parents and enjoys the full and productive support of the governing body.
40. The headteacher monitors the teaching of all staff. Co-ordinators also monitor his teaching. In addition to this, teachers' planning, pupils' work and their test results are analysed as part of the school's self-evaluation process. This leads to action. For example, current monitoring, that focused on the quality of pupils' written work, has identified this as an area in need of further improvement. Monitoring procedures have also enabled the school to identify strengths in practical science and weaknesses in problem solving in mathematics. The school is actively working on ways to address the weaker aspects of its provision through the school development plan.
41. The governing body has a good understanding of the strengths of the school. They rightly identify provision for special educational needs and a very caring ethos as strengths of the school. They visit the school on a regular basis and use the information to ask appropriate questions and take decisions, which are in the best interests of the pupils. Governors are very accessible to parents and work well with them. Together with the headteacher, they have successfully promoted strong links with the local community. Governors are strongly committed to inclusion. One governor stated; 'we want all the pupils to leave (the school) having enjoyed their education and having achieved as well as they can.' The school succeeds in promoting these aspirations in all its work.

42. All staff work well together and are very supportive of each other. They use each other's strengths to guide their work in the interests of the pupils. For example, they hold regular formal and informal meetings with the co-ordinator for special educational needs to discuss provision and progress of individual pupils.
43. Financial decisions are based on the priorities within the school development plan. Best value principles are applied to the decision-making processes. The development of the new ICT suite and playground are examples of governors, staff and parents working very effectively together to achieve improved facilities for the pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	265,120
Total expenditure	247,850
Expenditure per pupil	2,665

Balances (£)	
Balance from previous year	12,535
Balance carried forward to the next	17,270

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The attainment of children admitted to the reception class is broadly average year on year. At the time of the inspection four full-time children were in the reception class. Their attainment is above average. Teaching is good overall with some very good features that ensure children learn quickly. The skilled and knowledgeable teaching assistants work very closely with the teacher and make a significant contribution to children's learning.

Leadership and management of this area of the school's work are good. Lesson planning and assessment procedures are good because the teacher has a thorough knowledge and understanding of the needs of this age group. Very good links with the local pre-school group and parents ensure that children settle into school very quickly and their learning is well supported. Homework that is appropriate for these young children is used well to support their learning. Improvement since the last inspection has been good. A very stimulating outdoor play area has recently been completed and children are provided with many opportunities for structured play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Adults have high expectations of children's behaviour and provide good role models.
- Activities in the classroom and outdoor area are well supported by adults.
- Activities encourage children to work together and develop very positive relationships.
- Adults and the classroom environment support children's independence.

Commentary

44. Children achieve well and many exceed the expected goals by the end of their reception year. Teaching is good. Children are keen to become involved in activities and most have well-developed skills in this area of learning. When playing together children co-operate, share and take turns. On occasions, when children find this difficult they are well supported by adults and as a result disputes are rare and short lived. This was evident when children were playing "pirates" in the outdoor play area. The consistent approach to the management of children's behaviour, and the high expectations of the teacher and teaching assistants ensure children remain focused on tasks, and achieve well. The over-enthusiasm of some children does not interfere with children's learning because it is managed sensitively but firmly. Relationships are very good. Children trust adults and respond positively to their suggestions. They are increasingly able to do things independently of an adult because the classroom is organised in such a way as to make activities and materials accessible to them.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children's development is assessed regularly and the information is used well to plan activities that will take children's learning forward.
- Children are given many opportunities to develop their speaking and listening skills.
- Reading and writing are taught very well.
- Parents are provided with very good information and support their children well.

Commentary

45. Children's standards are above those expected and they achieve well because teaching is very good. Frequent assessments completed by the teacher and teaching assistant provides valuable information that is used well to plan activities that clearly focus on what children need to learn next. Children regularly join older pupils to listen to stories and read books. They are enthusiastic readers and are well supported by their parents who receive very good information about how they can help their child at home. Children's speaking and listening skills develop well because adults provide very good role models and are highly skilled at asking questions that make children think carefully before they speak. All children's responses are valued and they are given the time and help they need to organise their thoughts and articulate their answers. Many opportunities are provided for children to write. Well-structured teaching ensures children learn about letters and the sounds they make. They are encouraged to use what they know when writing and receive much praise for their efforts. They become confident independent writers who attempt to spell many words for themselves.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Planning and assessment in mathematics are very good.
- There is an emphasis on practical activities.
- Questioning by adults is very good.
- Resources are used very well.

Commentary

46. Children achieve well and reach standards above those expected. Teaching is very good. Activities are very well planned and assessment is used very effectively to ensure children's learning builds successfully on what they already know and can do. Teachers are very skilled at asking questions that challenge children to think carefully, and use the knowledge and understanding they already have to solve problems. Children have a good understanding of the value of numbers and can recognise, match and order numbers to ten. They recognise simple two-dimensional shapes and use simple mathematical language such as tall and short. Many opportunities are provided for children to work with a variety of practical resources to support their understanding in mathematics. Homework is used effectively to support children's understanding in mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The quality of discussion between the teacher and children is good.
- Children find the practical activities interesting.
- Resources are used well.

Commentary

47. Teaching in this area is good and as a result children achieve well and reach a good standard. Children take part in practical activities that are well planned and firmly based on children's own experiences. The teacher is skilled at maintaining good quality conversations with children that challenge them to think carefully and give reasons for their decisions. For example, a toy made of plastic could not have belonged to Grandad because plastic was not

invented when he was a boy. Children achieve well because they are encouraged to look carefully at, and handle real objects. They confidently use a computer program to create pictures and have access to everyday technology such as tape-recorders.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use is made of the school playground and community facilities.
- Activities to support children's control over their bodies are good.

Commentary

48. Standards are good, and children achieve well because the resources available are used well and often. Teaching is good and securely based on a clear knowledge of what children can already do, and the sort of activity that they will find interesting. As a result children are well motivated and work hard. They have fun during keep-fit sessions on the playground and develop a good awareness of space and others. They understand the effect of exercise on their bodies and know why it is important to warm up their body before taking exercise. When working with older pupils during PE lessons in the village hall, they concentrate well, work co-operatively and follow instructions carefully. Children handle small objects including pencils and paintbrushes with increasing skill.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Activities are very practical and encourage children to use their imagination.
- Role-play is well supported by adults.
- Resources and displays provide opportunities for children to explore a range of materials.

Commentary

49. Teaching is good and children achieve well and reach a good standard in this area because they are encouraged to explore their environment. For example, the "Seashore" display invites children to handle objects such as shells and pebbles. They compare and contrast their textures, shapes and sizes. They use a variety of materials including natural objects to create collages. Regular musical opportunities enable children to experiment with instruments and to sing a variety of songs and rhymes. Teaching assistants make a valuable contribution to children's learning in the role-play areas. They encourage children to play together and take on the role of characters. Throughout their work in this and all other areas of learning children are helped by adults to express and communicate their ideas and feelings. Their views are always respected and valued which encourages children to think creatively.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good.
- Standards in reading are good overall.
- All pupils achieve well.
- Pupils work hard in lessons.
- The quality of some pupils' writing requires improvement.
- Assessment information is not used effectively to support the raising of standards.

Commentary

50. Throughout the school staff work hard to ensure that pupils have many opportunities to develop their skills in speaking and listening. Standards are average overall but are variable within and between year groups. They are above average in Years 1, 2, 3 and 4, and average in Years 5 and 6. These variations reflect the overall ability in each year group. Adults provide good role models for pupils as they listen carefully, and engage them in conversation, in lessons and at other times during the school day. Pupils' responses are valued. Discussions are a regular feature of lessons in all subjects and pupils of all abilities are encouraged to articulate their ideas and opinions. They are given ample time to organise their thoughts and encouraged to use subject specific vocabulary where appropriate. Drama is used effectively to support pupils' developing skills in speaking and listening. For example, after performing a play about Henry VIII pupils talked enthusiastically and knowledgeably about his life. Pupils achieve well and become confident speakers who enjoy conversing with each other and adults.
51. Reading standards are good at the end of Year 2 and Year 6. The school successfully promotes reading as an enjoyable activity and as a result pupils of all abilities achieve well. Pupils are given many opportunities to read a wide range of books both in and out of lessons. They develop into fluent expressive readers who are keen to express their opinions about the books they like to read. Teachers ensure that pupils learn and use a variety of strategies to try out unfamiliar words. In lessons teachers and teaching assistants provide good support for pupils that focuses clearly on what pupils need to learn next. Pupils' enjoyment of reading was very evident during the whole school paired reading time. A very productive and purposeful atmosphere was apparent as pupils worked in pairs to share and appreciated a good range of reading material. Parents support their children well by listening to them read at home, and many also take their children to the local library. The extra-curricular "Literacy Club" is well attended by many pupils and serves to further promote reading for fun. Pupils are able to locate information in a library, but the use of ICT to support pupils' research skills is underdeveloped.
52. Standards in writing are good in Year 2 and average in Year 6. Pupils of all abilities in all year groups achieve well because they work hard and they receive good support from teachers and teaching assistants. However, their achievement could be improved by closer targeting to identify individual pupils needs. Most pupils structure their writing well and pupils of higher ability use a good range of interesting and appropriate vocabulary. However, the writing of pupils of average and below average ability often lacks the use of exciting and descriptive vocabulary necessary to fully engage the interest of the reader. In addition, common errors in spelling, punctuation and the way sentences are organised lead to standards in writing for some pupils that are not as high as they could be. This is particularly evident in Year 5 where overall the standard of pupils' writing, and in particular the standard of their spelling is below that expected for pupils of their age. Although spelling is taught systematically through the school, too little attention is paid to the individual needs of pupils. Some are yet to become

confident in the use of basic spelling rules, nor do they have a good grasp of common letter combinations. Consequently they will write words such as “bit” instead of “bite”, and “wen” instead of “when”. Where pupils’ writing is promoted through other subjects they gain valuable practice in using their skills in, for example, report writing. A good example of this was observed in the Year 4 and 5 class where pupils wrote a report about Henry VIII for a newspaper or radio programme. Pupils’ enthusiasm for the subject motivated them to produce a good amount of work that fully supported the aims of the English lesson. Pupils’ handwriting is satisfactory overall, and most pupils take care to produce work that is well presented.

53. Teaching in lessons is consistently good because teachers have good subject knowledge and plan lessons that are interesting, well structured and efficiently managed. Consequently pupils develop good attitudes in English and behave very well. Teaching assistants work very closely with teachers to support pupils and make a significant contribution to pupils’ learning. Pupils who have identified special educational needs are well supported through individual work programmes. These strengths are reflected in the good achievement of all pupils. Pupils’ learning is very good when teachers actively engage pupils in a combination of activity, discussion and evaluation. This was clearly demonstrated in the Year 2 and 3 class where pupils shared strategies for spelling. There is some overuse of pre-prepared worksheets. Where these are used, pupils’ learning is limited as they have little opportunity to learn from either their teacher, or each other. Regular assessments provide teachers with the information they need to set realistic but challenging targets for each year group and groups of pupils. However, better use of this information could be made to target pupils’ individual specific needs, and to provide pupils with information about their learning. Pupils are not clear about what they have achieved, or what they need to do next. In one class a system of marking is being used that provides pupils with feedback about the standard of their work and encourages them to respond. This is having a beneficial effect in that these pupils have a greater understanding of their own strengths and a clearer idea about what they need to work on to improve further.
54. Homework is set regularly. It is carefully organised to ensure it supports the work pupils complete in lessons. The use of ICT to support pupils’ learning in English is limited.
55. The leadership and management of English are good. The co-ordinator is knowledgeable and enthusiastic and has a clear view of the strengths and needs in the subject. Lessons have been observed and pupils’ work and test results analysed. She has the information necessary to plan for improvement in the subject and is aware of the need to use assessment information in a more focused way to raise standards by addressing the specific needs of pupils. Resources are good and used well in lessons.

Language and literacy across the curriculum.

56. Speaking and listening skills are developed well in all subjects as discussions are a regular feature of lessons and subject specific vocabulary is taught well. Reading is also promoted well in all subjects. Writing in other subjects is promoted, but the school has yet to identify the opportunities to do so in a systematic way by clearly identifying them on its curriculum plans.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Attainment in Years 1 to 4 is above average.
- Teaching is good throughout the school and of very high quality in Year 1.
- There is very good pupil involvement in lessons.
- Problem solving is insufficiently developed.
- Pupils are insufficiently aware of their own strengths and weaknesses.

Commentary

57. Current standards are above average in Years 1 to 4, and average in Years 5 and 6. In Year 2, pupils' understanding of number and the properties of two-dimensional shape is particularly strong. There is significant variation in attainment in other year groups. All year groups are small. Overall, pupils throughout the school achieve well and make good progress.
58. The quality of teaching is good. Teaching of the youngest children is of a very high quality and this gives them a very good start. Very good strategies are used for developing an understanding of number. Year 1 pupils count forwards and back with confidence. Their recognition of written number is developed very well through interactive games led by the teacher which the pupils greatly enjoy. High quality questioning provides the basis for in-depth discussions during which the pupils speak with confidence and listen to each other carefully. Pupils show very good independence in their learning when working without an adult.
59. Good teaching then continues through the rest of the school although standards in Years 5 and 6 do not appear to reflect this. The ability of many pupils in these year groups is below that of pupils in Years 3 and 4. The good teaching they receive enables all pupils to achieve well from their individual starting points. This results in average standards overall for these year groups. Teachers have good pupil management skills and pupils' independence is developed appropriately. Teaching assistants provide very good support especially for pupils with special educational needs. Skilled questioning by the teachers enables the pupils to explain what they understand. Pupils are very keen to contribute in lessons; they behave very well and always respect each other's views.
60. The sample of pupils' work seen and lesson observations show that pupils' skills in solving problems are underdeveloped. In one lesson, the pupils spent too much time trying to calculate answers rather than exploring different methods for solving the problem and then making decisions about which worked the best. Mental strategies and informal jottings to support these are insufficiently encouraged or used, as are calculators. There is a tendency for worksheets to be overused. As a result, opportunities for pupils to take responsibility for generating their own work and making their own decisions are sometimes limited.
61. Marking in books is thorough but seldom provides pupils with guidance to support further learning or information which can be used by pupils to gauge how well they are doing. Therefore, the pupils are not sufficiently clear about what they need to do to improve.
62. The school has carried out an effective analysis of pupils' work in their books and test results. The need to develop problem-solving skills has correctly been identified as an area for improvement and is already included in the school's development plan.

Mathematics across the curriculum

63. The use of number across the curriculum is satisfactory. Data handling is suitably developed in Years 1 to 4. However, the drawing of line graphs, using data from different areas of the curriculum, are rare. ICT is not yet used sufficiently as a tool to support the subject, although recent developments are encouraging.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good throughout the school.
- Learning through scientific investigation is a strong feature of lessons.
- Pupils are very enthusiastic and work well together.

- Writing is not sufficiently promoted through science.
- The use made of ICT is limited.

Commentary

64. Standards are broadly average in Year 2 and Year 6, with strengths in scientific investigation. Year 3 pupils have good planning skills. They can ask questions that can be investigated and plan a fair test deciding what to measure. Similarly, Year 4 pupils also have good investigative skills. They observe and measure carefully and collect results systematically. Year 6 pupils investigate electricity flow in circuits. They plan effectively but do not have the background knowledge to explain their results.
65. Good teaching begins in Year 1. Pupils confidently find out about how to make different types of sound. They talk about what they have found out using a good range of vocabulary. They co-operate with each other and work independently. Teaching of older pupils is similarly good. Well-constructed lessons which give emphasis to a 'hands on' approach to science enable Year 2 and 3 pupils to make good progress in predicting and testing how the height of a ramp can affect the distance a car can travel. Year 4 and 5 pupils are beginning to link ideas about friction to different tread patterns on shoes. Teaching assistants are deployed effectively to support pupils with special educational needs and this enables these pupils to learn as well as others in their class.
66. Pupils' enthusiasm for science is very apparent. They work together well and respect each other's views and ideas. Behaviour is very good. The pupils have a curiosity about the world around them and are eager to develop their understanding. The work they do is marked and corrected but there are seldom comments which enable them to develop a greater understanding of the subject, or understand what they need to do to improve. They do not have specific knowledge of their own strengths and weaknesses.
67. The sample of pupils' work seen and lesson observations show that expectations about what pupils write are too low. The range of writing in the sample is too limited and sometimes worksheets are used unnecessarily. Some recording skills are developed well; for example, the drawing of bar graphs to provide a visual presentation of results. However, the drawing of line graphs using results generated by the pupils is rare.
68. Overall, leadership and management of the subject are good. The co-ordinator has identified the need to monitor lessons on a formal basis to assess standards in teaching and learning. The use of ICT to support pupils' learning in science is currently under-developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in Information and Communication Technology is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the last inspection and are broadly in line with national expectations.
- A new, high quality computer suite is supporting rapidly rising standards.
- Plans for further development of the provision are in place.
- There are gaps in pupils' knowledge and understanding in Years 3 to 6.
- Further staff training is required.
- The use of ICT in other subjects is underdeveloped.

Commentary

69. The school has recently made a major investment in ICT through the development of a new computer suite. The suite has been well planned and utilises all of the space currently available

in the school. Since opening, the suite has been well used by all classes and has led to a very significant increase in the use of computers by pupils who are rapidly gaining in confidence in the use of the Internet and available software. Given the size of the school, this development is very significant. It has come about because of the determination of school staff, governors and parents.

70. Standards overall are broadly in line with national expectations. Pupils' achievement is satisfactory and improving as they have more opportunities to work with ICT. In Year 2, pupils' basic skills are developing well. They can import pictures and add text to make simple speech bubbles. Year 6 pupils are clear that they have made good progress in the use of the Internet and that ICT is now beginning to help their learning in English and mathematics.
71. The quality of teaching observed during the inspection was satisfactory. Pupils are enthusiastic and well behaved. Teaching assistants provide good support in lessons. Demonstration by the teacher is carried out using the small screens on the workstation and these are difficult for pupils to see clearly. This inhibits the learning of some pupils. The school has already taken steps improve this. Some tasks set are too narrow and over-directed by the teacher and do not give adequate scope for pupils to explore programmes or to develop their own ideas.
72. The co-ordinator has planned well for the use of the new resources. Additional software is being introduced into each of the units of work and monitoring of the teaching has identified the need for further training for staff to improve their subject knowledge. The planned provision will address the current gaps in pupils' knowledge and understanding such as data collection and analysis, and improve the use of ICT in all curriculum areas. An after-school computer club is well attended and is providing a good opportunity for pupils to further their skills. Overall, provision in the subject is judged to be secure and progress since the previous inspection good because of the significant improvements in the facilities and staff expertise.

Information and communication technology across the curriculum

73. Samples of work seen in books and on display, show a limited, but improving use of ICT in other subjects. However, planning for the use of ICT does not feature consistently in lessons and opportunities are currently being missed to develop pupils' learning.

HUMANITIES

74. Religious Education was inspected separately. Two lessons were observed and pupils' work scrutinised. Work in geography was sampled, and no judgement can be made about provision. In history, samples of pupils' work and a short lesson observed form the basis of judgements made.
75. There was insufficient evidence to form a judgement about provision in **history**. The sample of work indicates that standards in history are average in Years 2 and 6. In the lesson seen pupils behaved very well and were enthusiastic about the study of Henry VIII. They had a secure knowledge of the events in his life, and what it was like to live during Tudor times. An imaginative tape recording made by a few the pupils, 'reported' the beheading of Anne Boleyn. This illustrated the lively and interesting approach to teaching and learning in the subject.
76. Planning for **geography** ensures all aspects of the subject are given sufficient coverage. Good use is made of the local area to provide pupils with first-hand experiences to support their learning in geography. For example, their knowledge and understanding of rivers is enhanced through their study of the Rivers Axe and Yarty which flow close to the school. Pupils are confident in the use of maps and can identify significant geographical features.

Religious education

Provision in Religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' knowledge of religion is good.
- Learning from religion is underdeveloped.

Commentary

77. Standards are satisfactory and meet the requirements of the locally agreed syllabus. Pupils' achievement is satisfactory. Pupils' work shows that they have a good knowledge of different religions. For example, Year 4 pupils effectively compare Christianity with Hinduism and write in some detail about the beliefs, important artefacts and worship in Judaism. In the study of Christianity, they show understanding of the consequences of actions such as the temptation, faced by Adam and Eve in the garden of Eden.
78. Teaching is satisfactory overall with good features. Good teaching occurs when the discussions held challenge pupils to think, and debate their ideas. For example, when learning about the Jewish festival of Sukkot, pupils in Year 1 discussed whether they have enough food or not. Pupils talk about their ideas confidently. They are interested and behave very well. In Year 6, the pupils study 'Divali' and the story of Rama and Sita, gaining much from the discussions held. Resources are well used and teachers' good subject knowledge ensures the many questions asked by pupils are answered.
79. The co-ordinator has identified the need to strengthen the spiritual aspect of the subject and how faith influences peoples lives. Resources to support learning in the subject are good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. There was not enough evidence to make overall judgements on provision in the subjects of art, design and technology, music and physical education. No lessons were observed in these subjects. However, discussions were held with co-ordinators and pupils, and documents and pupils' work was studied.
81. The **art and design** co-ordinator is knowledgeable and has worked hard to raise the profile of art through large-scale whole-school projects, such as the mural painting on the school's newly renovated building. Visiting artists make a valuable contribution to pupils' experiences in art. This was particularly evident in the enthusiasm expressed by pupils for the work of "Kev" a visiting comic strip artist. Pupils enjoy their art lessons and have regular opportunities to work on group projects. They work with a range of materials and tools. Some links are made to other subjects although these are not extensive. Sketchbooks are used satisfactorily by pupils to record and refine their ideas. Resources are satisfactory. The use of ICT to support art is underdeveloped, as is the appreciation and evaluation of artists' work from different cultures and periods in history.
82. **Design and technology** is often linked to work in art. Teachers' planning is based securely on the school's scheme of work and regular evaluations of the topics covered are made. Pupils' work is supported through the use of design sheets that provide guidance on each step of the designing and making process. Pupils talk confidently about the properties of materials and how they are suited for different purposes. Links to other subjects including ICT are not fully pursued. Whole-school projects make a good contribution to pupils' learning. The co-ordinator has a clear understanding of the subject and what needs to be improved. She provides valuable support for her colleagues. Resources are satisfactory.

83. Throughout the school **music** is taught by the co-ordinator. There are recorder clubs as well as peripatetic music tuition for brass, woodwind and string instruments. These additional activities were observed. Many pupils take advantage of this additional provision and achieve well in learning to play an instrument. Evidence from assemblies indicates that pupils' singing is satisfactory overall. Pupils enjoy music. Opportunities for pupils to listen to, appreciate and evaluate different kinds of music are limited. Pupils compose their own music and have some experience of evaluating their own work. The subject is well led and managed, and resources are good.
84. Discussions with pupils clearly show their enjoyment of **physical education** activities. The school has no hall, but makes very good use of local community facilities that are very close to the school. These include a large well maintained field and good quality village hall. Pupils learn to swim at the local pool in Axminster and as these lessons take place at the end of the day minimal time is lost due to travelling. School information shows that standards in swimming are good. Resources are good. Teachers plan carefully to ensure all aspects of the PE curriculum receive appropriate coverage. Years 4 to 6 are taught together to make best use of the available space and teachers' time and expertise. A residential visit for all pupils in Years 3 to 6 is organised every two years, and activity days are organised for the intervening year. This provision provides pupils with additional outdoor pursuits experience. Extra-curricular activities give pupils many opportunities for further enjoyment in physical education activity. Football, netball, and rounders clubs are a regular feature of the school's additional provision, and the school is involved in inter-school competitions. The circus skills club provides an unusual opportunity for pupils to develop their co-ordination and physical skills further. The subject is well led and managed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Insufficient evidence was gathered from dedicated lessons to make an overall judgement on provision in this area. However, it is evident from the way pupils are managed in all lessons and around the school, and from discussions with pupils and teachers, that the personal, social and health education needs of pupils are strongly promoted throughout the school. Year 4 and 5 pupils know about the 'healthy food award' and say that this has promoted their knowledge and understanding about healthy foods. The school successfully fosters the social and emotional well being of each pupil. There are regular opportunities in lessons for pupils to express their feelings in a safe and secure environment. Teachers are skilled in managing these sessions that reflect the strong school ethos of valuing all pupils for 'who and what they are'. There are examples of pupils being given responsibility to develop their own skills and understanding. For example, pupils organise the healthy eating tuck shop, and the well-established school council. Pupils who are appointed to the positions of playground monitors receive regular training to enable them to support other pupils.

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