

INSPECTION REPORT

MEAVY CHURCH OF ENGLAND PRIMARY SCHOOL

Meavy, Yelverton

LEA area: Devon

Unique reference number: 113480

Headteacher: Mrs. M. Williamson

Lead inspector: Mrs. J. Cousins

Dates of inspection: 26 – 28 January 2004

Inspection number: 256885

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:	Voluntary Aided School
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	96
School address:	Meavy Yelverton Devon
Postcode:	PL20 6PJ
Telephone number:	01822 853270
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Appropriate authority:	Governing Body
Name of chair of governors:	Capt. D. Tall OBE RN (Rtd.)
Date of previous inspection:	23 March 1998

CHARACTERISTICS OF THE SCHOOL

Meavy Church of England Primary School is a small village school which serves an area of rural Dartmoor near Plymouth. It is a valued part of the community. Some pupils live in rented homes, but many live in privately owned homes. A below average number of pupils qualify for free school meals. Pupils come from a variety of social backgrounds. Pupils' attainment on entry is below average. Although there are below average proportions identified as having special educational needs, some year groups have above average proportions of pupils with special educational needs. Throughout the school well above average numbers of the pupils have statements of special educational needs. Pupils' special needs range from speech and communication to specific learning difficulties (dyslexia). There is a below average turnover of pupils in the whole school. However, some year groups have above average numbers of pupils who have joined late. Nearly all these pupils who become part of the school late in the year have special educational needs. Last year's Year 6 had an above average number of pupils who joined the school late. Most pupils originate from England. Only a few pupils are from minority ethnic groups and none speak English as an additional language, are refugees, come from travelling communities or are in public care.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	Mathematics Art and design Design and technology Geography Information and communication technology Physical education Personal, social and health education The foundation stage English as an additional language
10329	B J Sampson	Lay inspector	
20534	N Perry	Team inspector	English Science History Music French Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Meavy Church of England Primary School provides satisfactorily for its pupils. Teaching and learning are good. As a result pupils achieve effectively and make good progress in relation to their abilities. The school is led well with energy and vision by the headteacher. The management of the school is satisfactory overall. Teachers and teaching assistants are dedicated, and work hard for the benefit of the pupils. Although the school expenditure per pupil, in common with many small schools, is well above average, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- By Years 2 and 6, pupils achieve standards above average in mathematics, art, physical education (PE) and in personal, social and health education.
- The good leadership of the headteacher, governors and the effective teamwork amongst all who work in the school ensure that the school is always looking at ways to improve standards.
- The warm, very caring ethos means that each individual is valued.
- Pupils behave very well as a result of teachers' very good management skills.
- Standards in writing are below average throughout the school.
- Pupils do not have a clear understanding of how they could improve their work.
- English, design and technology, geography, history and music subject co-ordinators roles are underdeveloped.
- Resources for creative outdoor play in outside areas for the youngest children are unsatisfactory.

The school has made satisfactory improvements since the last inspection. It has maintained high standards in mathematics, art and design and physical education. Pupils' personal development and behaviour have improved significantly. The key issues from the last inspection have been addressed satisfactorily. All aspects of information and communication technology (ICT) are now taught. Appropriate schemes of work for all subjects are in use. Teachers' assessments now inform planning much more effectively. The school development plan now sets out appropriate priorities, allocating responsibilities and setting success criteria effectively.

STANDARDS ACHIEVED

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

*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.*

Although some children enter the school with knowledge above expectations of five year olds, pupils' attainment on entry is below average overall because many join the school with special educational needs or find learning difficult. Most pupils make **good progress** and **achieve well** overall in relation to their abilities. Reception aged children attain standards that are **at least in line** with expectations for their age in all areas of learning. Children's personal, social and emotional development is above average. In the children's first year at school they **achieve effectively** and make good progress overall. The school as a whole has a below average proportion of pupils with special educational needs compared with the national average, but some year groups have an above average proportion. In 2003 English standards in tests were **below average** partly because of an above average proportion of pupils with special educational needs. Overall standards in the current Year 6 meet national expectations. By Year 6 standards are **below average** in English because

although attainment in reading and speaking and listening are average, writing is below average. Standards in mathematics are **above average** due to good teaching. Standards in science are broadly **average** because of satisfactory teaching. In Year 2 standards are **below average** in the key area of writing, but are **average** in reading, speaking and listening and in science. They are above average in Year 2 in mathematics because of effective teaching. Overall standards have risen over the last four years and in Year 2 standards have risen faster than the national trend. There is no significant difference between the performance of boys and girls.

Pupils' personal development is **very good**. Provision for their pupils' spiritual, moral, social and cultural development is **very good** overall. Pupils really enjoy coming to school, and are proud of achievements. They have good attitudes to work and behave very well. Punctuality in the morning is good and their attendance is in line with the national average.

QUALITY OF EDUCATION

The quality of education is good. Teaching is **effective** overall, and was **good** or better in three quarters of all lessons. There was no unsatisfactory teaching. Teachers are adept at using effective methods which make lessons interesting, so that the quality of learning is good. All teachers encourage pupils to do their best. Teachers insist on very high standards of behaviour and spend time motivating and encouraging pupils. As a result pupils behave very well in lessons and develop good relationships with other children and adults. Teaching assistants provide valuable support, particularly for pupils with special educational needs during the practical part of lessons. However, teachers do not always explained pupils why they have been successful or tell them what they could do to improve.

The curriculum covers all subjects effectively, therefore it is broad and relevant. Outstanding practice is seen in the daily 'Huff and Puff' physical exercise undertaken. The curriculum is enriched by very good provision for pupils' personal development and a good range of extra-curricular activities, especially with regard to sports. Care, support and guidance of pupils are good and there are very good arrangements to settle pupils in. Good partnerships with parents and effective links with the community and other schools make an invaluable contribution to the quality of the school's provision. The school works hard to seek and act on parents' views.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher leads well with dedication and clear vision. All those who work in the school seek to create a happy school. The headteacher receives invaluable support from all members of staff. Teachers with management responsibilities take these seriously and fulfil these satisfactorily. Governors are supportive, take a keen interest in the work of the school and fulfil their responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have **good** opinions of the school. Pupils are **very proud** of their school and fiercely loyal. Parents are very supportive of the school and are pleased with what it does for their children. Some parents have concerns about the quality of information they receive about the progress their children are making. They also have concerns about homework. The inspection evidence does not support parents' concern about homework, but inspectors judged that reports to parents could contain more specific targets for pupils that are linked to National Curriculum levels of attainment.

IMPROVEMENTS NEEDED

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

- Improve standards in writing throughout the school.
- Enhance pupils' understanding of how they can improve their work specifically.

- Develop the role of the subject co-ordinator in English, science, design and technology, history, geography and music.
- Improve resources and make a safe outside play area for the youngest children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school pupils achieve well. In the reception class children attain the standards expected for their age although their writing skills are not as good as expected. In Years 2 and 6, pupils achieve average standards overall. Although pupils' writing skills are below average, all their other key skills are developed satisfactorily.

Main strengths and weaknesses

- Standards of personal, social and emotional development are above average in the reception class.
- Pupils with special educational needs achieve well and make good progress towards their personal targets.
- By Years 2 and 6, standards in mathematics, art and design and physical education are above average.
- Throughout the school, standards of writing are not high enough.

Commentary

1. When children join the school their attainment is below what is expected overall. This is because they have poorly developed speaking and listening and writing skills as well as rather limited knowledge and understanding of the world. Most children achieve well and reach the levels expected for their age in language and communication skills, mathematical development, knowledge and understanding of the world, physical development and creative development. Standards of personal, social and emotional development are above expectations due to teacher's very good management skills. Writing is a weakness and some children may not meet the national goals for five year olds.

Standards in teacher assessments at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.2 (14.3)	15.7 (15.8)
writing	14.1 (12.8)	14.6 (14.4)
mathematics	19.0 (17.9)	16.3 (16.5)

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

2. The school has a small intake of pupils each year. Because of this, caution must be taken when comparing the Year 2 pupils' results in national tests with national averages. Nevertheless, over the past few years, the results for this age group have improved faster than the national trend. In the 2003 national tests in reading and writing at the end of Year 2, the school's performance was below average. This was as a result of a significant number of pupils who find learning difficult. The school has challenged its more able pupils in Year 2 well as above average numbers of pupils attained higher levels in reading and well above average numbers in writing. The results in mathematics have been consistently high in recent years and were in the top five percent of schools in the country. Over half of the pupils achieved the higher levels in mathematics.
3. Inspection findings indicate that standards are average overall in the current Year 2. Most pupils achieve well in Years 1 and 2. Standards in Year 2 are above average in art and design, mathematics and physical education. Standards meet national expectations in design and

technology, ICT, reading, science and speaking and listening, but in writing standards are below average. There has been an improvement in standards of reading since last year, as there are fewer pupils with special educational needs in the current year group. Standards in mathematics, art and design and physical education are above average in Year 2 because of the school's effective use of teaching methods. There was insufficient evidence to judge standards in history, geography and music.

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

Standards in:	School results	National results
English	26.3 (27.9)	26.8 (27.0)
mathematics	27.7 (26.6)	26.8 (26.7)
science	29.3 (29.1)	28.6 (28.3)

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

4. Performance in the National Curriculum tests for pupils in Year 6 have improved over the last few years. Standards in 2003 in the mathematics and science tests were above average. Standards in English, however, were below average. This is because few pupils gained the higher levels. Standards are not as high as might be expected because there are more than the average number of pupils with special educational needs and a significant proportion of pupils arrive late in the year in this Year 6 class. As each pupil represents a large percentage in this school, one pupil joining shortly before the national tests can make a considerable impact on standards. In 2002 standards in English were above average because there were fewer pupils with special educational needs in the year group.
5. Inspection findings indicate are that standards in the current Year 6 are average. Most pupils achieve well between Years 3 and 6. Standards in mathematics, art and design and in physical education are above average and are average in science, and ICT. However, standards in English are below average because pupils' writing skills are too low. Standards in ICT have improved significantly since the last inspection when they were below average because of the developments in resources and teachers' expertise. Standards of reading and speaking and listening are average however writing are below average. Pupils do not achieve well in developing their writing skills. Standards in Year 6 meet national expectations in design and technology, and in geography and history. This is because of the practical way in which these subjects are taught. So this means that the pupils' writing skills do not hold them back significantly. It was not possible to judge standards in music because there was too little evidence to determine them overall. Pupils from minority ethnic groups are well included in all activities and attain standards similar to others. The school's targets are challenging and pupils in Year 6 are making good progress towards them.
6. Pupils with special educational needs make good progress towards their targets and some attain average standards in English, mathematics and science. There is no significant difference between the attainment of boys and girls. All pupils are included in all aspects of lessons and more able pupils are challenged satisfactorily. Gifted and talented pupils are provided for well. The school is knowledgeable about pupils' talents and is developing a register of the gifted and talented.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes, values and personal development are very good and compare well with the previous inspection. They contribute significantly towards the success of pupils' learning. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Punctuality is good and attendance is average.

Main strengths and weaknesses

- The spiritual, moral and social development of the pupils is very good.
- The manner in which the school sets high expectations for the pupils' conduct and works to achieve these is very good.
- Pupils' behaviour is very good.
- Pupils' interest in school life and the range of activities provided are both very good.
- Pupils' willingness to be enterprising and to take responsibility is very good.

Commentary

7. The school stimulates in its pupils a good desire to learn. Most show an interest in lessons and the extra curricular clubs on offer. Pupils in the reception class have good attitudes to learning. During a Year 4 science lesson, the pupils were fascinated by an experiment when sticks of celery turned blue by absorbing dye from a solution in which they had been left. The pupils could not wait to get home and experiment with other plants or flowers. However, not all pupils in the school listen consistently well, and this results in them occasionally letting their classmates down. All pupils, including those from minority ethnic groups, are integrated effectively into school life and have good attitudes to learning.
8. Most pupils are very confident and actively aspire to take responsibility. Their good relationships with each other are self-evident in classes, when pupils work closely together in groups and appreciate each other's work. At break times, it is common to see older pupils looking after the younger ones and teaching them how to play. Pupils' relationships with each other and also the adults in the school are good.
9. Very good behaviour is one of the school's major strengths. Pupils are very polite. They open doors ahead of you and are a joy to talk to. The school has clear, effective procedures for dealing with bullying, harassment and racism. Most parents admit that incidents reported to the school are dealt with very promptly and effectively.
10. The very good spiritual, moral and social development of the pupils is a strengths of the school. Pupils are given frequent opportunities to develop self- awareness during reflection and prayer. They are very well aware of right and wrong and really do respect each other and the beliefs of others. Socially, the pupils are encouraged to take a full part in their own village community. Through taking part in activities such as the Meavy Oak Fayre and within the Meavy Friendship Group, they regularly entertain villagers including the older generation. Cultural development is good. Pupils are very well aware that they are part of a Dartmoor community. The school ensures that multi-cultural awareness is satisfactory as pupils learn about Judaism and Islam in our society.
11. Attendance is currently satisfactory and the school has good procedures to maintain and improve this. Punctuality is consistently good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.0
National data	5.4	National data	0.4

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

There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good mainly because pupils receive effective teaching throughout the school. The curriculum is good as is pupils' welfare and the partnership with parents and community.

Teaching and learning

The quality of teaching is good, overall, with three-quarters of lessons being judged good or better. One in ten lessons were judged to be very good. An improvement since the last inspection is the greater use of assessment to inform teachers' planning. No unsatisfactory teaching took place during the inspection.

Main strengths and weaknesses

- Teachers use good teaching methods and insist on high standards of behaviour.
- They use resources effectively.
- Teaching assistants make a good contribution during the main parts of lessons.
- As a result, pupils acquire knowledge and understanding well.
- Teachers do not inform pupils sufficiently about how they could improve their work.
- Teaching assistants are not always used well at the beginning of lessons.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (9%)	21 (66%)	8 (25%)	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.

Commentary

12. The teaching of children in their first year of schooling is good overall. One very good lesson was observed. Significant strengths include high expectations, well-planned lessons and imaginative use of resources. The teacher's very effective management skills and enthusiasm for learning mean that children are keen to learn and co-operate effectively.
13. Overall, teaching and learning are good in Years 1 to 6. The teaching of speaking and listening skills, reading, mathematics, ICT, art and physical education are good. Teaching is satisfactory in science. It was not possible to judge the quality of teaching in design and technology, geography, history and music as too few lessons were observed. Provision for more able pupils is satisfactory, but teachers do not consistently set extension activities in writing or science to ensure that pupils are challenged appropriately. All pupils, including those from minority ethnic groups, are fully involved in lessons due to teachers' high expectations.
14. Teachers set high standards of behaviour and pupils behave very well in lessons as a result. Teachers encourage pupils to "have a go" and so they grow in confidence. Interesting projects are planned that incorporate several subjects. For example, pupils in Years 5 and 6 design and make Greek masks in art while they study the Ancient Greeks in history work.
15. Other significant strengths of teaching include teachers' use of open-ended questioning to deepen pupils' understanding. Resources, objects, books and ICT are incorporated well into the teaching of topics and this helps to make learning memorable. Teaching assistants are used effectively during the main part of the lessons.

16. Teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills.
17. The assessment procedures are satisfactory overall. Pupils' levels of understanding are assessed well when they join the school. Satisfactory tracking systems record pupils' achievements appropriately in reading and mathematics as they move through the school. However, record sheets have not been effectively used to monitor pupils' progress in writing or science. Assessment in subjects other than English, mathematics and science are only carried out formally on an annual basis. In particular, pupils' ICT skills are not assessed formally throughout the year. Individual pupils' targets are not specific and are rarely referred to in lessons. Some teachers are unclear about how to assess pupils' pieces of writing using National Curriculum levels of attainment.
18. The school's assessment procedures for pupils with special educational needs are good and pupils' individual progress is monitored carefully. Targets in pupils' Individual Education Plans are closely matched to their specific needs. Although teachers are clear about how pupils need to learn to improve this is not always evident in lessons. Involvement of all pupils in understanding how they can improve is currently unsatisfactory.

The curriculum

The curriculum, including that for pupils with special educational needs, is good overall. The range of visits and visitors is extensive. Support for learning outside the school day is satisfactory. Accommodation and resources are satisfactory. This represents an improvement since the previous inspection.

Main strengths and weaknesses

- There has been good improvement in developing schemes of work across the school.
- Sport is used very effectively to develop specific skills such as social and moral awareness for pupils.
- There is outstanding practice in the way that fitness sessions are used within the curriculum.
- Pupils across the school are able to learn a wide range of musical instruments.
- Pupils' writing skills are not being developed effectively in other subjects.
- The outside play resources for children in the reception class are less than satisfactory.

Commentary

19. The curriculum offered to pupils across the school is generally broad and is effectively enriched. A good curriculum is planned for children in the reception year and there is effective emphasis on learning through play. A good balance has been achieved in the time spent on all subjects taught in Years 1 to 6. The curriculum prepares pupils well for their transfer to secondary school. For example, by enabling Year 6 pupils to participate in a taster course in basic French taught by a visiting teacher. Opportunities are often taken to make links with other subjects so that pupils are encouraged to become excited and motivated by learning.
20. Curriculum development is satisfactory overall. However, outstanding practice is seen in the way that daily fitness sessions are linked and used very effectively to develop pupils' learning in other subjects. The National Literacy and National Numeracy Strategies have been implemented appropriately and, as a result, pupils' basic numeracy skills are being well developed. However, adaptations to the National Literacy Strategy have not been put in place quickly enough to bring about improvements. This has resulted in below average attainment in writing across the school.
21. Curriculum enrichment is very good. Pupils enjoy a wide range of visits both locally and further afield, as well as a variety of visitors to the school and many opportunities to learn a wide range

of musical instruments taught by visiting specialists. Enrichment through sporting activities is particularly good for pupils of this age and pupils' are rightly proud of their achievements. Provision for pupils' personal, social and health education is very good. Acts of collective worship contribute well to developing pupils' spiritual and social development.

22. Teachers and support staff are aware of the needs of pupils who require additional help and generally plan well for meeting these needs. Support staff enable these pupils to be fully involved in lessons so that they achieve well for their abilities. Staff value pupils' contributions in lessons and this helps build pupils' confidence and self-esteem. The school works well with appropriate external agencies, including specialists, who support pupils with special educational needs. The school makes appropriate provision for pupils identified as being gifted and talented pupils, such as those who are gifted in musical or sporting skills.
23. The school ensures that appropriate arrangements are in place for pupils' transfer to secondary school and has regular links with the receiving school. The provision of homework to support and extend learning is satisfactory and prepares pupils well for secondary education.
24. The school has a good number of teachers and support staff, and resources for learning are good overall. While, accommodation is satisfactory and classrooms are generally spacious, the outdoor area for the youngest children limits the pupils' opportunities to develop creative and physical skills in the open air. The school is aware that they need to develop this. The area used for the library is small and very cramped. This limits the number of pupils who are able to use the area at any one time. It does not provide a stimulating area for pupils' individual research or inspire an excitement for reading.

Care, guidance and support

The pupils' care, welfare, health and safety are good. These aspects compare well with those of the previous inspection.

Main strengths and weaknesses

- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good.
- Induction arrangements for pupils are very good.

Commentary

25. Child protection procedures are good. The headteacher is the named person and ensures that all staff are well briefed. There is satisfactory liaison with social services.
26. Procedures to ensure that pupils work and play in a safe environment are good. However, the school needs a comprehensive programme for the implementing of risk assessments. Emergency exercises are held every term. The school has adopted appropriate routines for emergencies and there are trained first aid personnel. Good use is made of outside professional help. For example, the older pupils are told about substance misuse and personal safety by the local Youth Affairs police officer and also go on a Junior Life-skills Course.
27. Teachers provide good support. Almost all pupils say they have an adult in the school that they can turn to. Teachers' comments on pupils' work are satisfactory and most pupils say they are useful. Pupils and parents frequently attend target-setting meetings on pupils' work. Advice is always available from the very caring staff at any time. The pupils interviewed emphasised this point specifically. Assessment procedures are effectively monitoring pupils' personal development and in regard to their academic achievements are used satisfactorily.

28. The school involves its pupils in discussions very well and listens clearly to their opinions. The school council, for example, has recently negotiated with the parent teachers association for new climbing frames shortly to be built in the playground. Pupils with special educational needs are well cared for throughout the school. They are fully integrated into all aspects of school life and are able to discuss any concerns they may have with teachers, support staff or lunchtime supervisors.
29. Induction arrangements for children joining the school are another major strength. Parents are given the choice of a home visit. Before joining from play school children have four half-day taster visits. An information booklet contains pictures and helpful messages from the older children.

Partnership with parents, other schools and the community

The school has good links with its parents, other schools and the community. These have improved since the last inspection.

Main strengths and weaknesses

- The school involves parents effectively through seeking their views and responding to their suggestions and concerns.
- Links with and the involvement of the community are good.
- Links with other schools are effective.

Commentary

30. Parents are provided with good information about the school and about pupils' standards and progress satisfactorily. Pupils' annual reports are clear but realistic targets for the future are not always very specific. Parents receive regular newsletters, the offer of termly parents' evenings and have easy access to the headteacher and other staff. The school is currently seeking parents' views on the format of parents' and governors' meetings. Several parents help with painting, reading and sewing and two shared their skills in woodwork and how physiotherapy works. Parents appreciate the opportunities to communicate with teachers via reading diaries and homework diaries and are keen to help their children with any projects.
31. The school has established very effective links with the parents of pupils with special educational needs. The views of both parents and their children are actively sought. Parents are kept satisfactorily informed about their children's progress.
32. Links with the community are good. Pupils visit the local church on special festivals and for religious education and history lessons. The rector frequently takes assemblies. Local businesses are very generous in donating prizes for fayres, sports days and other events run by the school's very energetic parent teachers association. The children entertain older members of the community at Christmas time.
33. Educational links with other schools and colleges are also good. The school prepares for the transfer of pupils to secondary schools well. Staff from the two schools meet regularly and share ideas. The school welcomes trainee teachers and work experience students from local secondary education.

Leadership and management

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. Management is satisfactory. The governance of the school is good.

Main strengths and weaknesses

- The headteacher provides good leadership and vision.
- Mathematics, ICT, art and design, physical education and provision for pupils with special educational needs are co-ordinated well.
- The governing body is effective in shaping the development of the school.
- Some subject co-ordinators only satisfactorily monitor and manage change.

Commentary

34. The headteacher is fully committed to realising these aims, such as “to provide a broad, balanced and differentiated curriculum for all our children which will develop fully the talents and potential of each pupil”. She inspires pupils to work together positively for everyone’s benefit.
35. There is a good school development plan with success criteria and responsibilities clearly delegated which is an effective improvement since the last inspection. This document sets out priorities for future improvements clearly. The school has worked hard to develop the provision of ICT and the co-ordinator has spent a considerable amount of time enhancing teaching teachers’ expertise and resources. The school is self-evaluating and is always looking for ways to improve, but it has found it hard to raise standards in writing with high proportions of pupils with special educational needs in some year groups. Performance management is linked well to raising standards and improving the quality of education. In Years 2 and 6 standards in ICT, for example, have improved dramatically since the last inspection. The reception class is well led and managed. A practical and exciting curriculum is planned for children in their first year of school and their achievements are carefully monitored.
36. The leadership and management of the school’s provision for pupils with special educational needs are good. The co-ordinator liaises effectively with staff to ensure that pupils receive appropriate levels of support and make progress in their learning.
37. The governors are very knowledgeable about their statutory responsibilities and fulfil them effectively. The governing body operates efficiently through its system of committees and, as a result, the governance of the school is good. Governors regularly discuss standards achieved in Years 2 and 6 and challenge the school to explain any less successful results. All governors have a good understanding of the strengths and weaknesses of the school. The governing body is kept well informed by undertaking regular school visits. Recently, governors have started to visit the school with a clear emphasis on finding out about their subject areas for which they are responsible. Governors work very hard to ensure that all pupils are fully included in all aspects of the life of the school.
38. Some subject co-ordinators lead their subjects well and have a clear vision about ways to enhance provision. However, in practice, a significant number manage change only satisfactorily. In recent years, English, science, design and technology, history, geography and music co-ordinators have had little time to monitor teaching or adapt the curriculum. They do not have action plans to guide the development of their subjects. The co-ordinators do not monitor pupils’ progress effectively. This is especially so in writing and science, where the co-ordinators have few opportunities to talk to staff or monitor pupils’ assessment sheets to improve standards.
39. The financial management of the school is satisfactory overall. The school’s administrative officer keeps records effectively. Money allocated for pupils with special educational needs is used well and supports their progress. Value for money is achieved satisfactorily through careful analysis of prices and the quality of work undertaken. The school compares its results satisfactorily with schools in similar circumstances. The school has a significant under spend. This has occurred because the school was allowed to spend its budget over four terms. Some of this money has been spent on staff training and salaries to keep class sizes low.

Although expenditure is well above the national average, this is not unusual in a small school and the school provides satisfactory value for money.

Financial information for the year September 2002 to March 2003

Income and expenditure (£)	
Total income	303 524
Total expenditure	278 569
Expenditure per pupil	3095

Balances (£)	
Balance from previous year	15 739
Balance carried forward to the next	24 955

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning for children who are in their first year of schooling is **good**. Overall, children enter the school with below average levels of knowledge and understanding below expectations for their age in some significant areas of learning. Their level of speaking and listening skills, writing and knowledge and understanding of the world are less than is usual for their age. Children are carefully assessed when they start school and the teacher and the teaching assistants regularly note their achievements. Good record sheets track children's progress throughout the first year of schooling. Children achieve well in many areas of learning. By the time they leave the reception class standards are in line with national expectations, overall but their writing skills still remain weak. Since the last inspection there have been satisfactory improvements in the provision for children in their first year of school. The curriculum has been enhanced by developing a more imaginative use of resources which means that children have more extensive opportunities to explore areas of learning. Very good aspects in teaching allow children to make very good progress in learning to speak and listen. ICT is used satisfactorily to teach children in a variety of subjects as well as computer skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers have very high expectations of children to behave well and mix with all age groups within the school.
- Teachers quickly establish very supportive relationships with children.

Commentary

40. Children's standards of personal, social and emotional development are above national expectations. Teaching in this area is good. The children, who have only been in school a few weeks, are already fairly confident in speaking to adults and other children. In the playground, children mix well with all pupils from Years 1 to 6. Teachers work very effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teachers' high expectations of pupils and effective organisation means that children learn how to control their emotions. The majority of children show a good level of interest in their learning. For instance, one child was keen to talk about animals that live in cold or hot climates because of the teacher's enthusiastic approach. Children settle quickly to their tasks and concentrate well for short periods of time. Most children behave very well because of the teacher's very high standards of discipline and very good management skills.

LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT

Provision for developing children's language, literacy and communication is **good**.

Main strengths and weaknesses

- Teachers introduce new vocabulary very effectively.
- The teaching assistant supports children well.
- Specific comments from teachers do not often tell children how they could improve their work.
- Teachers do not remind children about ways in which they could practise their writing in play areas and other activities.

Commentary

41. Standards in language, literacy and communication are broadly in line with expectations. Children achieve well in acquiring these skills because of good teaching. The teacher plans a wide range of opportunities for children to talk to adults and to each other. She takes every opportunity to discuss moral issues such as being fair and sharing things. Very effective methods are used when the teacher discusses words in sentences. This means that children learn to recognise important words that make sentences into questions. The teacher captures children's interest with 'Big Books' so that they learn to listen and concentrate well on learning to read. Basic skills are well taught as children learn to recognise the letters and sounds of the alphabet. The teacher sets satisfactory expectations of children as they learn to write questions. However, she does not remind children about ways that they could improve their writing often enough or use opportunities for writing when children choose their own activities sessions.

MATHEMATICAL DEVELOPMENT

Provision for children's mathematical development is **good**.

Main strengths and weaknesses

- Practical methods are used effectively to develop children's understanding.

Commentary

42. Standards of mathematical development are in line with expectations. Children achieve effectively in mathematics because of good teaching. The teacher plans plenty of practical activities to promote children's mathematical development. For instance, children learn to count by singing rhymes such as 'One, Two, Buckle my Shoe'. Every opportunity is taken by the teacher and the teaching assistant to reinforce children's counting skills and to check their mathematical understanding through well-directed questions and assessment activities. The teacher uses effective methods when children are encouraged to comment on patterns. For example, one boy commented, "They all end in even numbers", when looking at a set of numbers. This type of approach allows children to learn to explain their thinking. The teaching assistant is used well to teach children to recognise the number of dots on a dice and move counters accurately as they play number games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for developing children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Very effective use of resources brings learning to life.

Commentary

43. Standards are in line with national expectations in this area of learning because of effective teaching. Children learn about the properties of materials such as sand and paint by handling and working with them regularly. Children investigate whether a fabric is waterproof or not by making effective use of practical experimentation. Resources are utilized very effectively when children learn to study photographs of habitats and identify key features of the climate. Basic skills are well taught when children learn about animals that live in certain habitats such as cold climates. Good teacher expertise means that children learn to use the computer mouse effectively and quickly develop their understanding of how to word process their writing.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers use the hall well to develop children's body control.
- There is no secure and safe outside play area for young children.

Commentary

44. Most children develop physical body control satisfactorily and achieve what is expected for their age due to satisfactory teaching. Children enjoy regular opportunities to be active in physical education lessons in the school hall. The teacher's good knowledge and understanding means that children learn to be aware of their movements. This was seen when children learned to control their bodies when they sang and performed to a song called 'Heads, Shoulders, Knees and Toes.' Children have satisfactory opportunities for outdoor play because they use part of the playground while other pupils are in lessons. However, there is no fenced area, the range of play equipment is rather limited and teachers do not plan imaginative activities for outside play areas.

CREATIVE DEVELOPMENT

Provision for children's creative development is **satisfactory**.

Main strengths and weaknesses

- A good range of activities is planned which enables children to develop their creative skills when they learn to compose storm music.

Commentary

45. Children's creative development is in line with national expectations. The majority of children are in line to reach nationally expected levels for five year olds as a result of satisfactory teaching. Children confidently paint and draw due to the teacher's good organisational skills. Effective use of the teacher's knowledge and understanding ensures that children learn to sketch faces well. Resources are used well when children learn to paint umbrellas. Good methods are used when pupils are allowed to experiment with instruments. Effective use of open-ended questioning means that children learn to identify sounds which make soft rain-like noises. Inside the classroom, the teacher ensures that a good range of activities is planned to develop children's creative development, but outside areas offer few opportunities for children to play creatively.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- The school has worked hard to improve pupils' achievement in reading and in speaking and listening.
- Standards in writing are below average across the school.
- Assessment and systems to track pupils' progress are not yet improving pupils' attainment.
- Teachers are not sufficiently aware of National Curriculum levels in writing.
- Pupils are not sufficiently aware of what they have to do to improve either through the use of targets, National Curriculum levels or teachers' marking.

Commentary

46. The school has worked hard to improve pupils' attainment in reading so that, across the school, standards are average. However, standards in writing are below average across the school. This is an area that the school has identified for improvement. Standards in speaking and listening skills are average. The school has found it difficult to raise standards significantly due to some year groups having a large proportion of pupils with special educational needs as well as several pupils joining Year 6 part way through the year. To address this, teachers in Years 1 and 2 are now grouping pupils by year group to focus on teaching key writing skills so that younger pupils are beginning to make good progress in their acquisition of basic skills. This has been achieved as a result of good subject knowledge, good leadership skills and a secure knowledge of how young children learn. These teachers work together in an open and collaborative way.
47. In some lessons, teachers allow significant time for group discussions and 'chat partners'. The teaching of speaking and listening is good. Teachers value pupils' contributions highly and allow plenty of time for less confident speakers to gather their thoughts and express their ideas. This contributes strongly to the increasingly confident attitude many pupils have towards using language as a means of expressing their ideas and feelings. Pupils enjoy learning, behave well in lessons and have positive attitudes to their learning. However, their listening skills are less well developed in some classes and teachers sometimes have to stop the lesson to remind pupils to listen carefully to each other and to the teacher. Support staff are skilled at supporting pupils with special educational needs, helping them to rehearse the language they need which contributes to their progress in developing in communication skills.
48. Whilst the school has implemented assessment and pupil tracking procedures, teachers are not consistent in their use of National Curriculum levels so that all teachers do not understand how well their pupils are doing. Conversations with pupils show that they are not aware which National Curriculum level they are working at. Therefore, they do not know how well they are doing or how they can improve. Teachers rarely refer to targets during teaching. The quality of teachers' marking is variable across the school and, similarly, does not help pupils to know how to improve their work.
49. Pupils of all ages and abilities do not have sufficient confidence to write at length. Teachers' expectations of what pupils should produce within a given time are far too low. There are gaps in pupils' basic spelling and punctuation skills, linked to their low levels of attainment on entry in spite of the good teaching they receive in the reception class, and this is preventing standards from being higher. Not all work is presented neatly and with good attention to detail. Handwriting is not yet taught effectively so that all pupils' work shows a joined style. This is as an area for further development.
50. Teaching and learning is satisfactory overall. Planning and teaching styles are varied and are well focused so that planned activities are appropriately matched to meet individual needs. Pupils with special educational needs are generally well supported so that they achieve in line with their abilities. The teaching of reading is good. There is appropriate emphasis on the teaching of letter sounds in Years 1 and 2 so that pupils develop a secure knowledge of their use in reading and spelling. More able pupils make good use of expression and tone to bring meaning to their reading. Less able pupils read appropriate texts well. Good use of homework supports pupils' development in reading and spelling appropriately. Reading resources are satisfactory and books are used well throughout the school so that most pupils like reading. However, the library is small and cramped. It cannot be used effectively for reading or research and does not provide a stimulating environment to excite pupils' interest in reading.
51. The subject manager understands how pupils, and particularly younger pupils, learn. This is providing a very secure basis upon which the school can build. She has shown good leadership by correctly identifying the need to improve writing across the school and successfully implementing a system to bring about change. As a result, teaching and learning

are good in Years 1 and 2. Management of English is satisfactory. As a full time class teacher the subject manager has not been allowed sufficient time to monitor teaching in Years 3 to 6 so that effective strategies can be established in order to raise attainment. Teachers in these classes have not had sufficient opportunities to assess pupils' writing skills so that their knowledge of National Curriculum levels is improved. There has been satisfactory progress since the previous inspection in some aspects of curriculum development.

English across the curriculum

52. There is satisfactory use of English in other subjects such as history, science and geography which is helping to develop pupils' basic literacy skills. However, pupils' writing is not yet being sufficiently well developed as part of a planned, whole school approach. ICT is being appropriately used for word processing and for research purposes.

MATHEMATICS

The quality of provision is **good**.

Main strengths and weaknesses

- Standards of mathematics are consistently above average throughout the school.
- Pupils achieve well in problem solving.
- Pupils with special educational needs make good progress.
- Teaching and learning are good.
- Leadership and management are good.
- Teachers do not tell pupils how to improve their standards.

Commentary

53. Standards of mathematics in Year 6 were above average in the National Curriculum tests in 2003. This is due to the effective use of the National Numeracy Hour over several years. The school places a high emphasis on pupils learning their multiplication tables and developing their mental mathematics skills. Standards in the current Years 2 and 6 are above average in number, shape and space and data handling.
54. A significant strength is in problem solving. Pupils have good opportunities to learn different approaches to solving word problems because of teachers' high expectations. In Years 5 and 6 most pupils use their knowledge and understanding of number well when they solve problems well using numbers with two decimal places. This is because of teachers' effective development of pupils' basic skills. Most pupils in Year 2 learn to solve money problems effectively. However, pupils from Years 2 to 6 do not often write their own conclusions.
55. Pupils with special educational needs are well supported in all classes and they achieve well. They work successfully towards their targets in their Individual Education Plans. In this small school, teachers and teaching assistants know all pupils well. This is put to good use by ensuring that pupils with special educational needs are carefully assessed and appropriate but challenging work is set for them.
56. Teaching and learning are good. Significant strengths include teachers' high expectations which means that pupils in Year 6 learn to divide large numbers by two digit numbers. Effective methods are used when pupils in Years 5 and 6 learn to write and solve problems written down in words for themselves. Teachers' good knowledge and understanding ensures that pupils use number and data accurately. For example, in Year 2 the teacher's knowledge of different methods to subtract numbers allows pupils to learn effectively how to count back from one number to another to find the difference. The teachers' enthusiasm for numeracy and all aspects of mathematics ensure that pupils enjoy the subject. Teachers' insistence on good behaviour means that pupils behave very well in all sessions.

57. While teachers ensure that the more able pupils work at higher levels of attainment they could enhance their learning more by setting additional extension activities. Teachers' marking is satisfactory, but pupils' targets in books and reports to parents could be more specific and enable pupils to learn what they have to do to achieve higher levels in mathematics.
58. Good leadership and management have brought about effective improvements since the last inspection. ICT is now used well to develop pupils' mathematical skills. For example, pupils from Years 3 to 6 use a programme which assesses their knowledge and gives them practice at an appropriate level. Pupils in Year 2 use computers to produce graphs to illustrate the different eye colours of pupils in the class.

Mathematics across the curriculum

59. Pupils' use of numeracy skills in other subjects is good. For instance, they use their mathematical skills to work out how many kilometres they have run in a fitness session. Pupils measure wood accurately when they make model fairground rides in their design and technology project.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards were above average in 2003 National Curriculum tests in Year 6.
- Teachers' subject knowledge and confidence is good.
- Pupils are enthusiastic and enjoy their science lessons.
- There is very limited writing evident in pupils' science books.
- Good improvement in pupils' use of ICT.

Commentary

60. Results in the National Curriculum tests for pupils in Year 6 have been above average for the last three years. Standards of science in Year 6 were above average in 2003 National Curriculum tests even though there were an above average numbers of pupils with special educational needs. The school worked hard to improve the standards of these pupils. Standards in the present Year 6 are average because there are fewer more able scientists in the current year group. Standards of investigation, life and living processes, physical processes and materials are average in Years 2 and 6. Pupils in Year 6, for example, explain in detail methods they have used to investigate the absorbency of different materials. Most pupils in Year 6 can use a spring balance to weigh objects in air and water and explain effectively why an object's weight may be different in water.
61. The quality of teaching and learning is satisfactory across the school. Teaching generally shows good subject knowledge, and confidence and enthusiasm for science. As a result pupils enjoy their science lessons and are enthusiastic about what they are learning. Most pupils achieve satisfactorily in Years 1 to 6, and some achieve well. Many pupils talk about their work with confidence and can describe, for example, how they are able to carry out a 'fair test'. Achievement is also satisfactory in Years 1 and 2. All pupils, including those with special educational needs, receive appropriate support so that they are able to participate and contribute to lessons well.
62. Since the last inspection there have been satisfactory improvements. The science curriculum now makes some effective links with ICT. However, there is little development of writing to ensure that teaching in English lessons is being consistently reinforced across the curriculum.

Resources are adequate to support the planned curriculum. They are well maintained and are used effectively to support teaching.

63. Leadership and management are satisfactory. The subject manager monitors planning to check coverage but no time has been allowed for monitoring of teaching and learning for some time. The tracking of pupils' progress is not effectively monitored across year groups. In this small school the subject manager has had to focus on the development of ICT since the previous inspection which has led to leadership and management of science now being only satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Provision has improved significantly since the last inspection.
- Teaching and learning are good.
- ICT supports learning in other subjects well.
- Assessment procedures are underdeveloped.

Commentary

64. At the time of the last inspection, the school had few ICT resources and standards were below average in Years 2 and 6. Since then, a considerable amount of time and money has been invested in developing the use of ICT throughout the school. There have been good improvements since the last inspection. Standards in Years 2 and 6 are average. Every classroom has two modern computers and two laptops are available for use in the classrooms. All teachers have their own laptop. An interactive white board and projector are used for whole class teaching. All teachers have had training on how to teach ICT skills as well as on developing their own expertise.
65. Teaching and learning are good because most pupils make effective gains in their knowledge and achieve well between Years 1 and 6. In the two lessons seen, there were some significant strengths. For example, good teacher knowledge and understanding means that pupils in Years 5 and 6 learn to use formula well in spreadsheets. Effective teaching of basic skills allows pupils to change the column width in a spreadsheet. Teachers' high expectations mean that pupils check their data so that they learn to identify any errors. Insistence on high standards ensures that pupils behave very well when using computers. The encouragement from teachers ensures that pupils are confident to attempt any task using ICT.
66. Leadership and management are good. Effective management has brought about considerable improvements in resources and in teachers' knowledge and understanding. Although annual assessments are carried out and teachers use informal assessments to alter their plans, a more regular and formal system of assessments would enhance pupils' attainment.

Information and communication technology across the curriculum

67. The development of pupils' ICT skills is often linked well to other subjects. For example, pupils in Years 3 and 4 learn to use the Internet and find out about Tudor kings and queens. They use word processing skills to write about Ancient Egyptian kings. Most Year 6 pupils create a spreadsheet effectively to total the distance they have run in a term. Pupils in Year 5 research places of worship satisfactorily using the Internet and print out images to use in their religious education lessons. Most Year 2 pupils use a digital camera well to take photographs of faces which they then use to create pop-art images in art projects. They input data and make a graph of their favourite sports in mathematics. Some pupils in Year 2 have sent e-mails to

their parents who are working abroad, using school computers and finding out about the weather at the same time.

HUMANITIES

68. In humanities, work was sampled in history and geography. It was not possible to make judgements about teaching as only two history lessons and one geography lesson were observed in each subject. Inspection evidence, however, indicates that standards in Year 6 are in line with national expectations in geography and history.
69. Pupils in Year 2 are taught basic **geography** skills well when they learn to recognise weather symbols. They use ICT effectively to create graphs of the weather in Meavy over a one week period. Pupils in Year 1 select pictures of animals found in cold and hot climates making good use of resources. They use literacy skills well when they write about their climate picture. The lesson seen was good. It contained many strengths such as good use of open-ended questioning through which pupils in Year 4 learnt to explain how they recognise countries on an atlas. Basic skills are well taught when teachers explain a variety of ways to remember where the compass directions are on an atlas of the world. Good teacher knowledge and understanding allows pupils to learn in which continent different countries are found. The teacher's enthusiasm and encouragement means that pupils are keen to find out about different places around the world. The leadership of geography is satisfactory and the co-ordinator manages improvements satisfactorily.
70. Pupils are enthusiastic about their learning in **history**. In all age groups, they show good historical knowledge and know how to use questions and research to find out about the past. The history curriculum is well developed and enriched effectively through many visits and visitors to the school. Teachers' planning follows national guidance for the teaching of history but there has been little amendment to reflect the needs of the school. The subject contributes well to developing pupils' cultural awareness by making good use of both local and more distant environments to enhance pupils' learning in history. There are some effective links with other subjects such as art and design and ICT. ICT is used well to help pupils' research topics, while use is made of word processing for their writing and artwork reflects well their understanding of how people and things looked in the past. Writing is not well used to further reinforce and develop pupils' basic literacy skills. Leadership and management are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Only one lesson was seen in art and design, design and technology and in music. Therefore, it was not possible to judge the quality of teaching in these subjects. Four lessons were seen in physical education. Provision in physical education is **good**.
72. Good displays around the school and work in pupils' sketchbooks indicate that teachers plan a good variety of activities. Standards in **art and design** are above average. Sketchbooks in Years 5 and 6 show that pupils learn to use perspective effectively when designing pictures of road scenes. Pastels are used to good effect when Year 6 pupils create pictures of landscapes. Most pupils in Years 3 and 4 use good observation skills when they sketch chairs using pencil shading well. The majority of Year 2 pupils use paint effectively when they make self-portraits. In the one lesson seen, open-ended questioning ensures that pupils in Years 5 and 6 learn how to choose materials for their special effects. The teacher sets high expectations which ensure that pupils learn to record reasons for why they have selected materials on their planning. The teacher's enthusiasm and good management skills mean that pupils concentrate sensibly, behave well and co-operate effectively. Leadership and management in the subject are good.
73. In **design and technology**, pupils experience a satisfactory range of materials and techniques. Pupils in Year 6 talk about the enjoyment they have had from making slippers,

Christmas bags, pots and clay tiles. Standards in Year 6 are in line with national expectations. Most pupils draw labelled diagrams of their model fair ground rides satisfactorily. They use their literacy skills well to write detailed step-by-step plans of how they will construct objects. Pupils write satisfactory evaluations of their work recording strengths, problems they had and ways they could improve their final product. The one lesson observed was satisfactory. Significant strengths include the use of effective methods when pupils in Years 1 and 2 drew labelled diagrams of their mechanisms to make objects move. Very good planning means that the teacher is clear about what pupils should be learning. The teacher has high expectations of pupils when they are asked to choose a nursery rhyme character and to decide how they will make it move. Leadership and management in the subject are satisfactory.

74. There is insufficient evidence to report fully on **music**. Only one lesson was observed in Year 1 which showed that teaching and learning were good. Pupils across the school clearly thoroughly enjoy their music and the subject has a high status throughout the school. They sing tunefully in school assemblies and show good musical knowledge. They play well during an effectively supported recorder club and during their specialist instrumental lessons, taught by visiting specialists. The curriculum is well established and as a result teachers have good subject knowledge and confidence in teaching music. Whilst there is no music specialist on the staff the headteacher is currently managing the subject. She is aware of the need to develop the curriculum further, especially to raise further pupils' cultural awareness through music. Extra curricular opportunities are excellent and support the curriculum very well. Pupils are able to learn a wide range of instruments, including strings, brass and wind instruments. Leadership and management in the subject are satisfactory.
75. Pupils in all classes enjoy **physical education** lessons. Most Year 6 pupils recalled the enjoyment they had from playing hockey, football, netball and rugby during lessons and extra-curricular activities. Pupils benefit from a very good range of after school activities which often involve them in matches with other school. For example, both boys and girls teams won the Plymouth Junior Under 11 Hockey Tournament. Pupils also learn morris dancing and some join a local team to perform at summer festivals. From the reception class to Year 6 pupils benefit from a ten week programme of swimming every year. Standards are above expectations in swimming. Every pupil can swim twenty-five metres by the time they reach Year 6. Many pupils gain certificates for swimming longer distances because of good use of local resources and teachers' high expectations of pupils. Teaching and learning are good. Considerable strengths in teaching include teachers' high expectations which mean that pupils in Year 4 learn to stop in an interesting balance using their hands, feet and head. Effective feedback for pupils means that they know what they have done well and what they need to do to improve. Good use of open-ended questioning means that pupils learn to think for themselves and solve challenges. Music and resources are used well when Year 5 and 6 pupils learn to dance and move in a variety of ways when they create a dance about sporting success. Effective use of pupil self-evaluation means that they learn to analyse their own movements and improve them. Leadership and management in the subject are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION

The provision for pupils' personal, social and health education is **very good**.

Strengths and weaknesses

- Teaching is effective in developing positive relationships between pupils, and between pupils and staff.
- Daily fitness sessions are used outstandingly to develop health and personal awareness.

Commentary

76. Standards are above expectations because teachers use sessions very well. Weekly lessons are well established. Open-ended questioning is used well. For instance, a teacher in Year 4

asked, *"How does that make you feel?"* This ensures that pupils appreciate that people may have different feelings. Pupils in Years 3 and 4 can explain that sometimes people feel proud and happy, but on other occasions they can be embarrassed. Teachers have very high expectations of pupils when they ask them to debate local issues. Sex education and drugs awareness are covered appropriately for pupils in Years 1 to 6. As a result, pupils from Year 1 understand what it is to be a good citizen. Leadership and management in the subject are good.

Example of outstanding practice

The school uses daily fitness sessions exceptionally well to develop pupils' learning in other subjects.

After assembly every day, each class undertakes a fifteen minute session of rigorous exercise to improve pupils' fitness and concentration levels. Excited pupils count how many laps of the playground they have run and use their numeracy skills to calculate their personal totals. Pupils in Years 5 and 6 were enthralled when they created a spreadsheet which would calculate their total termly running distance. This used pupils' ICT skills very well. Inspiring links between subjects mean that pupils are applying and extending their knowledge in all areas of the curriculum. Delighted pupils calculate how long it would take them to travel to various places such as Athens by foot. Imaginative use of the Internet allows pupils to find out about places they could visit on the way. Pupils print out pictures and write about countries they would run through. For example, research on Germany allows pupils to learn about homes and landscapes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	3
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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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