

INSPECTION REPORT

PARRACOMBE C OF E PRIMARY SCHOOL

Parracombe, Barnstaple

LEA area: Devon

Unique reference number: 113382

Headteacher: Mr Steve Chope

Lead inspector: Mrs Alison Cogher

Dates of inspection: 17 – 18 May 2004

Inspection number: 257162

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	46
School address:	Parracombe Barnstaple Devon
Postcode:	EX31 4QJ
Telephone number:	01598 763338
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Cathy Slow
Date of previous inspection:	9 March 1998

CHARACTERISTICS OF THE SCHOOL

This is a very small school situated in the village of Parracombe near Barnstaple in North Devon. Most pupils come from the village and surrounding area, although some come from further away including a few from Combe Martin eight miles away. All pupils are of white British heritage and none have English as an additional language or require support for learning English. Pupils come from a variety of backgrounds and their socio-economic circumstances are average overall. Attainment on entry to the school is broadly average. Four per cent of pupils are on the school's register of special educational needs. This is well below average. The largest proportion of pupils with special educational needs have specific learning difficulties. The percentage of pupils with statements of special educational needs is well above the national average but represents very few pupils in this very small school. The number of pupils entitled to free school meals is below average. The number of pupils joining or leaving the school at times other than those expected is low.

Pupils are taught in two classes with reception and Years 1 and 2 in one class, and Years 3 to 6 in the other. The headteacher shares his teaching of the older pupils with an additional teacher in the mornings when pupils in Years 3 and 4 are taught separately from Years 5 and 6 for English and mathematics. In the afternoons pupils in Years 3 to 6 are taught together by the headteacher or the additional teacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	English Religious education Geography History Music Foundation Stage English as an additional language
9744	Peter Brown	Lay inspector	
8864	Peter Clifton	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of this school is good. It provides satisfactory value for money. As a consequence of good teaching pupils learn well. Standards are average and pupils' achievement is satisfactory overall. Exemplary relationships, high quality care and the active support of parents combine with the very positive attitudes and behaviour of pupils to produce a very good learning environment in which pupils thrive. The good leadership and management of the headteacher and other staff, good teamwork and the very good governance ensure the school is clearly focused on continual improvement.

The school's main strengths and weaknesses are:

- Good teaching ensures pupils learn well in lessons.
- Standards in speaking and listening are good but the presentation of pupils' work is often below the standard expected.
- Better use could be made of assessment information to guide individual target setting for pupils and involve them in their own learning.
- Provision for pupils with special educational needs is good and these pupils achieve well.
- Relationships are excellent and are reflected in the very good ethos of the school.
- Very productive links with parents, other schools, and the community contribute significantly to teaching and learning and pupils' enthusiasm for school.
- Governors know the school very well and work constructively with the school staff and parents.
- Pupils' skills in the monitoring and control aspects of the information and communication technology (ICT) curriculum are below those expected.
- Pupils have limited knowledge of the ethnic and cultural diversity of British society.

Improvement since the last inspection has been satisfactory. Issues from the last inspection have been addressed but further work is needed on the way the curriculum is organised, and the use made of assessment information to raise pupil achievement and improve standards. The achievement of pupils with special educational needs has improved. New accommodation has improved the learning environment but this has not had time to impact on the standards achieved by pupils.

STANDARDS ACHIEVED

Standards achieved are satisfactory.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
E* in the bottom 5% of schools nationally. Similar schools are those whose pupils attained similarly at the end of Year 2.*

NB Caution is needed in interpreting data in a very small school such as this as each pupil represents a large percentage and the proportion of pupils identified as having special educational needs in each year group has a marked effect on the overall results. In 2003 the collective results of pupils in Year 6 was one mark away from average when compared to similar schools in both mathematics and science.

Children start school with standards that are average overall, although there is a range of ability between individual children and each year. By the end of reception most children exceed the expected goals in the area of personal, social and emotional development and reach the expected goals in all other areas of learning. The satisfactory achievement of pupils in Years 1 and 2 ensures they achieve satisfactory standards in reading, writing and mathematics. They achieve well in speaking and listening. Standards in ICT are average and in RE they meet the expectations of the syllabus. No other subjects were inspected in sufficient depth to make judgements about standards.

Pupils' achievement is satisfactory in Years 3 to 6 and the standards they achieve are average overall in English, mathematics, science, ICT and RE. The achievement of pupils with special educational needs is good. There is no significant difference between the standards achieved by boys and girls of similar ability.

Pupils' personal qualities and their spiritual, moral and social and cultural development are very good overall. Pupils' attitudes and behaviour are very good. Attendance is satisfactory and punctuality is very good. Relationships and pupils' enthusiasm for school is exceptionally good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. Teachers know pupils well and are successful in planning lessons that match the learning needs of the wide age and ability range in each of the two classes. Separating Years 3 and 4 from Years 5 and 6 for English and mathematics lessons is effective. Teaching assistants are well deployed and make a good contribution to pupils' learning throughout the school. Assessment is satisfactory overall but the information gathered could be better used to inform target setting and involve pupils more in their own learning.

The good curriculum is enhanced by very good enrichment activities that contribute significantly to pupils' learning and achievement overall. Exemplary relationships, very good levels of care, support and guidance together with very good links with parents, other schools and the community combine to support pupils' achievements very well.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides effective leadership and is supported well by committed staff. Teamwork is a very strong feature of the school. Governance is very good. Governors are very knowledgeable and have a very clear understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold the school in high regard and have no significant concerns about its work.

IMPROVEMENTS NEEDED

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

- Make better use of assessment information to inform target setting for pupils and to involve them in their own learning.
- Improve the quality of presentation of pupils' work.
- Improve pupils' skills in the monitoring and control aspects of ICT in Years 3 to 6.
- Provide more opportunities for pupils to learn about the ethnic and cultural diversity of British society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Currently standards in English and science are average overall. In mathematics they are above average in Year 2 and average in Year 6. Standards in ICT and RE are satisfactory. Pupils' achievement is satisfactory overall, although pupils with special educational needs often achieve well.

Main strengths and weaknesses

- Standards in speaking and listening are above average throughout the school.
- The high quality of relationships in the school support pupils' achievement and the standards they attain.
- The quality of presentation of pupils' work is often below the standard expected.
- Pupils with special educational needs often achieve well because they are well supported by adults as they work to meet the targets set for them.
- Teachers' good subject knowledge ensures pupils have a good grasp of subject-specific vocabulary.
- The use of assessment information to support improvements in standards and pupil achievement is underdeveloped.
- There are weaknesses in the monitoring and control aspects of ICT in Years 3 to 6.

Commentary

The tables of results for 2003 are omitted as the number of pupils in both Year 2 and Year 6 are very small.

1. Since the last inspection the school has improved at broadly the same rate as other schools nationally, although there have been marked differences in standards from year to year. As the number of pupils in each year group is very small in comparison with other primary schools, caution is needed in interpreting the results of national tests. Each year group's results reflect the individual abilities of each pupil. The proportion of pupils with special educational needs within a year group and small changes in one pupil's attainment can alter significantly the overall standards reported. However, indications are that the school is on track to meet the challenging targets it has set itself in English and mathematics in 2004.
2. There is a wide variation in the standards on entry to the school from year to year, but overall they are average. The achievement of children in reception is good in their personal, social and emotional development and satisfactory in all other areas of learning. As a result of good teaching and the effective support of the teaching assistant children are enabled to learn well. Many children exceed the expected goals in their personal, social and emotional development. Most reach the expected goals in each of the five other areas of learning of the Foundation Stage curriculum, and some exceed them.
3. In 2003 the number of pupils in Year 2 was three, and all were boys. School assessment information indicates that these pupils were of at least above average ability on entry to the school. Their achievement was satisfactory and they attained high standards in reading, writing and mathematics by the end of Year 2. In the current Year 2 of eight pupils, standards are average in reading and writing and above average in mathematics. Their achievement is satisfactory. Standards in speaking and listening are good. Pupils' written work is not collated in a way that enables pupils to review the progress they are making, neither do teachers challenge them to improve to meet the standard expected by sharing assessment information with them. Consequently, pupils have little idea of the standard they should be aiming for and

as a result the presentation of their work is often below average. Standards in mathematics are above average because pupils' understanding of numbers, and their ability to tackle problems in their head are good. In addition, the practical mathematics activities they engage in on a daily basis do much to raise their confidence and lead to good learning. Standards overall are average in science, RE and ICT and pupils' achievement is satisfactory.

4. Through Years 3 to 6 pupils sustain satisfactory levels of achievement and by the end of Year 6 they attain standards that reflect their ability. In 2003 standards were well above average in English, mathematics and science. Currently, standards for pupils in Year 6 are average overall. They are good in speaking and listening, for their ability to carry out science investigations, and in the shape and space aspect of mathematics. Standards are below those expected in the standard of presentation of pupils' work, their skills in the monitoring and control aspects of ICT, in problem solving in mathematics, and their knowledge of Earth and Space in science. Standards in RE meet the level expected. Whilst teachers support pupils well in lessons they do not enable pupils to take some responsibility for their own learning through the setting of individual targets for improvement.
5. The good standard of speaking and listening found throughout the school is a result of teachers' good subject knowledge and the way they pursue every opportunity to broaden pupils' general and subject-specific vocabulary. In addition they correct pupils' speech when they make mistakes and the expectation that pupils will listen to and value the spoken contributions of other pupils is made very clear. All adults act as good role models in this respect, which supports very well the good standards attained. The very high quality relationships found throughout the school and consistently good teaching enable pupils to learn well in lessons and sustain satisfactory levels of achievement despite the very wide range of age and ability in each class.
6. Assessment data shows that there is no significant difference in the achievement or progress made by boys and girls of similar ability. However, pupils with special educational needs achieve well and make good progress, because they work hard to meet the individual learning targets that are set for them, and they are well supported by adults in their efforts to do so.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school, their behaviour and their spiritual, moral, and social development are very good overall. Attendance is satisfactory but punctuality is very good.

Main strengths and weaknesses

- Pupils display a very positive attitude to school in general and learning in particular.
- Relationships between pupils and with adults are excellent.
- Behaviour of pupils is very good, both in and out of school.
- Very good provision is made to support pupils' spiritual, moral and social development but opportunities for them to learn about the ethnic and cultural diversity found in British society are limited.

Commentary

7. Pupils' attitudes to school are very good throughout the school. They are very keen to learn and respond positively to the many opportunities to do so. Pupils say they like school and their parents think the school helps pupils to develop very positive attitudes to learning. Inspection findings agree totally with pupils' and parents' views. Relationships between pupils and with adults are excellent, providing a foundation on which learning and personal development can thrive. Almost all reception age children exceed the expected goals in their personal, social and emotional development by the time they enter Year 1. The school provides good opportunities for pupils to show initiative and accept responsibility. For example, older pupils

are encouraged to write and then read stories to younger pupils and they are expected to look after each other during playtimes.

8. The behaviour of pupils is very good. They are extremely attentive in class, very considerate to others, and are able to collaborate together on the basis of mutual respect and shared purpose. Procedures for promoting good behaviour are very much based on positive inducements and are highly effective in their implementation. No cases of bullying or harassment were observed but appropriate procedures have been established to deal with any instances that might arise. Pupils say unpleasant behaviour is very rare because they all take care of each other but if it does happen it is dealt with quickly and effectively.

9. Provision for spiritual, moral and social development is very good. Spiritual awareness is very good, and pupils are provided with many opportunities for spiritual reflection. Through their work with the National Trust and Exmoor National Park they learn to appreciate the beauty of the natural environment and their place within it. Carefully planned and well-delivered assemblies, and RE lessons often involving the local vicar, encourage pupils to evaluate their own beliefs and those of others. Pupils display a very good understanding of the difference between right and wrong, and are regularly encouraged to debate topical moral issues. They display a high respect for the feelings and values of others. This is illustrated strongly by the care and sensitivity shown by older pupils to those in younger age groups. Pupils learn about other world cultures through the occasional work of visitors, from places such as Africa. Although their cultural development is satisfactory, opportunities for pupils to become fully aware of the ethnic and cultural diversity of the British society are limited.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
National data	5.4	National data	0.4

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

10. Attendance of pupils is satisfactory and the level of unauthorised absence is below the national average. Levels of attendance are adversely affected by a minority of pupils with serious health problems and by the high proportion of parents employed in the tourist industry who take their annual holidays outside of the normal school holiday periods. Punctuality of pupils is very good, allowing lessons to commence promptly and without interruption. Procedures to ensure regular attendance are very good and implemented effectively. There have been no exclusions in the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching is good and this ensures pupils learn well. The good curriculum is enhanced by very good additional learning opportunities. The very strong ethos of the school has successfully created a learning environment in which pupils are keen to learn. Very constructive links with parents and the local community, and the very good care and welfare procedures and practice are very supportive of pupils' learning.

Teaching and learning

Teaching is good and as a result pupils' learning is good. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Very high quality relationships ensure pupils behave very well, work hard and develop very positive attitudes to learning.
- Teachers have good subject knowledge and make effective use of resources to support pupils' learning.
- Teachers make good use of questioning to take pupils' learning forwards.
- Pupils with special educational needs are well supported by teachers and teaching assistants.
- Better use could be made of assessment information to involve pupils in their own learning.

Commentary

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	12	2	0	0	0

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

11. The good quality teaching throughout the school reflects the very positive views expressed by pupils about their lessons. Teachers work hard and manage the diverse needs of the wide age and ability range in each class effectively. Overall, planning is satisfactory and meets the substantial curriculum demands of mixed year group classes. By splitting Class 2 into two groups for English and mathematics lessons, the learning needs of pupils in Year 3 and 4 and Year 5 and 6 are met well in these subjects. Planning in Class 1 is good and takes account of the Foundation Stage curriculum for reception children, and the National Curriculum for pupils in Years 1 and 2. Skilled teaching assistants make a valuable contribution to pupils' learning and work very closely with teachers in both classes. Their support of children in reception and for those who have special educational needs is particularly effective.
12. Teachers organise lessons that pupils find interesting and use resources well to motivate and enthuse pupils to learn. Teachers have good subject knowledge and they are able to use questioning to good effect. Taking account of individuals' age and ability they check pupils' understanding and then take their learning forward by encouraging them to think for themselves and use what they already know to find solutions to problems. In addition, subject-specific vocabulary is taught well and as a result pupils use it confidently in their work. Every pupil is important to the teachers who ensure that they are all included and supported. Time is taken to make sure pupils understand each step in their learning before moving on to the next. Teachers' marking is good and pupils are regularly assessed. As a result teachers are aware of pupils' strengths and what they need to learn next. However, this information is not shared with pupils on a regular basis. Consequently, pupils have little knowledge of their own strengths, or a clear understanding of what they need to do next to improve. The school recognises that it needs to improve this feature of its work in order to improve achievement and raise standards. Pupils with special educational needs do have specific small step targets for improvement. They are aware of these targets and are well supported by teachers and teaching assistants in their efforts to achieve them. As a result the achievement of these pupils is often good.
13. Openness, honesty, trust and respect are features of the very high quality relationships that exist throughout the school. A high quality learning environment has been established that strongly supports pupils' very good attitudes to learning. They work very hard in lessons, are keen to share their learning and support each other very well. They respond positively to suggestions as to how they might improve their work. Consequently, they learn well in lessons and develop a very strong work ethic. Inspection findings fully support parents' and pupils' positive views about teaching and the commitment of all staff to provide a good quality education for all pupils.

The curriculum

The overall quality of the curriculum is good. Opportunities provided for enrichment of the curriculum through clubs, visits and special events are very good. Accommodation and resources provided to support learning are good.

Main strengths and weaknesses

- The provision of a rich curriculum supports the personal and social needs of pupils very well.
- The provision for special educational needs is good.
- Excursions to places further away, and clubs support the delivery of the curriculum and pupils' learning very well.
- Links between curriculum areas need to be strengthened.
- Significant improvements to accommodation are proving to be beneficial to pupils' learning.

Commentary

14. The quality and range of the curriculum are good and many additional activities enrich pupils' learning and promote achievement. The school meets all statutory requirements and satisfactorily implements the locally agreed syllabus for religious education. On a day-to-day basis the curriculum provides very strong support for pupils' personal and social development. Pupils are very confident in sharing their views, taking part in discussions and asking questions. The school provides for pupils' personal, social and health education through a specific programme of activities. This programme ensures appropriate attention is paid to drugs, alcohol and sex education. In addition, healthy living is covered in science, for example, when pupils investigate the effect of exercise on heart rate. Pupils experience the benefits of exercise during the daily morning exercise session in which they are all involved.
15. Provision for pupils with special educational needs is good. These pupils benefit considerably from the skilled guidance of teaching assistants who have a good understanding of their needs and support them with great sensitivity. Pupils' individual educational plans have clear targets that are regularly reviewed. There is very good communication between teachers and teaching assistants and this enables pupils who work for some sessions out of the main class to be included well when they return to the whole group. This ensures that their learning is not interrupted. Detailed records are kept and these show that these pupils make good progress and achieve well.
16. The considerable enrichment of the curriculum is made possible through the very strong commitment of all those involved with the school including parents and governors. Environmental themes feature strongly and serve to extend pupils' understanding of local and world issues. For example, pupils spend a day considering the subject of renewable energy. The school works very well with organisations such as the National Trust and Exmoor National Park. A particularly successful trip enabled pupils to compare and contrast the working of old and new sawmills and to learn how mechanisation had developed. The school offers many opportunities for pupils to take part in sporting activities and links well with other nearby schools to access drama groups. Pupils say they enjoy these activities and value being able to meet and work with pupils from other schools. These positive links ensure pupils are well prepared for the next stages in their education. There is an after school arts club and visiting artists teach pupils how to work with clay. Residential visits are greatly enjoyed by the pupils and contribute very well to their personal and social development.
17. Although curriculum development is satisfactory, the school has recognised that aspects of whole-school planning need to be improved. In particular, links between subject areas need to be strengthened in order to promote better learning and achievement overall. The presentation of pupils' work, including writing, is not developed as well as it could be in all subjects. The school improvement plan identifies the development of a more thematic approach to the

curriculum to increase the depth of coverage in some areas. Inspection findings confirm the need to make these improvements.

18. The school benefits from an established, well qualified team of teachers and teaching assistants who work well together to provide good quality learning experiences for pupils. At the time of the last inspection the schools' accommodation was 'not always sufficient to enable the curriculum to be developed fully'. Since that time governors have been very active in successfully securing substantial improvements. The new play area for the under-fives, and the new classroom for older pupils are of high quality and have greatly improved the school's ability to teach the full curriculum. The space available for teaching practical subjects such as science, art and design technology is now good and pupils' learning is no longer interrupted because classrooms have to be rearranged. These significant improvements are proving beneficial to pupils' learning opportunities. Resources are sufficient and used well by teachers to support pupils' learning.

Care, guidance and support

The school provides a very safe and secure environment in which pupils thrive. The support, advice and guidance given to pupils are very good. The involvement of pupils in the life of the school is good.

Main strengths and weaknesses

- Pupils' relationships with teachers and other adults are excellent.
- Procedures for safeguarding the health, safety and welfare of pupils are very good.
- The school actively seeks, and acts upon, the views of pupils.

Commentary

19. Health and safety procedures, including those associated with child protection, are very good. Risk assessments are thorough, fully documented, and those related to external visits are of particularly high quality. Pupils are consulted on safety matters, for example, by participating in the risk assessments that are conducted prior to the commencement of science lessons. Governor involvement in health and safety matters is good. In conjunction with the headteacher, a governor helps to complete a rigorous annual health, safety and security audit covering the whole school. A report with recommendations is presented to the governing body who respond positively by implementing any improvements needed. Welfare arrangements are of a very high quality and fully meet the needs of pupils.
20. The care, guidance and support afforded pupils are of a very high quality and a key strength of the school. All staff are highly competent in providing very good pastoral support which is founded on their close personal knowledge of individual pupils and on the very strong relationships developed with them, based on trust and respect. Teachers have a good understanding of the strengths and weaknesses of individual pupils' learning. Pupils' learning in lessons is good because teachers use the knowledge they have to provide individuals with good support. This, together with the careful monitoring of pupils' personal development makes it possible for the school to provide pupils with very good quality and guidance.
21. Induction arrangements for new pupils are good, both for those entering the reception class and for those who join the school into an older year group. Staff, are attentive in ensuring that new pupils settle into the warm and inviting atmosphere of the school with a minimum of trauma. Parents are provided with all relevant information and advice prior to their children starting school, which helps facilitate a stress-free transition for pupils.
22. Pupils say their views are sought and acted on. For example, the outcome of recent informal classroom discussions has resulted in the acquisition of new outside play equipment and revised arrangements for the playing of football in the school playground. Pupils value the

school's commitment to seeking their views. This openness with pupils makes a significant contribution to the development of pupils' self-esteem and sense of responsibility.

Partnership with parents, other schools and the community

Very good partnerships have been established with parents, the local community, and with local schools.

Main strengths and weaknesses

- Very strong links have been established with parents, based on very effective communication and their active involvement in the life of the school.
- Community links are very strong and are used very effectively to enhance the curriculum.
- The very productive links with other local schools provide valuable additional learning opportunities for pupils.

Commentary

23. The school is held in very high regard by parents. They consider it to be well led and managed, that teaching is good, and that pupils learn well within a safe and secure environment. Their views are confirmed by inspection findings.
24. Communication with parents is good. Details of school events and developments are provided through regular newsletters that are lively in tone and informative in content. The school prospectus is detailed and reader-friendly, providing a good introduction to the school and to the organisational arrangements in place. The governors' annual report to parents offers a good summary of the school's achievements and events during the previous academic year. Parents receive an annual written report that summarises clearly their child's academic progress and personal development. However, there is no indication on these reports as to what their child needs to do next to improve. Written communication is effectively complemented by parents' evenings and the day-to-day informal discussions which take place between teachers and parents. As a consequence of this two-way dialogue teachers are extremely well informed about all the pupils in their care and are able to support their learning effectively. Their accessibility and commitment to support individual pupils are valued highly by parents,
25. Very few complaints or concerns are raised by parents. However, very good procedures have been established, and parents understand fully what steps to take should they have a problem. Parental involvement in the life of the school is very good. They provide valuable extra help in classrooms, with out-of-school visits and with the wide range of school clubs currently on offer. Parents are encouraged to be actively involved in their children's learning at home, particularly in numeracy and literacy. They are given very good support from the school to assist them in carrying out this role through curriculum evenings and the home/school partnership contact book. Very effective consultation takes place with parents through regular surveys, the Friends of School Association, and through day-to-day personal contact. Their views are fully taken into account by the headteacher and governors.
26. Links with the local community are very good and significantly enhance pupils' learning. The very strong partnerships established with the Exmoor National Park and the National Trust enable pupils to develop a much greater understanding and appreciation of their local environment. A strong and productive relationship has been established with the local Parish Church which not only promotes spiritual development but also other areas of learning. For example, the enactment of a mock wedding held in the Church itself provided pupils with first hand experience of the Christian ceremony of marriage. The school plays a full role in the life of the village and makes a significant contribution to the entertainment featured in village events and celebrations. Pupils talk enthusiastically about their involvement in village activities and the way their learning is brought to life by working with individuals and organisations from the community.

27. Good liaison with the village pre-school playgroup ensures children move into full-time schooling smoothly. The transfer of pupils into secondary education is significantly assisted by the school's involvement with the Ilfracombe Area Academic Council, which co-ordinates a series of activities and meetings for local Year 6 pupils and their parents. The effectiveness of this partnership is demonstrated by the ease with which pupils transfer from their very small village school to a large secondary college. The result of these very good arrangements is that pupils' learning is not disrupted by periods of settling in. The school has very strong links with Lynton and Kentisbury Primary Schools and joins with them for residential visits, sporting events and cultural activities. These shared initiatives make available to pupils very valuable additional educational and social opportunities that would not be possible for the school to organise on its own.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The governance of the school is very good. The headteacher and other staff provide good leadership. The school is well managed.

Main strengths and weaknesses

- The governors are very knowledgeable and know the strengths and weaknesses of the school very well.
- The headteacher has played a key role in developing effective team work and very good relationships.
- Self-evaluation is securely embedded in the work of the school and is reflected within a good school improvement plan.
- Financial control of the budget is very good.
- Opportunities for continuing professional development of staff are not fully pursued.

Commentary

28. The governing body is very knowledgeable about the strengths and weaknesses of all aspects of the school's work and is fully involved in its strategic development. Governors visit the school on a very regular basis and feed back information during governors' meetings on what they have seen. Frequent, rigorous lesson monitoring is carried out by governors in partnership with teachers and this promotes a very good professional relationship. The governors' lesson monitoring forms provide helpful prompts against which they collect information. Examples include comments on how well pupils are motivated to learn, their behaviour, and the quality of provision for pupils with special educational needs. The open communication between the headteacher, teachers and the governors has enabled a clear and agreed direction for the school to be firmly established and strongly pursued. Governors have developed a very good balance of support and challenge of the headteacher. This very productive working relationship has secured the improvements made since the last inspection. All areas identified in the previous inspection report have been addressed, and in addition the school's accommodation has been improved.
29. The school improvement plan is clearly focused and has a useful section identifying key questions to be asked. Self-evaluation is well established and the school produces a detailed report on its own effectiveness each year. The improvement plan accurately identifies key areas for improvement: for example, further training for aspects of ICT, the development of using and applying skills in mathematics, and a review of the curriculum to deliver better linkage between subjects. Although the professional development arrangements for staff are satisfactory, opportunities to learn from the work of similar schools are not always fully pursued. Currently, because of tight budget constraints, staff training is linked almost exclusively to the key issues identified in the school improvement plan. However, opportunities are being missed to see how other small schools are tackling areas such as developing the curriculum in innovative ways or making best use of target setting and pupil progress tracking to raise pupil achievement and standards.

30. The headteacher has played a key role in developing an effective team. The staff work very well together and with governors to promote a very good climate for learning for all pupils. There is a good level of communication between teachers and teaching assistants and this ensures that best use is made of time. Teaching assistants are deployed well to support individuals and small groups of pupils. All staff work hard and are open to new ideas and initiatives. The very small size of the school does mean that all teachers, and particularly the headteacher, carry significant responsibilities. This workload is currently imbalanced as the headteacher is responsible for the leadership and management of too many key areas of the curriculum.
31. Financial management of the school is very good. The school runs a balanced budget that takes full account of the school's priorities. Governors have directed funding towards the retention of an additional teacher to enable Years 3 to 6 to be taught in two groups during the morning. This is having a positive impact on standards and is welcomed by the pupils. The balance carried forward in 2002/03, and 2003/4 (£7,070) is earmarked for this purpose. Governors have a very strong understanding of best value principles and this is demonstrated clearly in the part they have played in organising and monitoring the capital project for raising funding and the building of a new classroom. The school provides satisfactory value for money.

Financial information for the year April 2002 to March 2003.

Income and expenditure (£)	
Total income	173,827
Total expenditure	164,569
Expenditure per pupil	3,501

Balances (£)	
Balance from previous year	10,100
Balance carried forward to the next financial year	9,258

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Very good relationships and the care and support given to children ensure they achieve well in their personal and social development.
- Children learn well because activities are well matched to their interest and ability levels.
- The teaching assistant provides effective support for children.
- Good use is made of the outdoor environment to support children's learning.
- Better use could be made of assessment information to involve children in their own learning.

Commentary

32. It was not possible to make judgements about each individual area of learning during the inspection. However, the evidence gathered supported fully the good provision offered. Good improvement has been made since the last inspection with notable improvements to teacher's planning and the provision of a good quality, outdoor learning space.
33. Standards on entry to the school are broadly average, although due to the very small numbers of children involved this does vary from year to year. All children achieve well in their personal, social and emotional development. Their achievement in all other areas of learning is satisfactory overall, although in some aspects of communication, language and literacy, and mathematical development it is good. Children are well supported by their teacher, the teaching assistant, and the older Year 1 and 2 pupils in the class and this ensures they develop very positive attitudes towards learning. Most children reach the goals they are expected to reach by the end of reception in all areas of learning with the majority having done particularly well in their personal, social and emotional development. Some children exceed the standard expected in speaking and listening, and their understanding of numbers.
34. Reception children settle quickly into school because links with the local pre-school are effective and the induction programme is good. Parents are provided with good information about what their children will be learning and consequently are able to support their children well at home. The very good relationships between school and home help to secure the very positive attitudes, shown by children towards their learning. Lessons are well planned to take account of individual children's needs and fully reflect the expectations of the Foundation Stage curriculum. This represents good improvement since the last inspection. The teacher and teaching assistant work very closely to check the progress being made by individual children. This information is used well to guide the planning of activities. However, children do not record their work in books, or in a way that allows them to review their own work over time. Consequently, they have limited knowledge of their own learning and the improvements they have made.
35. Children's **personal, social and emotional development** is fostered well and care is taken to help children settle quickly into school. Children spend some of their time each day working with older pupils in the class and this time is used well to help them develop effective social skills, and an enthusiasm for learning. A good balance of adult-led and child-initiated tasks gives children the opportunities they need to build their self-esteem and confidence. They play happily together, and are able to share and take turns in variety of situations including the playing of games and role-play situations. By the end of their reception year they achieve standards that are above those expected.

36. Children's skills in **communication, language and literacy** are promoted well and most achieve the expected standards by the end of their reception year. The skilled teaching assistant makes a good contribution to children's learning in small group activities. Her involvement is particularly effective in support of children's speaking and listening skills and in this aspect of their work they achieve well. Through role-play activities they learn to listen carefully to each other, and use an increasingly varied vocabulary. They enjoy listening to stories and acting out well known rhymes. Children are encouraged to write in a variety of activities and their work is regularly assessed. However, their work is not collated in a way that enables the children themselves to review it on a regular basis and as a result they have limited knowledge of the progress they have made, or what they need to do next to improve.
37. Good **mathematical development** takes place when children use practical activities to learn to count and solve simple addition and subtraction problems. The teaching assistant supports children's learning well, through effective questioning and the creative use of number rhymes and role-play activities. Good use is made of the outdoor play area to help children practise their counting and number recognition skills. For example, they play hopscotch and count on and backwards up the snake number line painted onto the playground. Children's achievement in their understanding and use of number is good. Most children are likely to reach the expected goals in this area of learning by the end of reception.
38. Children are likely to reach at least the expected standards in the areas of **knowledge and understanding of the world** and **creative development**. This is because a good range of stimulating activities is provided, and children receive good support from their teacher, the teaching assistant and older pupils in their class. For example, by looking at maps with older pupils they learn about where they live. Good teaching of subject-specific vocabulary ensures they can identify some of the main features of the landscape such as beaches and cliffs. Children are given ample opportunity to develop their creative and imaginative skills as they build with a variety of construction kits, and play in sand with small world play people, sea animals and shells. They use musical instruments with confidence and sing with enthusiasm. The improved secure outdoor area provides a good quality environment in which children grow plants and act out imaginary situations in the play house.
39. The outdoor area is used well to support children's **physical development**. A good mix of adult-led and child-initiated activities take place in this area on a daily basis. Children have ample room to move around and gain increasing control over their bodies as they run, hop and throw and catch balls. Along with daily opportunities to use small tools and equipment such as scissors and pencils, and structured sessions in the local hall, these activities effectively secure the development of their physical co-ordination. Children are likely to reach the expected goals in this area of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to learn well in lessons.
- Standards in speaking and listening are good.
- Pupils' attitudes to their work are very good and they work extremely hard, but they have limited knowledge of what they need to do next to improve.
- Pupils with special educational needs achieve well.
- The standard of presentation of pupils' work is below that expected although the content of their written work is often good.

Commentary

40. The very small numbers of pupils in each year group result in an often, wide variation in standards within and between year groups from year to year. Standards seen during the inspection were good in speaking and listening and average in reading and writing in Year 2 and Year 6. Overall, pupils' achievement and the progress they make over time is satisfactory, although pupils with special educational needs make good progress and achieve well. Progress since the last inspection has been satisfactory as the school has successfully adapted the National Literacy Strategy for classes that contain pupils of a very wide range of age and ability. The school's decision to split Year 3 to 6 into two groups for English is effective, as teachers are able to respond more effectively to the individual needs of pupils.
41. Teaching is good. Lessons have clear objectives that are shared with pupils, and resources are used well to stimulate pupils' interest and enthusiasm for the subject. Teachers have good subject knowledge and as a consequence of regular assessments and good marking of pupils' work, they know their pupils well. They plan activities that are generally well matched to pupils' learning needs and provide a good level of support and challenge that ensures pupils of all abilities learn well in lessons. However, pupils have limited knowledge of their own learning and what they need to do next to improve. This means that they are unable to take an active role in their learning to support their improved progress and achievement over time. Pupils with special educational needs make better than expected progress and achieve well because they have clearly identified individual targets for improvement, which they are aware of, and they are well supported by adults in their efforts to achieve them. Teaching assistants make a particularly good contribution to the learning of these pupils in lessons and by ensuring specific individual pupil support programmes are carried out effectively. The teaching of subject-specific vocabulary is good, and opportunities are pursued in lessons to broaden pupils' general vocabulary. Teachers make very good use of questioning to challenge pupils to think for themselves and to check their understanding of specific ideas and concepts. For example, pupils in Years 3 and 4 were able to identify the elements of rhythm and rhyme in a poem by Edward Lear as a result of focused questioning by their teacher. The quality of discussions in lessons is often very good and leads to good standards of speaking and listening throughout the school. The value placed on all pupils' contributions is a reflection of the outstanding relationships based firmly on trust and respect between pupils, and adults and pupils that are a very strong feature of the school. Teachers' expectations of pupil involvement are high and pupils respond productively by behaving very well and working extremely hard in lessons. These positive features of lessons contribute significantly to pupils' achievement and progress, not only in English but also in their personal and social development. Homework is set regularly and effectively supports pupils' learning in English.
42. Pupils write for a variety of purposes and in a range of styles. They use a good range of descriptive vocabulary and organise their writing well with the result that their work is interesting to read. However, the often good quality content of their writing is not reflected in the way their work is presented which is often below the standard expected. Pupils in Year 1 and 2 do not record their work in a way that enables them to review their progress on a regular basis. Consequently, by the time pupils enter Year 3 pupils have little knowledge or understanding of what constitutes good presentation and what improvements they need to make to their work year on year.
43. The structured reading programme is organised well to provide pupils with a range of books that they find interesting and suitably challenging. Opportunities are pursued in lessons to help pupils improve their fluency and expression when reading to the whole class and this ensures that they develop into confident readers. Pupils say they enjoy reading and that they are well supported both in school and by their parents at home. As a result of the support and guidance they receive, pupils have an appropriate range of skills to help them work out unfamiliar words and develop good reading habits. By the end of Year 6 pupils can locate books with ease in the library and regularly use information books to support their learning in other subjects.

44. Leadership and management of English are good. All staff work well as a team to secure continuous improvement in the provision for English that reflects the changing needs of pupils. These improvements are clearly identified as a consequence of careful monitoring of the quality of teaching, learning and standards.

Language and literacy across the curriculum

45. Overall, pupils make satisfactory use of their literacy skills to support their learning in other subjects. Of particular note is the good quality of speaking and listening developed during class discussions. Whilst pupils write in a variety of styles in other subjects, these could be improved in subjects such as science. Pupils use their ICT word processing skills to good effect to produce, for example, information documents and the school magazine.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The school provides a very good learning environment for all pupils.
- Pupils have very good attitudes and work very hard.
- Although teaching is good, there are some barriers to learning resulting in only satisfactory achievement.
- Pupils have too few opportunities to use their mathematical skills to solve problems.

Commentary

46. Standards seen during the inspection were above average in Year 2, and average in Year 6. The very small numbers of pupils in each year group result in considerable year to year variations. Overall, pupils' achievement and the progress they make are satisfactory. In Years 3 to 6, there are strengths in pupils' understanding of shape and space, but weaknesses in aspects of using and applying mathematical knowledge and understanding, and this is preventing individual pupils reaching higher levels of attainment. Pupils' presentation of their work is inconsistent and often below the standard expected. There are no significant differences between the achievement of boys and girls of similar ability.
47. Basic skills in using number and in data handling are well established. Opportunities for pupils in Years 3 to 6 to solve problems, particularly those that require a number of steps, or offer a range of solutions, are limited. Consequently, pupils' skills in this area of mathematics are underdeveloped and this affects their overall achievement. The school has recently focused on developing pupils' mental calculation skills at the beginning of lessons. This has been successful and pupils confidently tackle calculation in their heads and explain how they got to their answers. For example, Year 2 pupils add together the cost of different items and explain how they did the calculation. Older pupils round numbers up and down and work out simple fractions of numbers. Effective teacher questioning covers the needs of all pupils in lessons and there are high levels of response from pupils as a result.
48. The school's decision to split Years 3 to 6 into two groups for mathematics has supported learning well because pupils get good individual attention from the teacher. Pupils with special educational needs get good support from either the class teacher or teaching assistants and they too learn well. Pupils on specific programmes to support their mathematical development make good progress as they are working towards clearly identified targets for improvement. In all classes pupils work with enjoyment and considerable intensity. Their application and sustained interest are very good and are a result of a well established learning environment which supports pupils' emotional and social needs very well. The behaviour of pupils is very good and sometimes exemplary.

49. Overall, the quality of teaching and learning in lessons is good. However, there are some aspects of the teaching which are only satisfactory and lead to pupils making satisfactory progress and achieving at expected levels, rather than better. Whilst pupils have a general understanding of how well they are doing it is not made clear enough to enable them to direct their own learning purposefully or understand how their skills are progressing and might be improved. In Years 1 and 2, whilst there is a very high quality level of interaction between the pupils and the teacher that often results in good progress in learning in lessons, pupils record very little. As a consequence of this, pupils are unable to refer back to what they have done in previous lessons or see the progress they are making. In classes with older pupils, there is insufficient emphasis given to enabling pupils to explore different mathematical ideas and develop different methods for solving problems. Therefore, although productivity is very high, pupils' development of understanding is only satisfactory.
50. Leadership and management of mathematics are satisfactory. The school is aware of areas that need to be improved. There is a committed drive for improvement and a strong sense of teamwork. Overall, improvement since the previous inspection is satisfactory.

Mathematics across the curriculum

51. The use of number across the curriculum is satisfactory. Opportunities for measuring and recording results in tables are pursued in science, and ICT is used appropriately to support the drawing of graphs and the presentation of information.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in investigative science are good.
- Teachers have good subject knowledge and ensure that pupils gain a good scientific vocabulary.
- Planning does not always target pupils' learning needs sufficiently well to ensure better than satisfactory achievement.
- Pupils have limited experience of some areas of science such as Earth in Space.
- Pupils are very well motivated and work very well together.
- The presentation of pupils' work is below that expected and opportunities for pupils to practise their writing are missed.

Commentary

52. Current standards are average in Year 2 and Year 6. Results fluctuate considerably from year to year due to the very small numbers and overall ability of each group of pupils. Taking these variations into consideration, pupils' achievement and the progress they make as they move through the school are satisfactory. This is also true for pupils with special educational needs who are well supported by teachers and teaching assistants. Good practical experiences are provided by the 'hands-on' approach to teaching science. As a result by the time they reach Year 6, pupils have a good grasp of investigative science. However, in some other areas such as the science of Earth in Space pupils' knowledge and understanding are superficial and they struggle to give convincing reasons for their thinking and explanations. Pupils in Years 1 and 2 record limited amounts of work, and across the school, opportunities to practise writing skills are not being pursued effectively and pupils' presentation of their work is below the standard expected.
53. Teaching is good overall, with many strengths. Years 3 to 6 are taught together and this places significant demands on teachers in terms of planning and organisation. The quiet yet firm approach of teachers is particularly effective and ensures pupils are managed very well.

Relationships between teachers and pupils are extremely good and this results in highly motivated pupils who are very keen to learn. All pupils co-operate very well together. Teachers have good subject knowledge and introduce new vocabulary skilfully. They are careful to make sure pupils understand it and use it correctly. There are, however, some factors which are limiting pupils' achievement and progress to being satisfactory. Pupils have little understanding about what they need to do to improve and there are insufficient opportunities for them to strengthen their own knowledge and understanding, through guided study or research. This is sometimes reflected in their written work where detail is lacking or explanation limited.

54. Flexible grouping arrangements are beneficial for several pupils. For example, Year 3 pupils are supported by Year 4 pupils, and higher attaining Year 4 pupils by those in Year 6. This has a positive impact on the progress made by these pupils. However, opportunities for some scientific ideas to be explored in depth through pupils' own questioning are infrequent. Whilst the wide age range in the class is a challenge, the range of strategies used is limited and planning is not sufficiently focused on improving knowledge and understanding in areas of specific weakness to ensure better than satisfactory achievement for pupils.
55. Overall, leadership and management of the subject are satisfactory. The use of ICT is profitable; for example, when pupils use data handling programmes to present their work. There are very good opportunities for environmental aspects of the subject to be pursued through visits and the school's work with the National Trust and Exmoor National Park. Healthy living and the importance of exercise are well promoted during science lessons, through the morning whole-school exercise session and the positive approach to healthy eating adopted by the school at lunchtimes. The school has made satisfactory progress since the previous inspection

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils' have good word processing skills.
- Pupils learn quickly and work well together.
- In Years 3 to 6, pupils' skills and understanding in the monitoring and control aspects of ICT are below those expected.
- Good progress has been made in updating resources but teachers require additional training to support their teaching.

Commentary

56. Overall, standards are broadly in line with those expected Year 2 and Year 6. Pupils have appropriate basic skills with strengths in word processing. They use these skills to good effect when publishing documents such as the school magazine. E-mail is used effectively and older pupils are confident in using the Internet to research information. In Years 3 to 6 pupils' skills in monitoring and control technology are underdeveloped because they have had limited experience in these areas. The school is aware of its strengths and weaknesses and has an action plan in place to bring about the improvements needed.
57. Samples of pupils' work seen, talking with pupils and watching them use ICT in various lessons indicate that, overall, teaching and pupils' achievement are satisfactory. Pupils in Year 2 are able to program a 'Roamer' to move about the room. They enter instructions confidently into the programmable toy and record these in charts. Pupils co-operate and take turns and evaluate how well they have succeeded in programming the toy to move where they want it to go. With support from their teacher, they can enter data into a graph drawing package to

display information from a class survey. Pupils pick up new skills quickly, and throughout the school pupils' attitudes to ICT are very positive.

58. Overall, leadership and management of the subject are satisfactory. Improvement since the last inspection has been satisfactory. Available funding has been used well to upgrade hardware and software, which were 'old and insufficient' at the time of the previous inspection. Resources are now satisfactory. The school has identified teacher training needs accurately and these are linked to subject weaknesses in monitoring and control. However, the school has not yet fully explored ways to access this training or made sufficient use of other small schools in the area to compare and contrast developments in ICT. Whole-class teaching opportunities are restricted because of limitations of space in the main school building where the majority of the computers are housed. This is impacting on the standards attained and overall pupil achievement, particularly in the class with older pupils.

Information and communication technology across the curriculum

59. Discussion with the pupils and work samples indicate that the use of ICT is well established to support learning in many areas of the curriculum. For example, the use of data handling in science, the Internet for research in geography and history, and word processing across the curriculum.

HUMANITIES

60. Religious education was inspected separately and is reported on in full below. History and geography were not a focus of the inspection and no overall judgements were made about provision or standards in these subjects. Parts of two lessons were observed in geography, school documents were scrutinised and discussions were held with subject leaders.
61. In **geography** pupils in Year 1 and 2 develop their knowledge of places and features of the landscape as they study maps and photographs. They locate places on maps using simple co-ordinates and confidently use subject-specific vocabulary such as waterfall and cliff. By Year 6 pupils can compare and contrast different places such as where they live with Calcutta in India. In both the lessons observed pupils demonstrated very positive attitudes, worked very well together and responded eagerly to the questions posed by their teachers. Teachers use a good variety of resources to motivate pupils and stimulate their curiosity about the world in which they live. The school's work with the National Trust and Exmoor National Park provides very good additional learning opportunities for pupils to develop a keen awareness of local environmental issues.
62. In **history** good use is made of visits to support pupils' learning. For example, they visited the Tutankhamun exhibition when studying the Egyptians. Pupils develop a secure understanding that things change over time through studying, for example, how a seaside resort has developed.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education makes a good contribution to pupils' personal and spiritual development.
- Pupils have a genuine interest in learning about other cultures and religions.
- Opportunities to develop pupils' cultural awareness are not fully explored.

Commentary

63. Standards are satisfactory and meet the requirements of the agreed syllabus in Years 2 and 6. The overall achievement of all pupils is satisfactory. In discussions, pupils demonstrate their acceptance of the differences between people and their religious beliefs. Pupils' knowledge and understanding of Christianity are good and enhanced by many first hand experiences because of the effective links with the local church. However, their knowledge of other world religions, whilst satisfactory, is based largely on information gathered from secondary sources. As a consequence, their understanding of how other religions contribute to the cultural diversity of British society is limited.
64. Teaching is good and teachers have sufficient subject knowledge to enable pupils to debate their ideas on religious topics openly and honestly in lessons. This secures pupils' satisfactory factual learning about religions that is evident in their written work, and supports the positive attitudes expressed by pupils for their learning in the subject. For example, pupils in Year 6 can identify the main features of the buildings used for worship, and the sacred texts and symbolism associated with different religions. Prayers are said at the beginning and end of each day. These allow pupils to explore issues such as friendship and tolerance and make a good contribution to pupils' personal and spiritual development. Visits to the local church, and the active involvement of the vicar make a positive contribution to pupils' understanding of Christianity that reflects the school's religious affiliation status. However, pupils have very limited first hand experience of other religions and this is reflected in the overall satisfactory standards achieved. Resources are adequate and used well to support pupils' learning.
65. Improvement since the last inspection has been satisfactory overall. Standards have been maintained and links with the local church remain strong. Religious education is well led and managed by a subject leader who is knowledgeable and provides good support for other teachers. She has recognised the need to improve pupils' understanding of world religions and overall cultural awareness through first hand experience.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. During the inspection it was possible to observe one lesson in music in Class 1, but no lessons were observed in art and design, design and technology or physical education. No judgements can be made about overall provision or standards in any of these subjects. However, school documents were scrutinised and discussions were held with teachers.
67. In **art and design** pupils are given the opportunity to develop a range of techniques and use a variety of media. Some effective links are made to other subjects such as history. For example, pupils recreate wall paintings typical of those found in Egypt in the days of Tutankhamun. Good use is made of visiting experts to support pupils' learning in their work with clay.
68. When involved in **design and technology** lessons pupils benefit from being able to work in the recently improved school accommodation. They have ample room to work and resources are accessible. School documents suggest the subject receives appropriate coverage.
69. In the lesson seen in **music** pupils showed high levels interest, enthusiasm and application to the tasks planned by their teacher. The lesson was well structured and successfully built on pupils' previous learning. Year 2 pupils were able to combine layers of sound using instruments, clapping and their voices. They showed a good understanding of simple notation. Resources were used well and the pace of the lesson was good. Older pupils are able to learn to play an instrument and are supported in this by the headteacher and peripatetic music teacher.
70. In **physical education** there is a good range of sporting activities to support the curriculum including playing competitively against other schools and a residential visit. The subject leader has recently completed training linked to the School Sport Co-ordinator programme. She has visited other schools to compare standards and approaches to teaching and has shared what

she has learned with other teachers at the school to improve teaching overall. Although the school does not have its own appropriately equipped hall or sports field it has access to the village sports field and hall which are close to the school. These facilities, plus access to a local swimming pool ensure the physical education programme is covered appropriately.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. Lessons were not seen in this area of the school's work and therefore no judgements have been made about overall provision. The school uses national guidance to support its programme for pupils' personal, social and health education and delivers some aspects through subjects such as science. The programme includes work on keeping safe, medicines and drugs, and sex education. Health aspects are covered well. The daily exercise session involving all pupils in the school is particularly beneficial. The strongest areas of the curriculum are the personal and social aspects, which permeate all areas of school life and are central to the ethos of the school. The school is successful in promoting trust, respect, co-operation, tolerance, compassion and care for others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	2
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).