

INSPECTION REPORT

MORETONHAMPSTEAD PRIMARY SCHOOL

Newton Abbot

LEA area: Devon

Unique reference number: 113208

Headteacher: Martin Harding

Lead inspector: Raymond Jardine

Dates of inspection: 12 – 15 January 2004

Inspection number: 256962

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	147
School address:	Green Hill Moretonhampstead Newton Abbot Devon
Postcode:	TQ13 8LL
Telephone number:	01647 440482
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Appropriate authority:	The governing body
Name of chair of governors:	David Hocking
Date of previous inspection:	22 June 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than average. While there are almost equal numbers of boys and girls on roll, the proportions vary substantially across the different year groups. Many come from the town of Moretonhampstead, but considerable numbers are also drawn from a wide rural area within the Dartmoor National Park. Pupils come from a variety of social backgrounds with some being much advantaged but a small proportion that are very socially disadvantaged. The proportion of pupils known to be eligible for free school meals is below the national average. However, on the whole, they represent the national average in terms of social and economic circumstances. Almost all pupils are from White British backgrounds but a very small minority are either white from other backgrounds or of mixed ethnic origin; none speak English as an additional language. The proportion of pupils joining or leaving other than at the usual times is about average. There are 27 pupils on the register of special educational needs; about average in proportion when compared to other schools. Four receive additional support from outside agencies and a further three have statements of special educational need. Their needs are mainly for moderate learning difficulties but eight have Dyslexic tendencies, three social, emotional and behavioural difficulties, two speech and communication and two Dyspraxia. Pupils' attainment on entry varies from year to year; it is mainly about average but that of the current Year 6 was lower than average. The school gained Investor in People Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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12116	Christina Morgan	Team inspector	English Art Music Physical education Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Moretonhampstead is a fairly effective school that provides satisfactory value for money.

Pupils enjoy school and are enthusiastic to learn; relationships are very good and the school's ethos strongly promotes mutual respect and is very encouraging. Teaching and learning are mainly satisfactory; but a considerable amount is better. The leadership and management are good, particularly that of the headteacher who has reversed a decline in standards since his appointment.

The school's main strengths and weaknesses are:

- Pupils achieve well in mathematics, science and Information and communication technology (ICT), but they could achieve more in English.
- Good provision is made for children in the Reception Year; the teaching is good, the curriculum for them is well planned and pupils achieve well.
- Pupils with special educational needs and those less able are supported well and make good progress but more able pupils could achieve better in some contexts.
- Pupils' spiritual, moral, social and cultural education is promoted very well; they have very good attitudes to learning, behave very well and relationships throughout are very good.
- The curriculum is broad, stimulating and much enriched through some very good links with the local community and with parents.
- The headteacher, other key staff and governors provide good leadership and direction; staff work closely together and pupils' standards are improving.

Since the last inspection, the school went through a period of temporary leadership for a year, lost other key staff and standards declined. However, decisive actions taken by the new headteacher following his appointment in 2001 have reversed this decline. Standards are improving, most notably in mathematics and science, although the school is not yet achieving the overall standards reported then. The issues raised at the time of the last inspection have been successfully addressed.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Overall achievement is satisfactory. Reception children achieve well overall and are likely to achieve the goals they are expected to reach by the end of reception in knowledge and understanding of the world, physical and creative development. Many are likely to exceed them in their personal, social and emotional development, communication, language and literacy and mathematical development. Standards by Year 6 have been improving since 2001. By 2003, they were about the national average in English and science and above in mathematics. In relation to similar schools, standards were below average in English, average in mathematics but well below in science, mainly because the scientific enquiry skills of more able pupils are not developed enough. The proportion achieving the expected level in all three subjects has improved substantially and the school met its targets; however, comparatively few reached the higher levels in English and science. Standards by Year 2 in 2003 were above the national average in mathematics, in line in reading but well below in writing. Standards seen during the inspection in Year 6 are broadly average in English and pupils' achievement, satisfactory. They are above average in mathematics and in some

aspects of science. Most pupils achieve well in both subjects, especially the more able in mathematics. Pupils also achieve well in ICT, history and physical education. Those with special educational needs make good progress but some more able pupils could achieve better in some contexts, particularly in mixed age classes.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They have very good attitudes, behave very well and there have been no exclusions in recent years. Attendance is satisfactory and punctuality, good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

Teaching and learning are satisfactory overall, although a considerable amount is better. Teaching in the Reception and in Years 2 and 6 are good. The teaching of mathematics, science and ICT is also good but that of English is satisfactory. Most lessons are stimulating and resources such as projectors and electronic whiteboards used effectively to enliven discussions and to make learning practical. The climate in lessons is encouraging and relationships are very good; pupils behave very well. Learning support assistants provide effective support to pupils with special educational needs. More able and talented pupils are much challenged in mathematics and through music tuition, but in other situations, they are sometimes not challenged enough; for example, in mixed age classes. The curriculum is broad in scope, although the school's literacy strategy now needs refining to focus more on specific priorities. The curriculum is very well enriched by extra-curricular clubs, visits and use of the local community, but the accommodation is inadequate. Pupils are well cared for. Guidance and support are good and pupils much involved in school life. Links with parents, the community and other schools are very well developed.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The headteacher and other key staff provide good leadership and direction for the school that are improving standards and encouraging close teamwork. Management is also good; the school monitors and reviews its performance and sets appropriate priorities for development. Governance is effective; governors fulfil their statutory responsibilities and are much involved in shaping the school's direction.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

This is a strength. Parents are very satisfied with the school. They feel well informed, comfortable about approaching the school when they have concerns and think their children are progressing well. Pupils are also very satisfied. Nearly all enjoy school and feel secure. They think they work hard, are trusted to work on their own and that teachers help them to improve.

IMPROVEMENTS NEEDED

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

- Develop the school's strategy for teaching literacy to focus it more precisely on the school's key areas for improvement in order to raise standards.
- Provide better challenge for the more able pupils, particularly in mixed age classes, so as to improve their achievements and raise standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in the Foundation Stage. In Years 1 and 2 and in Years 3 to 6 it is satisfactory overall, although there are strengths in some subjects. Standards in mathematics and aspects of science are above average by Year 6 but they are average in English. Less able pupils and those with special educational needs achieve well but, in some contexts, more able pupils could achieve more.

Main strengths and weaknesses

- Standards are rising, especially in mathematics and science, although pupils' achievements in English are satisfactory and are not improving as quickly.
- Pupils achieve well in mathematics throughout the school and in their knowledge and understanding of science, but the most able could achieve more in scientific enquiry.
- Pupils with special educational needs are supported effectively in class and achieve well but some more able pupils within mixed age classes could achieve better.
- More able, gifted and talented pupils are provided with good levels of challenge in mathematics sets and through the very good range of opportunities provided in sports and music.
- Most pupils achieve well in information and communication technology and in history.

Commentary

1. In 2003 standards in national tests by the end of Year 6 were about the national average in English and science, but above in mathematics. In particular, the proportion achieving or exceeding the expected level 4 improved substantially compared to previous years and was well above the national average in English and mathematics and above in science. However, comparatively few pupils achieved the higher level 5, particularly in English where writing standards were considerably lower than reading. In relation to similar schools, overall standards were in line in mathematics but below and well below average respectively in English and science; the lower standards in the latter two subjects were due to lower proportions of pupils achieving the higher level 5 than in other schools. The proportions achieving at least the expected level 4 was actually above similar schools in English, well above in mathematics and in line in science. Taking account of their attainment in Year 2 four years previously, the great majority of these pupils achieved as expected and well in mathematics. The school met its target for the proportion achieving the expected level in both English and mathematics. However, it fell short of the target set for level 5, especially in English.

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

Standards in:	School results	National results
English	27 (27.9)	26.8 (27.0)
mathematics	28.1 (26.6)	26.8 (26.7)
science	28.4 (28.1)	28.6 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

2. Standards by the end of year 2 in 2003 were broadly average in reading but well below in writing. Mathematics standards were above average. In relation to similar schools, standards in writing were well below average and below in reading, while mathematics was in line. A very good proportion of pupils achieved above the expected level in mathematics.

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

Standards in:	School results	National results
reading	16.1 (16.6)	15.7 (15.8)
writing	13.3 (14.3)	14.6 (14.4)
mathematics	17.3 (16.9)	16.3 (16.5)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

3. Since the last inspection in June 1998, the school went through a difficult period of temporary leadership for a year until the Spring of 2001 as well as the loss of other key staff. Standards fell to well below average. However, standards are recovering throughout the school, especially in mathematics, following the appointment of a new headteacher two years ago, and, more recently, a new senior teacher. Standards seen in Year 6 during the inspection are above average in mathematics; in science pupils also attain standards above average in their understanding of scientific facts and principles but their scientific enquiry skills are not as good. English standards are about average. Taking account of their attainment at the end of Year 2, which was below average, these pupils are achieving well in mathematics, especially the more able and gifted pupils. Mathematics classes in Key Stage 2 are set across all the classes and an extra class is provided within these sets; this arrangement has a positive impact on pupils' achievements, especially the more able. The teaching of mathematics is also good; some is excellent. In science pupils also achieve well in their acquisition of scientific principles and almost all acquire a sound grasp of scientific enquiry skills. However, few gain the higher skills at Level 5 because too little emphasis is given to systematically teaching these to the more able pupils. These findings confirm that the improving standards of recent years are being sustained. However, improvement in English is rather slower and pupils' achievements by Year 6 are mainly satisfactory. The school was relatively late in applying the National Literacy Strategy which was implemented only after the headteacher's appointment in 2001. While teachers are familiar with the strategy, the school now needs to adapt and evolve it to better reflect the school's needs and priorities.
4. Pupils' standards in Year 2 are also about average in reading and writing but above in mathematics the latter due to some very good teaching in Year 2. In science, standards are also above average because a good foundation of scientific enquiry skills is being laid through some effective teaching. Pupils achieve well in mathematics and science but their achievements in reading and writing are mainly satisfactory. In reception, pupils are on course to meet the expected goals for their age in knowledge and understanding of the world, physical and creative development. Many are likely to exceed them in their personal, social and emotional development, communication, language and literacy and mathematical development where they are achieving well. A stimulating range of planned activities is planned for reception pupils and much work undertaken to improve teaching quality which is now good.
5. The improving picture of pupils' achievements owes much to the good leadership of the headteacher who, following his appointment, took a range of remedial actions to address the underlying problems. These included the introduction of systematic assessment and monitoring of pupils' progress towards targets in English and mathematics, the implementation of effective performance management for all staff and systematic monitoring and support of teaching and learning within it. In addition, the school's comprehensive improvement plan and clearly defined roles for all staff within it have enabled them to work much more closely as a team; this has been a key factor to the general improvement in standards since 2001.
6. Most pupils acquire good standards of basic skills in information and communication technology (ICT) and they are broadly based. This is because the curriculum is broad, teachers' own ICT competence is good and the ICT suite and classroom resources are used effectively. Most pupils achieve well but some more able pupils could achieve more if full

account was taken of their skills when planning ICT activities for the class as a whole. In religious education pupils attain the standards expected within the locally agreed syllabus and their achievements are satisfactory. In history, standards by Year 6 are good and pupils achieve well. In music and physical education, pupils achieve at least satisfactory standards; the broad range of provision such as extra-curricular sports, the school's very good choir and orchestra, enables talented pupils in particular to achieve well.

7. Pupils with special educational needs make good progress throughout the school. Their needs are understood well and provided for effectively in lessons through good support and guidance from well trained learning support assistants who work closely with teachers. Pupils' achievements across Years 3 to 6 are uneven in that, while they make at least reasonable progress, those more able are sometimes not challenged enough within mixed age classes in Years 3 to 5 where the range of ability is wide. Girls have achieved significantly better than boys in science in recent years, but no significant difference in their achievements was seen during the inspection.

Pupils' attitudes, values and other personal qualities

Pupils enjoy coming to school. Overall, pupils' behaviour and attitudes to their work and towards others in the school are very good. There is very good provision for pupils' spiritual, moral, social and cultural development. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils develop very good relationships with each other and adults working in the school.
- Pupils are very enthusiastic in their approach to lessons and extra-curricular activities.
- High standards of behaviour exist within the school.
- Pupils have many opportunities to take responsibility and show initiative.
- The school has made progress in addressing the declining level of attendance since the last inspection and has achieved success in its efforts to ensure pupils arrive at school on time.

Commentary

8. The strong bond that exists between pupils, parents and staff creates an environment where pupils develop caring and sharing relationships with each other and adults within the school. Pupils instinctively hold doors open for each other and adults and expressions such as 'please', 'thank you' and 'excuse me' are used regularly and naturally. Pupils extend these courtesies to visitors with whom they talk in a friendly and polite manner. During an assembly they made sure all the visitors had chairs and then asked if they could put them away afterwards; all without any prompting.
9. Most pupils are very keen to come to school and approach their lessons with enthusiasm. They welcome the opportunities to carry out independent research in the library, via the Internet and at home and keenly attend the school clubs and other activities outside the school day.
10. Pupils behave themselves well in most lessons and they play happily and co-operatively in the playground. At the end of playtime, the headteacher was seen to raise his hand and, as the pupils spotted this, they stood silently still with their hands raised. Within 20 seconds there was no movement or noise and all without any word of instruction or use of a whistle. They then filed quietly back to their classrooms. During assemblies, pupils enter and leave without any fuss and sit quietly and attentively throughout. In the dining hall, they queue patiently and eat their meals in a calm and peaceful environment. While instances of inappropriate behaviour exist, the school is very open in its condemnation of bullying. Parents and pupils are united in their belief that any concerns of this happening are treated seriously and speedily resolved. There were no exclusions in the last reported year.

11. The pupils have many opportunities to accept responsibility. The school council consists of one boy and one girl in each class who are elected by their classmates to serve for one term. Its contribution to school life is highly valued to the extent that it was actively involved in choosing a new teacher and helped set up and run a milk bar, deciding also on the range of healthy snacks it should sell. Currently, some 23 pupils operate as librarians with clear job descriptions and the older ones train the younger. There are also rotas of pupils putting out and taking in playground equipment, helping in the office at lunch-time and providing a cake for a weekly raffle. This last activity raised some £400 last year which went to help support school trips. Year 6 pupils entertain local senior citizens on their monthly visits to have lunch at the school. All these responsibilities help pupils build up their confidence and self-esteem and develop their social skills.
12. Provision for pupils' spiritual, moral, social and cultural development is very good overall. Children in the reception class are on course to achieve the early learning goals in personal, social and emotional development by the end of the Foundation Stage and many will exceed them.
13. Provision for pupils' spiritual development is good. The school fosters pupils' self-awareness and their understanding of the world around them. Values and principles are discussed in class, particularly in religious education lessons. The school meets the requirements for a daily act of collective worship. A very good assembly was seen in which the story of Captain Oates in Scott's Antarctic expedition was addressed in a moving and inspirational manner which clearly enhanced pupils' understanding of the values of friendship.
14. Pupils' social and moral development is promoted very well. The very good ethos of the school promotes pupils' consideration for others. They have a clear understanding of school rules and how these are implemented. Each class has also developed their own set of rules. Older pupils show very good understanding of the feelings and concerns of others when discussing issues in lessons in subjects such as history and religious education. Pupils also show good social awareness. Many instances of friendly, courteous behaviour were observed during the inspection period. They co-operate very well with each other, within lessons and around the school. Teachers provide good opportunities for social interaction in lessons with pupils working collaboratively and participating in discussions.
15. Provision for pupils' cultural development is good. The school promotes pupils' awareness of their local culture very well, using local artists and making good use of the moorland environment. The school provides a very good range of enrichment activities to support this. Awareness of other cultures is developed mainly through artistic experiences in music and art. Pupils have limited opportunities to prepare for life in a multi-cultural society although some of the curriculum work, such as the study of other faiths in religious education and other countries in geography enhances this aspect of their development.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.8
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.

16. Attendance in the last two years has been below that of the national median. However, figures so far this year indicate it is rising. The above average level of unauthorised absence is primarily due to the decision to classify all arrivals immediately after the close of registration

as such. The enforcement of this policy has resulted in an improvement in punctuality this year and it is now good. However, the school does need to address the increasing number of holidays being taken during school-time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are good in the Foundation Stage. They are satisfactory overall in later years. The curriculum is broad and enriched through some very good extra-curricular activities, visits and use of the local community. Resources are adequate and good use made of ICT but the accommodation is cramped, inadequate and constrains the curriculum. Provision for pupils' health, safety and welfare are good; the guidance support and advice provided to pupils are also good. Pupils are consulted and much involved in school life. The partnerships with parents, the community and other schools are also very strong.

Teaching and learning

Teaching and learning are mainly satisfactory in Years 1 to 6, although a considerable amount is better; some is excellent. Teaching in Reception, Years 2 and 6 are good, especially Year 6. Assessment is used well in the Foundation Stage and Years 1 and 2 but is not used sufficiently in some later years.

Main strengths and weaknesses

- The teaching of mathematics, science and ICT are good but English teaching is not so strong.
- More able and gifted pupils are challenged very well in mathematics but in some other lessons activities are not demanding enough for them.
- Less able pupils and those with special educational needs are supported very well by learning support assistants and teachers who achieve a good balance of guidance and questioning.
- Resources are used well, especially computer projectors and whiteboards. Pupils learn through practical tasks and visual presentations that enrich class discussions.
- Most lessons are stimulating and engage pupils' interest. Pupils are managed well, relationships are very good and the climate for learning is very positive.

Commentary

17. Overall, the quality of teaching and learning are satisfactory. There is very little unsatisfactory teaching. Even so, teaching quality is not as good as that reported at the time of the last inspection, although there have been considerable changes in staffing since then. Teaching in the Foundation Stage is good, especially of communication, language and literacy, mathematical development and personal, social and emotional development. Tasks for these pupils are matched well to their abilities and a range of stimulating activities planned for them. In later years, teaching and learning are also consistently good in Years 2 and 6, but more variable in Years 3, 4 and 5 where classes are of mixed age. The teaching of many subjects is good, particularly that of mathematics, science and ICT; good teaching was also seen in physical education and history. The teaching of English is satisfactory. The National Literacy Strategy has been implemented, although it now needs adapting to fit the school's needs more closely. Almost all parents think the teaching is good and that their children work hard and most pupils say they enjoy their lessons.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (14%)	16 (44%)	13 (36%)	1 (3%)	0 (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.

18. Teachers plan lessons in stimulating contexts that engage pupils' interest and enthusiasm and the climate for learning is very positive. Objectives are shared and explained to pupils from the start. Class discussions are managed well to engage all pupils and teachers use questioning effectively to recall pupils' learning from previous lessons and to encourage them to explain and reason. New technical vocabulary is introduced effectively and pupils encouraged to apply it in their response to questions. Relationships are very good throughout the school. Pupils are managed very well and so little time is lost in addressing behaviour difficulties so that in most lessons the pace of work is good. Pupils work productively in shared tasks, and, with their teachers, do their best to alleviate the constraints of small classrooms and other work areas such as the ICT suite. In the better lessons, tasks are planned well to challenge pupils and resources used effectively to give them first hand experience on which to build new ideas. Teachers also make good use of resources such as computer projectors and interactive whiteboards to bring discussions to life. Such approaches reflect recent training provided to all teachers in accelerated learning methods¹ that help pupils to assimilate new concepts more quickly. Year 6 pupils studying micro-organisms in their science were enthralled by projected images from a computer microscope and speculated about what microbes need to multiply as they observed colonies of them on decaying food.
19. In mathematics lessons, where pupils are set by ability within Years 3 to 6, an additional set taught by the headteacher enables all Key Stage 2 classes to be smaller and attention more sharply focused on the needs of individuals. In these lessons pupils of all abilities are challenged well, especially the more able and gifted. An excellent mathematics lesson about probability with the most able pupils in Years 3 to 6 is testimony to the very high level of challenge provided through the teacher's very good questioning, clear explanations and lively tasks, underpinned by his very good command of the subject.
20. In some other subjects however, notably English, planning sometimes does not reflect the full range of pupils' abilities in the class adequately, especially in Years 3, 4 and 5 where classes are of mixed age and the range of ability is wide. In these situations, the more able are sometimes insufficiently challenged by the tasks and activities provided; this is a key weakness of the less effective and unsatisfactory teaching. The effect is also seen occasionally in other subjects such as ICT where the lack of assessment information about pupils' basic skills leads to some more capable pupils finishing tasks quickly or not moving on as much as they could. In science, pupils' enquiry skills are taught systematically throughout so that almost all can plan and carry out fair tests by Year 6, but there is too little emphasis on teaching the higher skills of enquiry to the most able pupils; for example, by considering the range of measures in experiments and proposing practical improvements to working methods.
21. Less able pupils and those with special educational needs are supported very well throughout the school by skilled and well briefed learning support assistants as well as their teachers. They achieve a good balance of guidance and questioning in lessons that encourages these pupils to be fully involved and learning for themselves.
22. Homework is used very effectively to extend pupils' learning from lessons; often pupils are expected to research information from a variety of sources, particularly in later years. Marking is generally good; pupils' work is regularly checked and useful written as well as oral feedback given to help them improve.

The curriculum

The school provides a broad and balanced curriculum underpinned by interesting and stimulating experiences which motivate the pupils. It is much enriched by very good extra-curricular activities

¹ These are teaching methods based on research into how children learn.

and use of the local and wider community. Resources are adequate but there are weaknesses in the accommodation that constrain the school's work.

Main strengths and weaknesses

- There is a very good partnership with parents and the community that helps provide a relevant and stimulating curriculum.
- Provision for pupils with special educational needs is good.
- The National Literacy Strategy needs developing further to adapt it to the school's priorities.
- There are good cross-curricular links between subjects including the use of information technology to support learning.
- Planning sometimes takes insufficient account of the needs of more able pupils, particularly in the mixed age classes.

Commentary

23. The school provides a broad and stimulating curriculum which places considerable emphasis on the links between subjects. The curriculum for reception children is well planned and stimulating for all of them. Literacy and numeracy skills are used well across the curriculum and material from other subject areas is regularly used as a focus for work in English and mathematics. Information and communication technology is also used appropriately to support learning across the full range of subjects. A high priority is given to providing a range of meaningful and interesting activities which stimulate pupils' curiosity and make them enthusiastic learners. The school is aware of the different ways in which pupils learn and makes a conscious effort to reflect this in the diversity of its teaching activities. The timetabling of subjects also reflects this awareness and academic subjects are interspersed throughout the day with practical, creative and physical activities.
24. The school provides a regular programme of extra-curricular activities including residential visits and makes particularly good use of its immediate locality. Links with the Dartmoor National Park provide opportunities for geographical and scientific investigations as well as outdoor education pursuits and orienteering. The headteacher runs an outdoor education club which includes such activities as canoeing, caving and climbing. An abundance of artists and craftspeople in the area provide an extra input into the creative arts curriculum and the musical life of the school benefits from the experienced and enthusiastic help of peripatetic music teachers. French language teaching is also provided by a local resident.
25. Links with the secondary school to which most pupils transfer at eleven are very strong. Regular support is provided for the school's physical education programme and links are established with the science department in order to ensure curriculum continuity. Joint meetings between teachers are also valuable in ensuring that support for pupils with special educational needs is continuous. Music and dance projects cement the close ties between the different stages of education.
26. Provision for pupils with special educational needs is good. The school puts a high priority on the early identification of learning difficulties and the implementation of early action through the Reading Recovery programme. This individualised support frequently results in specific problems being permanently resolved at an early stage. Additional support for pupils with special educational needs is provided by well-trained and experienced learning support staff who ensure that pupils get full access to the curriculum. Occasionally pupils are withdrawn for additional specific help.
27. Although the curriculum is organised through a four year rolling programme to take into account that some classes contain mixed age groups, assessment data is not used enough to ensure that more able pupils are challenged with in it. In some subjects, such as English and ICT, more able pupils are sometimes insufficiently challenged. Equally, pupils in the same year group but in different classes are not receiving the same degree of challenge in the tasks

provided. In contrast, the setting procedures in mathematics for Years 3 to 6 help ensure the needs of pupils are successfully met. The school is aware of the need to review and adapt its

implementation of the National Literacy Strategy in order to create a curriculum which more effectively meets the needs of its pupils. In particular there is a need to ensure that sufficient time is devoted to writing over the course of the week.

28. Resources for the school are adequate overall, but there are good ICT resources. The ICT suite is used effectively to teach basic skills and most classrooms have PC projectors linked to interactive whiteboards that are proving effective in enlivening and illustrating class discussions and in teaching new skills. However, the accommodation is cramped, inadequate and it constrains the school's work in some respects. For example, most classrooms are too small and restrict movement and practical work. The library is used as a classroom for part of the year, limiting pupils' access to it and the ICT suite is housed in a main thoroughfare so that classes often have people walking through them. Plans are now at a very advanced stage to build a new school.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of pupils and also provides them with good support, advice and guidance. It seeks the views of pupils and acts on them in a very active manner.

Main strengths and weaknesses

- The school provides good personal support advice and guidance for its pupils.
- Pupils' views are sought and valued and they are fully involved in setting their own personal and learning targets.
- Pupils are very well cared for in a safe and healthy environment.

Commentary

29. All teachers and support staff get to know pupils in their classes very well. Teachers build up a detailed understanding of how individual pupils are achieving, particularly in English and mathematics where it is well documented. Teachers keep a close eye on pupils' personal development and they know them very well. They rely on word-of-mouth as a means of passing such knowledge on. The support and administrative staff and midday supervisors also play an important role in the pupils' support, advice and guidance. Parents are very positive in their views on this aspect of the school's provision for their children.
30. The school seeks the views of its pupils through surveys and the school council enables them to raise issues throughout the year. A recent survey using the OFSTED questionnaire identified aspects of school life which particularly concerned pupils. A similar survey asked pupils to identify the three things they 'liked' and 'disliked' about the school. Both surveys were fully analysed and the headteacher is looking to address the issues raised. Pupils are also involved in setting and reviewing their own targets and the majority feel their views are actively sought and valued. Members of the school council, for example, are very aware of the plans for the new school and feel they have a real part to play in its development.
31. Arrangements for ensuring the pupils' health and safety within the school are much improved since the last inspection. In addition to an audit carried out by the local education authority, a full site check is carried out by governors who have professional expertise in this area. A detailed list of areas needing attention is then drawn up and passed to the headteacher who institutes a plan of action. Recent improvements to the security of the school have also created a safe environment in which the pupils work and play. The headteacher is fully trained as the designated person responsible for child protection and he ensures that all members of staff are aware of how to identify and address situations where children may be at risk.

Partnership with parents, other schools and the community

The school has developed a very good relationship with its pupils' parents and carers and the wider community. Its links with other schools and colleges are also very good.

Main strengths and weaknesses

- Information provided for parents encourages the parents' involvement in the learning of their children at home and at school.
- Parents are kept well informed about the progress made by their children.
- Parents are fully involved in the life of the school in helping to shape its future direction.
- Links with the local community do much to improve pupils' learning and develop their social skills.
- There are very good relationships with the secondary school to which most of the school's pupils transfer.

Commentary

32. The school provides a regular flow of newsletters giving parents detailed information on what is happening in school, celebrating achievements and providing an updated diary of events. It also produces a summary of what will be covered in each subject at the beginning of each term. Special sessions are also run to help parents understand how they can help their children in their learning. There is overwhelming support amongst parents for the way they are helped in this.
33. The school holds formal parents' evenings within each term at which their children's targets, and their progress towards them, are discussed. In addition, there is an informal opportunity each term to see their children's work and have brief discussions with teachers if they have any concerns. The annual pupil progress reports celebrate their achievements as well as identifying areas for development with specific targets set for literacy and numeracy. They also include a valuable assessment of pupils' personal development. Parents are very satisfied they are given a clear view of the progress their children are making.
34. Parents feel very involved in the life of the school; few are able to work in the school during the day but most provide support where they can. The Friends of Moretonhampstead School are very active in organising fund-raising events which raise around £2,500 per year. The school carries out an annual survey of parents' views which is analysed and fed back in detail with proposals for action to be taken. The fact that no more than five per cent of parents disagreed with any of the statements in the OFSTED questionnaire indicates the high esteem with which parents regard the school.
35. The school is at the heart of the local community. It has close ties with the adjacent church with pupils attending services there and the rector leading assemblies and working with the children in lessons. The parish hall is used for school functions which are attended by local residents and the school has use of the community minibus. The expertise of local people is used to enrich the curriculum and school life; for example, two artists help run the pottery club and a local resident helps out with French lessons. Very good use is also made of the local environment through links with the Dartmoor National Park. The Park's rangers are regular visitors to the school arranging trips to different areas of the Park. The whole community has been consulted and involved in the preparations for the new school. Overall, the links with the local community are of great benefit to pupils' academic and social development.
36. There is a strong partnership with the secondary school to which most of the pupils transfer. Year 6 pupils visit it once a term and have two induction days prior to moving. Year 7 teachers also visit Moretonhampstead to take lessons and there is good communication of pastoral information especially for pupils with special educational needs. On an ongoing basis, there

are also strong links in the areas of sport, science and music which help pupils improve their learning and develop their social skills.

LEADERSHIP AND MANAGEMENT

Leadership and management are effective overall. The headteacher provides good leadership and direction for the school. The leadership of other key staff is also good. Management promotes good teamwork and is effective in evaluating the school's performance and taking action. The school's governance is good.

Main strengths and weaknesses

- The headteacher's prompt actions in tackling key weaknesses following his appointment have reversed a decline in standards.
- The senior teacher, leaders of key areas such as Foundation Stage and the core subjects are leading their areas well and are focussed on raising achievement.
- The school's improvement plan is very good and soundly based on appropriate priorities for improvement based on a realistic review of its performance.
- Performance management arrangements are well developed and training used well to improve weaknesses in teaching and learning.
- The governing body is effective in helping shape the school's direction and it fulfils its statutory responsibilities.

Commentary

37. The school went through a difficult period of temporary leadership for a year following the retirement of the previous headteacher and the loss of other key staff. The current headteacher was appointed two and a half years ago at a time when standards had fallen substantially. He is providing effective leadership and direction for the school having taken a number of important remedial steps to reverse the school's decline. Key amongst them was to raise teachers' expectations of pupils, clarify the role of key staff, and delegate more responsibility for monitoring standards and teaching quality to them within new performance management arrangements. In addition, robust systems for setting pupils individual targets and tracking their progress in the key areas of English and mathematics were put in place and steps taken to implement the National Literacy Strategy, albeit, later than other schools. New staff appointments were also made in critical areas. Together, these actions have been effective in reversing a decline. Standards have improved, especially in mathematics and science and there are signs of improvement in English, although this is slower. Perhaps most important of all, the staff now work much more closely and purposefully as a team and their morale is much higher. A particular strength is the school's encouraging and supportive climate for learning promoted well by all staff. It is founded on a close partnership with parents and the wider community and very good relationships throughout the school. Other key staff such as the senior teacher, leaders of key stages and of core subjects are leading their areas well because they are focussed on raising pupils' achievements and all provide good role-models for others in their teaching.
38. The school has developed robust systems for monitoring its own performance and consults widely amongst staff, governors, parents and pupils. Standards are carefully analysed in relation to a range of national benchmarks and pupils' achievements monitored in relation to targets, both by school staff and in collaboration with the local education authority. All staff are involved in reviewing their areas of responsibility. As a result, the school's improvement plan is very soundly based and is a very good working document that has set appropriate priorities; for example, to improve literacy and raise attendance. Performance management arrangements are effective and include all support and administrative staff. Teaching is monitored by a number of key staff as well as the headteacher; individual training and development targets are closely linked to school priorities so that there is a drive underway to raise standards with everyone pulling together. The effects are seen for example, in the rapid rise in mathematics

and science standards and in the emphasis on visual and practical approaches to learning seen as a result of recent training on accelerated learning methods.

39. The governing body is well informed of the school's strengths and weaknesses through a variety of sources, including reports and presentations from the headteacher and other key staff, local education authority reports and their own visits. Their committee structure is efficient and governors are involved in monitoring the school's work to bring about improvements in key areas such as literacy, numeracy and provision for Foundation Stage children. In particular, governors have successfully made the case for a new school to address weaknesses in the accommodation that hinder the school's curriculum and to anticipate a rise in pupil numbers. They have consulted widely across the local community in recent years with plans now at a very advanced stage with the local education authority. They fulfil their statutory responsibilities and are committed to providing an inclusive education for all pupils. Pupils' achievements are analysed and reviewed in the key areas of English and mathematics and reports provided to governors; they are aware that standards in English lag behind those of mathematics and science. The school's race equality policy is now being implemented and its impact monitored by the Chair of Curriculum with the headteacher this term. Disability access to the school is also planned for, although governors are awaiting an audit from the local education authority, having carried out their own survey and made recommendations.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	360,349	Balance from previous year	15,480
Total expenditure	368,292	Balance carried forward to the next	7,537
Expenditure per pupil	2,505		

40. Financial controls and monitoring are good; a recent auditor's report found systems were effective in almost all respects and the few actions recommended are being implemented. The Finance committee receive regular reports and carry forwards are reasonable. A great deal of strategic planning has taken place; governors are involved with the headteacher in deploying resources to school priorities through the very good school development plan. The school consults widely on important strategic decisions and compares its performance with others. Teaching is monitored and supported; for example, a current focus is to raise the level of challenge in some classes and parents are very pleased with the broad curriculum provided. Overall, the school is implementing the principles of best value well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good. Although this represents only satisfactory improvement since the last inspection, there has been very good improvement this year with the appointment of a new reception teacher. This follows a period when much work was done to improve the quality of provision. Accommodation and resources are better than they were, since a covered outdoor area has been established and equipment and resources much improved. Children enter reception at the beginning of the Autumn or Spring term, depending on the time of year in which they have their fifth birthday. At the time of the inspection the majority of children attended full-time, having started school in September. However a few children had been in school for just a week and were still attending in the mornings only, as part of their induction process. All children achieve well because the teaching is good and there is effective curriculum planning to provide a wide range of interesting and relevant activities, which are well matched to their needs. The school has good relationships with parents and pre-school providers, particularly the local playgroup, and this contributes to children's confident start to school. Children enter school with a wide range of attainment but overall this is average, although some are very able. Children's progress is carefully monitored and children are prepared well for transfer to Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave well as a result of the teacher's high expectations of behaviour.
- The caring and supportive learning environment, provided by the class teacher and support staff, promotes children's confidence and their positive attitudes to school.
- Children are given good opportunities to take responsibility and make choices.
- Children show good levels of concentration when working independently and also when co-operating with others.

Commentary

41. The clear boundaries and consistent role-models set by staff ensure that children know what is expected of them and they behave very sensibly. They know how to operate in a group, sharing, taking turns and putting up their hands when asking or answering a question. Children know the routines well and class rules are made explicit. They are eager to learn and settle to tasks without fuss, concentrating well on their work even when not directly supervised. The teacher's system, for children to make their own choices of follow-up activity to the main lesson focus, is very effective in developing children's independence and responsibility. Children's choices result in them working together independently on the computer, sharing sand and construction equipment and developing role-play. Personal, social and health education is taught discretely, as well as throughout all the conduct of the class. A good lesson was observed in which children learnt about road safety which involved them taking turns at looking at the actions of others when crossing a road, evaluating what they were doing and identifying what was right or wrong. Children are likely to exceed the early learning goals in this area by the end of the reception year. Their good progress in this area of learning provides a sound base for their progress in other areas of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Literacy is planned and delivered in a structured way resulting in good learning.
- The teacher and support staff provide good opportunities to develop children's speaking and listening skills.

Commentary

42. The majority of children are on course to attain the early learning goals by the end of the reception year and many will exceed them. This is because of the systematic teaching of phonic skills, the support for reading and writing and the many opportunities for children to develop their vocabulary through speaking and listening.
43. The teaching of phonics, linked to letter recognition, is a strong feature of the literacy teaching. The reception teacher ensures that children listen to and reproduce the correct sound for each letter. This enables them to make very good attempts at spelling, using their phonic knowledge. Most of the older children can form letters reasonably well and write their names. The more able are beginning to construct simple sentences, using a writing frame. The teacher provides enthusiastic and stimulating opportunities for encouraging children to write independently within a very structured and supportive framework. As a result, for example, children are able to develop their own versions of 'We're going on a Bear Hunt', creating a different version and using a good range of words to describe the location. Children enjoy books and are beginning to use their knowledge of common words, plus picture clues and repetitive phrases, to read simple text. Some of the children are quite articulate, and the teacher and support staff use whole class sessions and informal chats in group work very effectively to provide challenging opportunities for these children, as well as encouraging the less confident to develop their vocabulary. The good information provided for parents on the development of reading and writing and the effective home school partnership makes a positive contribution to children's learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children have good knowledge of number for their age and achieve well.
- Mathematical understanding is promoted through many informal opportunities in class as well as in the wide range of mathematics activities.

Commentary

44. Teaching and learning are good and, as a result, children achieve well and should attain the outcomes expected for the end of the reception year. In aspects of number work, many children will exceed the early learning goals. Most children can count to ten and recognise numerals. Many are beginning to understand addition, either by adding two fingers on one hand to three on the other or by counting the dots from rolling two dice. They can identify one more or less. Children are able to record their answers. Number rhymes and songs are used to help children to count and a lively display in the classroom shows that children are encouraged to make up their own number rhymes. The class teacher ensures that appropriate mathematical vocabulary is used and encourages the children to talk about the strategies they have used. For example, 'how did you get to four?', 'what is adding?' She then reinforces learning very effectively, using the responses of the more able to extend the

understanding of the rest of the class. Children's work shows that they are developing an understanding of measurement and can use vocabulary such as 'longer' and 'shorter' appropriately. They are developing an appropriate knowledge of time through sequencing events. The teacher makes good use of learning opportunities that arise incidentally. When children were putting in the missing dots on a domino, the teacher, in response to an inaccurate answer, extended the learning opportunity by asking whether the number of dots was too small or too many and the child then had to work out how many to remove. The well chosen range of additional activities from which children can choose, after their mathematics lesson, extends their learning, as do many of the other independent activities which promote understanding of shape, size and pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of interesting activities is provided covering all aspects of this area of learning.
- Children have good access to computers.

Commentary

45. A limited number of activities were observed in this area of learning but, on the basis of the evidence seen, children will attain the early learning goals by the end of the year and achieve well in some of the aspects. Further information was gained from the children's work, classroom displays, talking to the teacher and looking at her planning. Much of the work is based on a well-planned topic that effectively links different aspects of learning under a common theme. For example, the current theme of Winter has included discussion on feeding birds and the use of bird tables, investigations looking at materials that keep us warm and using tools and techniques to make a robin with moving legs. There is evidence of good teaching of scientific knowledge and children are developing good investigational skills through scientific activities. They have looked at different materials and their characteristics, such as how they affect heating and cooling. A good range of independent activities, inside the classroom and outdoors, using sand and other materials, construction sets and role-play areas, enables children to become aware of aspects of the world around them and see how things work. Children are given good access to computers with the small suite outside the classroom. They use them independently and enjoy a range of programmes. Children are developing an appropriate understanding of time, and the patterns and change which result. They are able to sequence pictures showing life from a baby to old age and the life cycle of a frog. Good use is made of the local environment to develop children's knowledge of place and early geographical skills. They have appropriate opportunities for learning about their own culture and beliefs, learning about the story of Christmas and becoming aware of feelings.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children handle tools, materials and equipment effectively.
- Good opportunities are planned for physical activity lessons.

Commentary

46. Children are on line to attain the expected goals by the end of the reception year. No physical education lessons were observed during the inspection although the teacher's planning shows a number of opportunities each week for this aspect of children's development. Inside the

classroom and in the outdoor learning environment, children demonstrate that they can jump and move in a variety of ways and use large wheeled toys confidently. They are given good opportunities to develop manipulative skills and show increasing control in handling a range of tools for making and drawing and when using the computer. Children manipulate small construction equipment and toys with reasonable dexterity. Their co-ordination when using pencils, crayons and scissors is often good, enabling them to cut out shapes, create pictures and form letters reasonably accurately.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children are given a range of opportunities for artwork and they respond well.

Commentary

47. Children are on course to attain the expected outcomes for the end of the reception year. Not all aspects of creative development were observed and evidence from children's work has been taken into account. Children show appropriate skills in drawing and painting and some of the work is good. Examples of children's paintings in the classroom show that they make reasonable attempts at representing familiar objects and toys, using brushes and paints to achieve the desired effect. Children are able to make prints, using their hands and other shapes and they show awareness of pattern and colour. Children sing enthusiastically and engage in imaginative role-play in the classroom and when playing with sand and toys in the outside area.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' attainment is in line with the national average across the school and they make satisfactory progress.
- Provision for pupils with special educational needs is good.
- There has been insufficient evaluation and development of the literacy hour in order to focus on areas identified as needing improvement.
- Insufficient use is made of assessment data to match work to the range of ages and abilities within each class.
- The quality of leadership in English is good.
- Good use is made of literacy skills in other areas of the curriculum.

Commentary

48. Standards in reading are in line with national expectations across the school, although in all classes there is a wide range of attainment.
49. By Year 2, the more able pupils read expressively and responsibly. They are independent and self-correct, using a variety of clues from the text and pictures to support their reading. However, the less able readers are still at the very early stages of reading. They have a limited sight vocabulary and have to be prompted to use their knowledge of sounds to decode

unfamiliar words. By Year 6, the more able pupils are confident readers of a range of demanding literature and have well established preferences for a variety of authors. They understand and can describe different literary genres and read regularly for pleasure. Pupils are regular users of both the local library and the attractive school library. They are articulate, use a wide vocabulary and can set their reading within a broad context of historical, geographical and scientific knowledge. Less able readers use a range of strategies to tackle unfamiliar text, but their technical reading skills exceed their comprehension of the text. There are no daily guided reading sessions in place across the school, which would enable all pupils' reading and comprehension skills to be systematically developed.

50. Standards in writing are broadly in line with national expectations across the school. However, as with reading, there is a wide range of ability in all classes. The presentation of pupils' work is consistently good across the school and across all ability levels. More able pupils in all year groups have a wide vocabulary and general knowledge and this is transferred to their writing. The quality of their spelling and punctuation is also generally good. Average and less able pupils make satisfactory progress, although standards of spelling and punctuation in their writing are frequently erratic. In Year 6, the marking of pupils' work is good and pupils are aware of what they need to do to improve their work. As a result they achieve well over time. In other year groups, although the context for much of the work is made clear, the marking is insufficiently evaluative and diagnostic and there is insufficient reference to pupils' individual targets. As a result, pupils make the same errors in subsequent pieces of work.
51. The school introduced the National Literacy Strategy considerably later than most other schools. As a result it has not proceeded very far down the road of evaluation, revision and innovation that other schools have taken and has yet to create a curriculum which focuses on the specific needs of its pupils. Many lessons contain a number of disparate activities and lack an overall cohesion. As a result, they lack a clear focus on the identified need to improve pupils' writing. Although the learning objectives for lessons often have a writing focus, the tasks provided are not always precisely related to the learning objective and provide too few opportunities for pupils to write at any length.
52. The quality of teaching is satisfactory overall, but good in Year 6. This judgement is based on both observation of lessons and an analysis of pupils' work. Teachers encourage pupils and relationships are good. Pupils are managed well so that standards of behaviour are high. However, in most lessons there is a lack of focus on the main learning objectives and activities do not sufficiently challenge more able pupils. This is mainly because teachers' planning does not take full account of the needs of the wide range of abilities and ages within each class, particularly those classes with mixed age groups. There is a range of assessment and recording procedures in place, which are used well to identify those pupils in need of extra support. As a result, pupils with special educational needs are well supported by teachers and support assistants, have full access to the curriculum and make good progress. However, the information from assessment is not used sufficiently to inform the planning for some other pupils. Homework is used well to reinforce and extend pupils' learning.
53. English is led by an enthusiastic and experienced teacher, who sets a good example by the quality of her own teaching. She is aware that the school is now in a position to move forward in developing a more innovative approach to the teaching of English that focuses more precisely on the needs of the pupils. She has undertaken a careful monitoring of teaching and learning and is aware of what is successful and what needs to be improved to make teaching more responsive to pupils' needs. She is fully able to support her colleagues in the next stages of curriculum development. Resources are satisfactory but could be improved by the purchase of sets of group readers by well known writers. Good use is made of ICT to support learning in English.

Language and literacy across the curriculum

54. The school provides good opportunities for pupils to use their literacy skills in other curriculum areas. Meaningful opportunities are built into the medium term planning in history and geography. Equally, material from other subjects is used as the focus for text work in the literacy hour. Visits within the locality are regularly used as a stimulus for work in English. In Year 6, a visit to Butterdon Tor was the stimulus for a joint science and literacy project.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved considerably, following a dip since the last inspection, and are above average at the end of Years 2 and 6.
- Pupils achieve well because of the good teaching and learning.
- The needs of more able pupils are met effectively through the setting arrangements for Years 3 to 6.
- Good use of tracking and analysis of pupil performance has effectively informed strategies to raise standards.
- The mathematics co-ordinator is a very good teacher of the subject and provides very good leadership and management.

Commentary

55. Standards in mathematics in both Year 2 and year 6 are above average. In 2003 national tests, results in both year groups were above the national average and Year 6 pupils attained well in comparison with similar schools. Although standards are slightly lower than at the time of the last inspection, the statistics show considerable improvement in the last couple of years following a significant dip in pupils' attainment in the years following the last inspection. All groups make good progress and achieve well. Pupils with special educational needs are supported well and achieve as well as their classmates. There is no significant difference in the achievement of boys and girls. The introduction of setting in Years 3 to 6 provides well for pupils of different abilities and is most effective in extending the more able pupils.
56. The school has worked hard to raise standards in mathematics following the appointment of a new headteacher who also provides very effective subject leadership in mathematics. By the end of Year 2 most pupils have a sound knowledge of numbers to 100 and can add and subtract 2-digit numbers. Their knowledge of multiplication facts is developing well through counting on in multiples of 2, 5 and 10 and applying this in doubling and halving numbers. Numerical skills are used well in problem solving and this is a feature throughout the school. A very good lesson was observed in Year 2 in which the teacher developed pupils' understanding of numerical problems, expressed in words, by getting them to create an appropriate question to match a given number sentence. This was also linked effectively to developing their use of correct mathematical vocabulary.
57. The setting arrangements work most effectively in the top two sets where the quality of teaching challenges and extends older pupils and the most able from the four year groups. By the end of Year 6, most pupils have a secure understanding of place value and can use the four number operations confidently with 3 or 4-digit numbers. Pupils are beginning to apply their mathematical knowledge to solving simple equations and investigating a range of problems involving shape and measures. Pupils use fractions, decimals and percentages and show good understanding of their relationships.

58. Teaching is good overall with some lessons being very good. One excellent lesson on probability was observed in which the higher attaining pupils achieved very well as a result of:
- A pacy introduction which recapped and reinforced previous learning;
 - Use of practical situations for working out probability which enthused and motivated pupils;
 - High level of challenge within a very supportive learning environment in which pupils were respected and their views valued;
 - Good opportunities for pupils to try out ideas and strategies with each other and the teacher without feeling that the answer had to be right or wrong;
 - Tasks that were well matched to pupils' differing learning needs.
59. These pupils could carry out quite complex investigations independently and had the confidence to share strategies and try out new ideas. As a result the lesson was very productive. The more able pupils achieved particularly well. They made spinners, dividing the circle into different sized sectors, using a protractor and applying their knowledge of angles, and then working out the probability of it coming to rest at a particular point. The quality of mathematical discussion throughout was very good and the teacher encouraged pupils, many of whom are very articulate, to explain their strategies clearly.
60. The least effective set is that which has pupils from all four year groups in a very small classroom; the range of maturity and prior experience affects the teaching opportunities that the teacher is able to provide. However, a classroom assistant provides good support for the least able and this is well managed by the class teacher who ensures that he has appropriate knowledge of the outcomes from this group. Throughout the school there are a few occasions when a teacher is not sufficiently aware of pupils' attainment levels to ensure an appropriate match of work; this reduces pupils' interest and concentration, resulting in limited learning.
61. The effective implementation of the National Strategy for Numeracy from its inception has contributed to the good standards. The better achievement in recent years is a result of the very effective leadership in mathematics, which has provided a clear agenda for improvement, supported by rigorous monitoring and evaluation of teaching and learning. Assessment and tracking procedures are well developed and used well to inform levels of challenge and support for pupils and whole school priorities for improvement.

Mathematics across the curriculum

62. Pupils have good opportunities to use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. They use graphs and tables to record data. In science, they estimate and measure. For example, in a Year 2 class pupils measured materials before and after they had been stretched. Pupils in Years 3, 4 and 5 use a variety of measurements and scales. Geographical displays and work in history often include numerical work. Pupils calculate how long ago an event took place and use time-lines and sequencing of time. Mathematics has particularly strong links with information and communication technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils acquire a good grasp of scientific knowledge and principles but more able pupils could achieve more in their scientific enquiry skills.
- Teaching is good, especially in Years 2 and 6; lessons are interesting and resources used well to provide pupils with stimulating visual and practical experiences.
- Less able pupils and those with special educational needs make good progress because learning support assistants are well briefed and support them effectively.

- The subject is led well by the co-ordinator who provides a good role-model and supports teachers effectively; as a result, standards are rising.
- Assessment methods are not consistent or standardised enough to enable pupils' progress to be monitored closely and to guide teaching.
- ICT is use well to enhance class discussions and to process and display information, but sensors and data-loggers are not used enough in investigations.

Commentary

63. Standards by the end of Year 6 were in line with the national average in 2003. The proportion achieving the expected level was above average but few pupils achieved the higher level 5. Standards have been improving steadily in the past three years; girls have achieved significantly better than boys, although no difference in their attainment was observed during the inspection. Inspection findings confirm that the improvement is being sustained. Standards seen are above average by Year 6 in pupils' knowledge and understanding of scientific facts and principles and almost all achieve the expected level in their scientific enquiry skills but few attain higher skills because not enough emphasis is placed on the teaching of these to the more able pupils. Pupils generally achieve well, especially in acquiring new knowledge and scientific concepts. Those with special educational needs are supported effectively in class by well trained support assistants who provide a good balance of guidance and questioning to enable them to make good progress.
64. Pupils are provided with a very good grounding in scientific enquiry skills by Year 2 and attain broadly average standards in their knowledge and understanding; for example of the properties of some materials. In one very good lesson, Year 2 pupils compared different materials to see which would stretch the most as part of their work on forces. Their teacher skilfully questioned them so that they were able to decide on the right conditions for fair testing, what may happen and how to measure the stretch accurately. Pupils worked very productively and were able to compare their rank order with their predictions and draw conclusions from them. There are plenty of such opportunities provided to develop pupils' enquiry skills as they move through the school, although sometimes tasks in later years are not as challenging to the most able as they could be because teachers tend to provide pupils with similar tasks without necessarily extending the scope of them for the more able. Higher skills such as deciding on the range of measures to take and repeating them to check their consistency are not given sufficient emphasis and so more able pupils in Years 5 and 6 are sometimes unsure of the basis on which they could improve their working methods. Even so, almost all can plan a fair test and draw conclusions from evidence by Year 6. Most pupils also acquire a good understanding of key concepts such as electricity by Year 6. They construct electrical circuits involving a range of components and can explain, for example, how the brightness of bulbs within them can be altered. Teachers provide good first hand experiences on which pupils can build such ideas and pupils work very productively and enthusiastically in groups at their practical work. ICT is generally used effectively, for example, to store and display data graphically within a database and pupils occasionally use sensors to measure variables such as temperature. However, such sensors linked to data-loggers are not yet used effectively in practical work to gather and display information.
65. Teaching and learning are good. There are strengths in Years 2 and 6. Lessons are generally well planned around clear objectives and in stimulating contexts. Relationships are very good and pupils managed very well and as a result they are very well behaved. Teachers use resources well, especially interactive whiteboards and projectors, and provide first hand experiences which pupils can explore and discuss. In one Year 6 lesson about the growth of micro-organisms on decaying food, pupils were engrossed in observing colonies of micro-organisms and were captivated by images of them projected from a microscope. Many speculated about why they were visible over time and where they came from as a result of the careful questioning and stimulating class discussion with their teacher. Good questioning features in many lessons to help pupils recall and explain their learning. Learning support assistants work closely with teachers and are very well briefed so that less able pupils and

those with special educational needs learn well. Marking is regular and much provides correction and guidance to pupils on how to improve.

66. The co-ordinator, who has been in charge for about 18 months, provides a very good example to others in her own teaching and is leading and managing the subject well; as a result, standards are improving, although they are not yet at the levels reported at the time of the last inspection. Teaching is monitored and supported and pupils' work reviewed regularly. The subject's action plan is appropriately focussed; for example, on improving pupils' enquiry skills. Training has been provided on teaching scientific enquiry and there are clear signs of improvement as a result, although there is still work to be done. Assessment methods are not yet systematically based on standardised testing methods. As a result, teachers and the subject's co-ordinator are not as well placed to monitor patterns in pupils' progress, although plans are in place to address this weakness this year.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Most pupils achieve well, especially those less able and with special educational needs, because teaching is good and learning support assistants are well trained and briefed.
- Teachers are competent in their own ICT skills and use resources such as interactive whiteboards and the ICT suite effectively to teach new knowledge and skills.
- Pupils are not yet assessed in their basic skills. As a result, insufficient account is sometimes taken of the more able pupils when planning activities for them.
- The curriculum is broad and pupils provided with many opportunities to apply their ICT skills in different contexts and subjects.
- The subject's co-ordinator is very skilled and knowledgeable and provides good leadership and direction.

Commentary

67. Standards by the end of Year 6 are good. Most pupils achieve well throughout the school, including those with special educational needs, although some more able pupils could achieve more. The curriculum is broad and covers all aspects of ICT competence, but the use of ICT in controlling devices should be developed further in later years to build on pupils' experiences in Years 2 and 3.
68. From their reception year, pupils are provided with good opportunities to acquire basic skills so that by Year 2, all are proficient at logging into the school's network, opening appropriate applications and saving and retrieving their work. They learn to research information from sources such as CD-ROM. By Year 3, pupils are familiar with the Internet as a source of information and learn to send and receive messages through e-mail. Teachers throughout the school have received training to build their own ICT competence and all have access to computers for planning their own work. In addition, most have PC projectors and inter-active whiteboards in classrooms that enable them to demonstrate new skills very effectively. Teachers' competence in using ICT and their effective use of resources are key reasons for most pupils' good achievements. Year 3 pupils for example, quickly learned how to create, send and receive e-mails as a result of effective demonstration and discussion with their teacher who made very good use of the ICT suite and resources in her own classroom to both demonstrate new skills and provide pupils with the opportunity to practise them. The learning support assistant was briefed well so that those less competent pupils were supported and guided effectively and no time was lost waiting for assistance. One weakness however, is that pupils are not yet systematically assessed in their skills as they acquire them. The range of pupils' competence is wide, especially in Years 3 to 5. Yet most tasks given in lessons tend to be similar and the more skilled pupils are sometimes ready to go on to more demanding work.

For example, a few pupils in Year 3 and 4 are already competent in using e-mail from their experiences at home.

69. In later Years 4, 5 and 6, pupils broaden their skills so that by Year 6, most are competent in entering and displaying data from surveys or investigations graphically. They consider their intended audience by choosing graphical displays that best represent the information collected. Pupils also acquire good skills that enable them to combine text, graphics and sound to create presentations such as slides and cover pages for their work. In a very good Year 6 lesson, pupils contrasted two styles of web-page and evaluated their strengths and weaknesses from the reader's perspective. From this, they were able to make their own guide to effective communication when devising their own opening welcome page for the school's web-site.
70. Teaching and learning are good throughout the school. Pupils are managed very well in the relatively cramped ICT suite. Teachers and support assistants are reasonably competent in their ICT skills that underpin effective demonstrations and guidance. They involve pupils in suggesting next steps and evaluating the quality of their work, especially in Year 6. However, teachers sometimes miss opportunities to relate the use of ICT to its impact in the wider world.
71. Satisfactory progress has been made since the last inspection. The co-ordinator provides effective leadership and direction for the subject and is very skilled and knowledgeable. Developments in the ICT curriculum have been matched well to resources and training in recent years. Teaching and pupils' standards are also monitored and action taken; for example, through providing training. However, individual pupil assessments are not yet in place, but the co-ordinator is planning to introduce a system of pupil self-assessment guided by teachers this year.

Information and communication technology across the curriculum

72. Pupils apply their ICT skills in many contexts and they are used well in most subjects. For example, pupils communicate information graphically in mathematics and science; they use ICT to draft and present their work in English and learn about control by programming floor turtles. Pupils also use a variety of sources, including the Internet to research information in subjects like history and geography. In addition, teachers' use of inter-active whiteboards and projectors has had a major impact in enhancing the quality of class discussions, bringing them to life in all subjects.

HUMANITIES

Three lessons of history and two lessons of religious education were observed. In addition, discussions were held with the respective subject co-ordinators, teachers' plans and pupils' work were examined and discussions held with pupils about their work. Geography was not inspected because of timetable constraints.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching is good overall and based on thorough planning, although in mixed age classes, work for the older, more able pupils is not always sufficiently challenging.
- Pupils show empathetic understanding of people and events in the past.

- There is good writing about historical events and people, using literacy skills well.
- There is a good range of enrichment activities and visits that enhance the curriculum.

Commentary

73. No lessons were observed in Years 1 and 2. However evidence from pupils' work and teachers' planning show that standards and provision are satisfactory. By the end of Year 6, pupils attain standards that are above those expected nationally. Pupils aged 7 make satisfactory progress and, by 11, achieve well, with no significant difference between boys and girls or pupils of differing ability.
74. By the end of Year 2, pupils show appropriate knowledge of people and events in the periods studied. They use time-lines and are developing a sound understanding of chronology. Pupils are developing appropriate subject skills that enable them to make comparisons between aspects of past and present life. Year 6 pupils' writing about historical characters and events is particularly strong, showing empathy and understanding of the difference between times past and the present. Pupils have a good understanding of local history through their study of the locality. Their research skills are well developed, using a range of evidence and accessing information from books and the Internet. Standards of presentation are good throughout the school.
75. Teaching is good overall and is particularly effective in Year 6. Here a good lesson was observed in which the pupils compared a modern map with those from the Tudor period to show the effect of voyages of exploration on people's knowledge of the world. Good cross-curricular links were made as pupils used their geographical knowledge to identify what the early Tudors knew about the world. Many pupils showed a high level of general knowledge which informed the discussion and which was used effectively by the teacher to challenge and extend the learning of all. She also encouraged pupils to develop their own research through homework. In the mixed age classes, work is not sufficiently well matched to the differing needs of pupils. In particular, the oldest, more able in the class are not always challenged and extended and, where this occurs, their learning is not as good.
76. Standards were well above national expectations at the time of the last inspection and there has been little change since then. Planning and provision show that there has been good subject leadership. A new co-ordinator was appointed at the beginning of the year and has not yet had enough time to make an impact although she has identified appropriate priorities for improving resources for the subject. A good range of enrichment activities, such as visits and visitors, plays an important part in making the work interesting and relevant to pupils.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good knowledge of Christianity.
- Moral and ethical awareness is promoted well.

Commentary

77. Standards of attainment seen during the inspection remain in line with expectations of the locally agreed syllabus, as they were at the time of the last inspection. Only two lessons were observed and, as a lot of work covered in religious education lessons centres around discussions, there was a limited amount of work to examine. However, analysis of the available work and talking to pupils indicate that achievement is sound throughout the school.

78. In the lessons seen, teaching is at least satisfactory and one very good lesson was observed. Pupils are gaining a sound understanding of world faiths and have particularly good knowledge of Christianity. Discussions with older pupils show that they are able to link religious teaching with everyday life and that they feel it helps them to make informed decisions. In lessons, younger pupils have looked at the parables and can recall stories such as 'The Prodigal Son'. They have learnt about well-known characters from the Old Testament such as Noah and Moses. In Year 2, pupils are developing an understanding of moral and social values through considering special celebrations and abstract issues, such as 'moods'. By the end of Year 6, pupils have a good knowledge of Christianity and can recall many of the well-known Bible stories but their knowledge of other faiths is less secure. A very good lesson was seen with this age group in which they explored the concept of leadership, linked to the story of Moses. The innovative, kinaesthetic approach² to the first part of this lesson involved team games, emphasising leadership. Pupils were fully engaged and enthused and, as a result, responded with a high level of discussion and very thoughtful contributions to 'What makes a good leader?'.
79. The subject co-ordinator has only been in post since the beginning of the year but has made a good start in monitoring provision and identifying priorities for improvement. The school has close links with the local church and visits other places of worship in the wider locality.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Three lessons of physical education were observed and the subject is reported in full below. Music lessons for much of the school occur on the same afternoon together with the school's orchestra practice. No full music lessons were observed and so a judgement of overall provision cannot be made. However, music lessons in several classes were sampled and the work of the choir and orchestra was seen. In addition a discussion was held with the subject's co-ordinator. Art lessons were not seen and the subject not inspected. In design technology, samples of pupils' work were examined. These show pupils' skills in cutting shaping and assembling in examples of model fairground rides made by Year 6 pupils are well developed. A particular strength in these models is the quality of the mechanisms that drive them. These include gearing systems, belt drives and electric motors. Overall, the examples seen are imaginative, made to a good standard and show pupils' obvious pride in their work.
81. The school's provision in **music** is broad and the subject has maintained a high profile in the school. All aspects of the curriculum are covered including singing, composing and performing. A strength of the provision is the use of additional teaching expertise to train a school choir and orchestra who perform to a good standard. Regular annual productions of a high standard are a highlight of the school year and the choir and orchestra take part in regular community events. Peripatetic teachers teach a wide range of instruments. Many pupils who opt to take music tuition or are involved in the choir and orchestra achieve good standards.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- A broad range of activities is covered in collaboration with other schools.
- There is good provision for outdoor education.
- Pupils generally achieve well and the teaching is good.
- Leadership and management of the subject are good.

² These are approaches that use practical, first hand experience to help pupils learn.

Commentary

82. A significant amount of time is devoted to this area of the curriculum. In association with the local secondary school, a specialist physical education college, a wide spectrum of activities is covered. Of particular note is the development of outdoor education with opportunities for canoeing, climbing, caving, orienteering, surfing and sailing. Extremely good use is made of the local area. All pupils achieve and often exceed the required National Curriculum standard in swimming, by the time they leave the school. A wide range of extra-curricular activities, some in association with other primary schools, supplements the already good provision. Overall, pupils achieve well throughout the school as a result.
83. All the three lessons observed were of good quality. Teachers show good subject knowledge and structure lessons well. Pupils undertake appropriate warm-up and cooling down activities at the beginning and end of lessons and they are reminded of safety issues. Lessons are calm and orderly and the contexts for them often stimulate pupils' imaginations. For example, pupils in Year 6 were inspired by pictures of the England rugby team displayed as they turned elements of the game such as a line-out, passing movements and a scrum into a sequence of movements to form dance phrases. Their teacher modelled what she expected from them well and provided good advice and support as pupils developed their sequence. New vocabulary was emphasised. Pupils evaluated each other's work and showed much enthusiasm throughout the lesson, clearly inspired by the music chosen and the images displayed in the hall.
84. The subject is led and managed well. The current co-ordinator is recently appointed. In collaboration with the headteacher, the provision for outdoor education has been steadily increased. A wide range of extra-curricular sports is also offered, such as basketball, hockey and tennis and a fitness programme is also provided at lunch-times.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Two short sessions of personal, social and health education were observed and discussions held with key staff. The school's provision for health, social and personal education is broadly based. There is a planned curriculum, which incorporates circle time and sex and drugs education. In addition, this area is linked specifically with other curriculum areas such as science and physical education. For example, the school has identified and developed a positive association between increased physical education provision and academic improvement. The regular opportunities for outdoor education and residential visits make a substantial contribution to the development of pupils' confidence and social relationships. Strong community links, including lunches with grandparents and elderly residents further develop pupils' ideas of citizenship and emphasise the importance of community links which may go back several generations.

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	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
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	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	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).