

INSPECTION REPORT

SHAUGH PRIOR PRIMARY SCHOOL

Shaugh Prior, Plymouth

LEA area: Devon

Unique reference number: 113262

Headteacher: Miss Caroline Pitt

Lead inspector: Hazel Callaghan

Dates of inspection: 9th-12th February 2004

Inspection number: 257443

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:	4-11
Gender of pupils:	Mixed
Number on roll:	36
School address:	Shaugh Prior Plymouth Devon
Postcode:	PL7 5HA
Telephone number:	01752 839373
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Smerdon
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

Shaugh Prior is a very small primary school with only 36 pupils on roll. It serves the villages of Shaugh Prior, Wotter and Lee Moor with some pupils living some distance away. Very few pupils live in Shaugh Prior itself, the majority live in areas where there are few amenities and there is evidence of significant rural deprivation. Most pupils come from a white British background. There are no pupils with English as an additional language, but a well above average proportion of pupils are identified as having special educational needs. Several pupils have been identified as having complex learning difficulties and emotional and behavioural difficulties. There is an average proportion of families that claim free school meals. Children are admitted into the school either in the September or January of the year in which they are five. An increasing number of children have not had the advantage of attending a pre-school playgroup. The number of pupils in each age range changes from year to year. Currently there is only one child in the Foundation Stage¹ (reception year group) whereas last year there were seven. In some year groups there are no pupils with special educational needs and in others a high proportion and this has a significant impact on the overall standards of attainment when pupils start school and in the national tests. Generally, children's attainment when they start school is below that found nationally, especially in their communication, language and literacy and in mathematics. The school has very strong links with the local playgroup, other local primary schools and with the secondary school to which most pupils transfer at the end of Year 6.

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1329	Kevern Oliver	Lay inspector	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS AND COURSES IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Shaugh Prior is an effective school that provides a good education for its pupils. The dedicated headteacher successfully leads an enthusiastic and evaluative staff. Teaching is good and the management of the school is effective. The running costs of the school are high and it provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher are good.
- Pupils achieve well in reading and writing through the school, and in mathematics in Years 1 and 2.
- Pupils' speaking skills are below average and many find it difficult to express their ideas clearly.
- Standards and achievement in science in Years 3 to 6 are not good enough.
- There is insufficient detailed planning for the Foundation Stage curriculum.
- There is a strong inclusive ethos in the school and relationships are very good.
- Pupils are given very good opportunities to show initiative and take responsibility.
- Pupils are shown very good levels of support, guidance and care.

The school has made good improvements since the last inspection. Pupils' achievement in several subjects has improved. The provision for information and communication technology has significantly improved. Assessment procedures are now comprehensive, and data from tests are used well to improve the teaching and pupils' learning. The school's partnership with parents and its links with the community are both improved.

STANDARDS ACHIEVED

The school is very small and, as can be seen from the test results below, standards fluctuate widely from year-to-year. In some year groups there are no pupils with special educational needs and in others a high proportion, and this has a significant impact on the overall standards of attainment when children start school and in the national tests. Pupils' attainment when they start school is wide but frequently there are a larger number of children with standards below that found nationally, especially in their language skills and in mathematics. Last year, children in the Foundation Stage (the reception year group) made satisfactory progress towards the expected standards but few actually attained the early learning goals² by the time they started Year 1 in communication, language and literacy, mathematics and knowledge and understanding of the world. Standards in children's personal, social and emotional development, and their creative and physical development were broadly in line with the expected standards.

Care should be taken when comparing school's standards with schools nationally because of the very small groups of pupils each year. What is significant is the comparative progress pupils make in their learning. **In the 2003 National Curriculum tests, pupils in Year 2 attained standards that were well below average in both reading and writing.** Pupils in Year 6 achieved very well and attained high standards. Currently, **standards are average in Key Stage 1 and Key Stage 2 in English and mathematics. Pupils achieve well in reading and writing at both key stages.** Pupils' speaking skills, however, are below average and pupils find difficulty in giving explanations and expressing their ideas. Pupils achieve well at Key Stage 1 in mathematics to attain average standards. At Key Stage 2 pupils achieve satisfactorily overall in mathematics. **Standards in science in Year 6 are below average and pupils' achievement has been unsatisfactory** because of the difficulties in teaching the subject across the four age groups of pupils in the class.

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

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

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

Standards in information and communication technology through the school have significantly improved and pupils have achieved well to attain standards broadly in line with those expected. Standards in religious education are broadly in line with those expected in the locally agreed syllabus but pupils' knowledge of the major world faiths is rather confused.

The provision for pupils' spiritual, moral social and cultural education is good overall with strengths in the provision for pupils' moral and social development. Pupils are given very good opportunities to take responsibility and develop their understanding of how to live in a community. They respond to the challenge well. **Pupils' attitudes to their work and behaviour are good.** Attendance is above that found nationally and pupils enjoy school.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. It is enriched by the many visits pupils make and by visitors to school. The provision for children in the **Foundation Stage is satisfactory.** Planning for children's activities are not sufficiently detailed to meet the needs of a wide range of attainment and to ensure children make good achievement across all areas of learning. The quality of **teaching in the school is good.** Effective strategies have been developed to promote pupils' good learning in reading and writing. Insufficient opportunities, however, are made for pupils to write at length and to utilise the good skills they have learnt. Insufficient attention has been given to developing pupils' spoken language and increasing their vocabulary so they express themselves clearly. The pupils with special educational needs, especially those with personal emotional and behavioural difficulties, receive good levels of support and guidance, which enables pupils to make good progress in their learning.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is good and has led to effective improvement in many aspects of the school. There is an enthusiastic and evaluative staff who work together as an effective team. **Management of the school is good.** There are effective procedures for monitoring pupils' learning and for identifying areas of weakness so that strategies for improvement are employed. **The governance of the school is satisfactory.** The school benefits from governors involvement and support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The partnership with parents is **good** and parents have confidence in the school. Pupils are happy and they feel valued and secure. They have **very good** relationships with each other and with adults in the school. Their views are effectively sought and pupils play an important part in improving the environment and life of the school.

IMPROVEMENTS NEEDED

- Continue to raise standards in English by improving pupils' speaking skills and developing opportunities for pupils to write at length.
- Develop more effective strategies for teaching science to the wide range of ages and abilities in the Key Stage 2 class so standards and achievement improve.
- Improve the curricular planning for children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, **achievement is satisfactory across the school**. It is good in English and information and communication technology. **Achievement is satisfactory in the Foundation Stage. Achievement in science in Years 3 to 6 is unsatisfactory overall.**

Main strengths and weaknesses

- Pupils achieve well in English through the school.
- Pupils in Key Stage 1 achieve well in mathematics.
- There are weaknesses in pupils' learning in science in Years 3 to 6.
- Pupils' speaking skills are below those expected for their age.
- Significant progress has been made in raising standards in information and communication technology.
- Pupils with special educational needs especially those with emotional and behavioural difficulties are well supported and make good progress towards their individual targets.

Commentary

1. The school is very small with correspondingly small year groups and consequently results in tests fluctuate widely from year-to-year according to the balance of abilities within the group. Pupils' attainment when they start school is wide but frequently there is a larger number of children with standards below that found nationally, especially in communication, language and literacy and mathematics. Last year, children in the Foundation Stage made satisfactory progress towards the expected standards but few actually attained the Early Learning Goals by the time they started Year 1 in communication, language and literacy, mathematics and knowledge and understanding of the world. Standards in children's creative and physical development were broadly in line with the expected standards. Many pupils have personal, social and emotional development that is below that found nationally when they start school. In this area of learning children make good achievement and all attained the expected levels in the Early Learning Goals by the time they started in Year 1.
2. Pupils achieve well in Years 1 and 2 and make good progress in reading, writing and mathematics. In the 2003 National Curriculum tests, pupils in Year 2 attained standards that were well below average in both reading and writing. These low standards were due to a high proportion of pupils with special educational needs who did not attain the expected levels. Many pupils achieved very well in mathematics to attain average standards. This good progress in mathematics is because the teaching in this class is consistently good. Often it is very good. Currently standards are average in reading, writing and mathematics and most pupils are on line to attain the expected standards with some attaining the higher standard of Level 3.

Standards in national tests at the end of Year 2 – average point scores in 2003 (2002)

Standards in:	School results	National results
Reading	15.0 (13.0)	15.7 (15.8)
Writing	13.9 (14.3)	14.6 (14.4)
Mathematics	16.4 (15.7)	16.3 (16.5)

There were 7 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2003 National Curriculum tests, pupils in Year 6 attained high standards. In English and mathematics standards were in the top 5 per cent of schools nationally. In science standards

were well above average. The high overall scores for the school are due to the fact that pupils achieved well and there were no pupils with special educational needs in this year group. All pupils attained the expected standard in English, mathematics and science with some attaining the higher than expected standard of Level 5. Currently standards in Year 6 are broadly in line with those expected in English and mathematics but below the expected standards in science. A small but significant proportion of pupils in Year 6 have special educational needs. Good strategies are used to improve all pupils' knowledge and skills in reading and writing and so pupils' achieve well. Achievement in mathematics is satisfactory, but weaknesses in pupils' ability to calculate quickly impede their progress. In science, pupils do not have a secure understanding of scientific methods because there are weaknesses in the way the subject is taught across the four age groups in the class and achievement and progress in science are unsatisfactory overall.

4. The school has adopted several initiatives that promote pupils' speaking skills. Pupils are encouraged to discuss their work together, to share ideas and consider improvements. These, and other activities, support pupils' ability to express their thoughts and ideas, but insufficient attention has been given to developing pupils' spoken language and increasing their vocabulary so more complex explanations and discussions can be developed.
5. Standards in information and communication technology have significantly improved since the previous inspection because a lot has been accomplished in developing the equipment, resources and quality of teaching. Standards in Year 2 are in line with those expected. Achievement in information and communication technology is good in Years 3 to 6. Pupils' knowledge and skills are rising from a low base and in Year 6 are broadly in line with those expected. Pupils use their knowledge and skills in information and communication technology to effectively support their learning across most subjects.

Standards in national tests at the end of Year 6 – average point scores in 2003 (2002)

Standards in:	School results	National results
English	30.0 (28.0)	26.8 (27)
Mathematics	30.0 (26.8)	26.8 (26.7)
Science	30.0 (29.0)	28.6 (28.3)

There were 2 pupils in the year group. Figures in brackets are for the previous year.

6. Pupils with special educational needs, especially those with emotional and behavioural difficulties are well supported and make good progress towards their individual targets. Small classes enable teachers to spend effective time with these pupils and the good use of assessment data identifies their difficulties so that activities are tailored to meet their needs. Similarly the strengths of pupils learning especially those who are the potentially higher attaining pupils are effectively identified and they make similar achievement to their peers.

Pupils' attitudes, values and other personal qualities

Pupils' personal development and behaviour are **good**, as is their spiritual, social, moral and cultural development overall. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Relationships in the school are very good.
- Pupils' sense of community responsibility is developed very well.
- Behaviour in the school has improved and is now good.
- Provision for pupils' moral and social development is good.
- The school effectively encourages good attendance.

Commentary

7. Pupils' attitudes towards school are very positive. Children in the Foundation Stage settle to school well and happily join the older pupils in their class. Relationships through the school are very good and many pupils said they wanted to get back to school after holidays to see their friends. Parents confirm that pupils enjoy coming to school. Pupils get on well together and show caring and supportive attitudes to others in the school. Parents and governors recognise that the quality of relationships between pupils and with adults as being a significant strength of the school. Pupils in Year 6 act with a high degree of responsibility, particular during playtimes. They organise games for the younger children, which they obviously enjoy. On one occasion, when a pupil was hurt, three Year 6 pupils immediately rushed to pick her up and get help. Generally, pupils get on well and show concern for each other both within and across age groups. The very positive relationships play an important part in supporting pupils' efforts to improve.
8. Pupils are proud of what they have achieved through their very effective school council. The council is active in fundraising for charities. It also raises money for in-school initiatives such as providing seating for the sports field, and buying playground equipment. The council gives pupils a direct say in what happens at school, helping their confidence. This is seen as being particularly important for pupils with social or emotional difficulties. The school is effective in ensuring that pupils know what to do when they are unhappy or have worries. The importance of others' feelings is taught directly and teachers are consistent in building pupils' self-esteem.
9. The provision for promoting pupils' spiritual, moral, social, and cultural development is good overall with significant strengths in their social and moral development. Opportunities for understanding cultural diversity are satisfactory. Assemblies are used well to provide pupils with time for reflection and spiritual growth.
10. Behaviour in the school was a concern at the previous inspection and it has much improved. School rules are posted in classrooms, and are discussed with pupils and sometimes amended. Pupils are able to work in groups effectively and co-operate well together. They generally behave well in lessons and around the school, and staff deal with minor misdemeanours promptly, firmly and consistently. Some pupils who have emotional and behavioural difficulties need constant supervision, and both teachers and classroom support assistants have effective strategies for supporting these pupils and minimising the impact of any poor behaviour on the rest of the class. Pupils are encouraged to develop their own strategies for dealing with upsets and this is working very well. No evidence of bullying was seen during the inspection. During the last school year there were three fixed term exclusions as the school dealt with a particular behaviour and discipline problem. There have been no exclusions since the start of the current school year.

Exclusions

<i>Ethnic background of pupils</i>	<i>Exclusions in the last school year</i>		
Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	32	3	0
White – any other White background	1	0	0

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

11. Pupils' attendance is above the national average. The staff have good systems for encouraging pupils to come to school every day and ensuring that they are on time.

Attendance

Authorised absence	
School data	5.0%
National data	5.8 %

Unauthorised absence	
School data	0.0%
National data	0.4%

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.
N.B. the above data is from 2001/2.*

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Curricular provision is **satisfactory** overall. Teaching is **good**. The curriculum is broad and well balanced with **strengths** in the links made between subjects and the range of additional opportunities for learning available through visits and visitors to the school.

Teaching and learning

The quality of teaching and learning is **good** overall. In the Foundation Stage it is **satisfactory**.

Main strengths and weaknesses

- The teaching of English is good, overall.
- The teaching of information and communication technology has significantly improved.
- The teaching of mathematics is good, and often very good in Years 1 and 2.
- The teaching of science in Years 3 to 6 is not sufficiently effective and pupils' learning is unsatisfactory.
- Pupils with special educational needs are taught well and given well-placed support.
- Procedures for assessment are good and teachers use the information well.
- Teachers work as a strong team.

Commentary

12. The quality of teaching is good overall. All teachers were observed teaching examples of effective lessons and very good teaching was observed in both classes. The pace of lessons is usually brisk so pupils maintain good levels of attention. Relationships in all lessons are very good and teachers consistently build pupils' self-esteem and so they are confident to try new tasks.

Summary of teaching observed during the inspection in 12 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	6	3	1	0	0

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

13. Teaching for children in the Foundation Stage is satisfactory overall. Children's individual needs are assessed well and activities are planned that enable them to work effectively towards the expected levels in the Early Learning Goals. Individual objectives for learning that can be taught alongside the activities planned for pupils in Year 1 and 2 are identified in each lesson. This works satisfactorily at present as the child in the Foundation Stage confidently works alongside pupils in Year 1. This system will be very difficult to maintain when there is a much wider range of attainment and maturity in the class. Opportunities for children to work and play independently are satisfactorily provided. Activities are linked to learning in lessons so children's experiences are consolidated, but these opportunities are often at the end of a

lesson rather than being a regular daily opportunity to promote children's independence, self-organisation and ability to make informed choices.

14. The teaching of English is good at both key stages. Pupils' reading skills are taught well and pupils make good progress. The school has recently evaluated its methods for teaching reading and several successful developments have been made, especially in the guided reading sessions. Each session is now carefully planned to promote pupils' greater understanding of the text so they predict future events and explore possible reasons for the characters' actions. An effective range of strategies is also used to develop pupils' skills of writing for different purposes and pupils' achievement in writing at both key stages is now good. Teachers do not as yet provide time for pupils to write at length and this is a weakness, especially for pupils in Years 5 and 6. Teachers use a variety of strategies to promote pupils' ideas but insufficient attention has been given to developing pupils' spoken language and increasing their vocabulary so they express themselves clearly and standards remain below those expected.
15. The teaching of information and communication technology (ICT) is much improved since the previous inspection. Teachers are more confident in their own skills and knowledge and pupils' progress is well promoted through well focused tasks that are used to further develop pupils' knowledge in other subjects. A variety of programs are used effectively to support pupils' writing skills, reading and independent research. Mathematical problems become fun on the computer, and activities encourage pupils of all capabilities to attempt new skills. Teachers effectively promote pupils' collaborative skills as they support each other in their tasks.
16. Teaching of mathematics is good and it is often very good in Years 1 and 2. Clear focused teaching is evident in both classes and pupils are enabled to develop their skills across a broad curriculum. Insufficient emphasis is given, however, to developing quick methods of mental calculation. Pupils in Years 3 to 6 have not sufficiently developed the skill of looking at sums and considering if a quick mental approach will give the correct answer and save time.
17. The teaching of science in Years 3 to 6 is not sufficiently effective and pupils' learning is unsatisfactory. The lesson observed exemplified the difficulty of effectively teaching science to a class with four age groups at the same time. Pupils in Years 3 and 4 have very different needs in terms of science experience from those in Year 5 and 6 and there is insufficient flexibility in organisation of lessons to permit effective direct teaching to both the younger and older juniors. The school has made efforts to improve the teaching of scientific method but has not been fully effective and pupils' learning in the oldest class is not always secure.
18. The teaching of pupils with special educational needs is good. Classes are small and there is a good ratio of adults to pupils. This enables teachers to give good quality time to pupils who need additional support, and with higher attaining pupils whose ideas and knowledge need further extension. Activities are planned to match the targets set in pupils' individual educational plans (IEPs) so good progress is often made. Teaching assistants have good knowledge of pupils' needs and provide satisfactory support. Strategies for further promoting pupils' good learning are often employed. For example, pupils who find difficulty in developing new understanding or recording their work in formal ways are enabled to find success using computers. There is a small number (but within a small school a high proportion) of pupils with personal, social and behavioural problems. These pupils are very well supported and encouraged. Teachers and learning support assistants manage difficulties that arise well, minimising the impact of any poor behaviour on the rest of the class. Pupils are also encouraged to develop their own strategies for dealing with upsets and this is working very well. One learning support assistant has good expertise at working with these pupils and she frequently takes the role of mentor when there has been some upset outside school.
19. The school's assessment procedures are much improved since the previous inspection and are now good. Work is regularly marked, and comments celebrate pupils' hard work and success. Comments from the teacher also explain errors and set targets for better work.

Teachers keep record books that show how well pupils are learning and the progress made. These records are kept in detail for English, mathematics and science, and also from time to time for religious education, geography, history and the other non-core subjects. The information gained from these assessments are used to identify which skills need more attention, and adjustments are satisfactorily made to future planning. Results from tests are recorded and are monitored by the headteacher and staff to track how much progress each individual pupil is making and to identify any underachievement.

20. Targets for future learning are set in English and mathematics. These are displayed in class and entered in the home-school book so that pupils know how well they are doing and what they need to do to improve. Assessment procedures are particularly good in English, mathematics, history and geography. Some of these procedures are fairly recent, and are just beginning to have an impact on raising attainment and progress. Teachers are evaluative of their work. They share expertise with colleagues so that effective strategies become consistently used and weaknesses are discussed and addressed. The effective use of assessment is enabling teachers to provide better levels of challenge than at the previous inspection.

The curriculum

The curriculum has **satisfactory** breadth and meets all statutory requirements. The curriculum is enhanced by a **good** number of additional activities. The accommodation and resources of the school are **satisfactory**.

Main strengths and weaknesses

- Pupils' visits and the contribution of visitors to the school enhance pupils' learning.
- Provision for information and communication technology has been significantly improved.
- The way in which science lessons are organised in Years 3 to 6 limits pupils' learning.
- There is insufficient detailed planning for the Foundation Stage curriculum.
- Pupils with special educational needs are well supported so they take an active part in all aspects of the curriculum.
- Personal, social and health education is well taught.
- The curriculum is well planned to take advantage of natural links between subjects.

Commentary

21. The basic curriculum for pupils through the school is satisfactory overall but it is enriched by many additional activities that stimulate pupils' interest and curiosity. Regular opportunities for pupils to visit local places of interest further their experiences and effectively extend their learning in lessons. Similarly pupils' learning is enhanced by a range of visitors to the school who share their interests and knowledge with the pupils. These events are linked effectively to the taught curriculum. Many aspects of the curriculum have been improved since the previous inspection. The provision for information and communication technology (ICT) has improved significantly since the previous inspection and is now good. There are now schemes of work for all the subjects, and these are adapted to meet the needs of the pupils. Sufficient time is given to each of the subjects to teach them effectively.
22. Because the school is small, different year groups are taught together for much of the time. Teachers work hard to ensure that pupils are given work that matches their needs. In a single class there is a much wider range of ability than in most schools. For the most part, strategies are effective. However in science, because the topics that are appropriate for Years 3 and 4 are often different from those for Years 5 and 6, there is a particular difficulty in planning for the teaching of both groups simultaneously. The school has not so far found an effective solution to this problem, and pupils' good learning in science is being impeded.

23. Children in the Foundation Stage are taught with pupils in Years 1 and 2. The Foundation Stage curriculum currently meets the needs of children in the reception year satisfactorily. Individual objectives for learning based on the Early Learning Goals are identified in each lesson and taught alongside the activities planned for pupils in Year 1 and 2. This works satisfactorily at present as the child in the Foundation Stage confidently works alongside pupils in Year 1. Activities for children in the Foundation Stage are planned as lessons. This is appropriate for older pupils in the class but would not be suitable for most children in the Foundation Stage especially when they are new to school. There is no overall curricular planning map that identifies how the six areas of learning are to be developed and how the children's need for regular self directed play is to be met. This is a weakness that has been recognised by the school.
24. Teachers work hard to ensure that pupils with special educational needs take a full part in lessons. Teachers know all the pupils well, and are aware of their individual differences and the progress they are making. Pupils of all capabilities are included and helped to succeed.
25. Personal, social and health education is well taught. Among many other initiatives the Child Assault Prevention Scheme (CAPs) has been particularly effective. Staff were trained, there was an evening for parents, and pupils had lessons in which they were shown how to deal with threats to their personal safety. Older pupils have lessons on sex education using good quality video material, and supported by the school nurse. Pupils understanding of the dangers of smoking, alcohol and other drugs are well supported.
26. Although subjects are taught discretely, teachers are developing very good ways of building links between them. This reinforces learning and motivates pupils to use the skills they acquire. In geography, for example, a unit on the local area included social issues such as the impact of tourism and pollution and developed a wide range of literacy skills. Pupils developed independent study skills, finding information in leaflets and on the Internet. They wrote poetry about the area, and developed persuasive writing on issues such as the china clay works. The curriculum is also supported by a good range of out of school activities, which are well attended by pupils in Key Stage 2. These include foreign language sessions in French, German and Spanish from time to time, a choir, recorders, games and gardening clubs, amongst others.
27. Accommodation in the school is satisfactory overall and many efforts are made to improve it on a regular basis. Provision for indoor physical education lessons is somewhat restricted. Pupils are required to walk 250 metres to the village hall where facilities are minimal and lessons are taken in the playground whenever possible. There is also a small, unheated swimming pool, but the season when this can be used is short. However, the school is in the process of acquiring a playing field, which will extend the opportunities for games and athletics. Teachers make effective use of the local area as a vital resource and other resources are used satisfactorily to promote pupils' learning.

Care, guidance and support

The school has **very good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **very good**. Pupils with emotional and behavioural difficulties are well supported. There are **very good** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- There are impressive levels of concern and care for all the pupils.
- The school provides a secure, safe and healthy environment.
- There are very good systems for monitoring and supporting pupils' academic and personal development.
- The school encourages pupils' ideas and views.

- The very good arrangements for bringing new pupils into school.

Commentary

28. Shaugh Prior Primary School is a small community, which is justifiably proud of the way that it cares for all of its pupils. The headteacher is the person nominated to deal with child protection issues and all the other staff are properly trained and briefed on procedures. There are good links with the relevant local agencies. Pupils who have special educational needs are looked after very well.
29. The governors and all the staff work hard to ensure that their pupils spend their days in a safe and secure environment. There are regular safety inspections and there is normally a person trained in first aid on-site during school hours. All pupils are properly supervised during break times and at both ends of the school day.
30. Teachers make very good use of a range of informal systems and accurate comprehensive records to keep a close check on their pupils' academic and personal progress. There are very good links with external agencies such as the learning support team, the Primary Care Support worker and the school nurse. The specific difficulties of pupils with special educational needs are effectively identified and good levels of support are provided from these outside agencies in supporting the school to meet the pupils' diverse needs. Those pupils with personal, emotional and behavioural needs are very well supported and enabled to maintain their learning, sometimes through extreme events. Pupils are helped to recognise how to help themselves and are empowered to use strategies that enable them to cope with their anger and frustration. One learning support assistant has good expertise at working with these pupils and she frequently takes the role of mentor when there has been some upset outside school.
31. The headteacher, staff and governors value their pupils' ideas and judgements about all aspects of school life. The school council is a remarkably influential body, which has its own budget. The agenda is raised by the pupils and discussed in class time. It raises funds not only for improvements such as playground equipment but also for charities such as the Devon Air Ambulance.
32. There are very good arrangements for bringing new pupils and parents into school with great attention being paid to every new pupil's educational and emotional needs.

Partnership with parents, other schools and the community

The school's links with parents are **good**. Its links with the community, other schools and colleges are **very good**.

Main strengths and weaknesses

- Parents and carers are well-informed about their children's progress.
- There is close collaboration with local schools and colleges.
- There are very good, mutually beneficial relationships between the school and the local community.

Commentary

33. The overwhelming majority of parents support the school. They have confidence in the headteacher and the rest of the staff.
34. Formal information for parents about their children's progress comes from two parents' meetings, a progress report in the autumn term and an end-of year report. Newsletters and information sheets about the curriculum are sent home. The prospectus and governors report are well produced and contain a wealth of information for parents. The parents of children with special educational needs are kept well informed and closely involved in planning for their children's education. There are good arrangements to involve parents/carers of pupils in the

development of their individual educational plans (IEPs) for their children in accordance with the Code of Practice. Parents are involved in the regular reviews.

35. Governors and staff value parents' ideas and opinions on how to improve all aspects of their pupils' education. Formal questionnaires are rarely used but, because the school is a small close-knit community, there are very good communications through the friends and school association (FOSP) and the parent governors. Parents are always welcome to "drop in". The headteacher, apart from when she is teaching, makes herself available and both ends of the day are informal opportunities for parents and staff to talk to each other. The school works hard to ensure that parents who are rarely "at the school gate", because their children travel to school by bus, are kept in touch with what is going on.
36. The majority of parents support their children's efforts to do their homework. A few parents come into school to help pupils practise their reading. Many others attend one-off events, and highlights of the school year, such as the Christmas pantomime are well supported.
37. There are very close links with local primary schools and the secondary school in Ivybridge to which the majority of Year 6 pupils transfer. As a result these pupils are very well prepared for the change from small primary to a very large secondary school. The links also involve teachers and other specialists working together in ways that really benefit pupils' education. Trainee teachers and work experience pupils from the local high schools are welcomed into classrooms. The school contributes to the local community through fund raising for charities and social events, such as Mothers' Day cream teas. It benefits from support from the local business and wider communities through contributions of materials and events as varied as assemblies led by the local vicar and karaoke evenings in the village pub.

LEADERSHIP AND MANAGEMENT

Leadership and management of the headteacher are **good**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher has a strong sense of purpose and leads the school well.
- Staff work together as an enthusiastic team. They are evaluative of their work and look for ways to further raise standards.
- There is a strong inclusive ethos in the school.
- The headteacher and senior staff are effective in monitoring pupils' standards and attainment in English and mathematics.
- The school improvement plan is an effective management tool.

Commentary

38. The school is well led by the headteacher. She has a clear sense of purpose and works closely with her staff to improve the quality of education provided. Standards fluctuate from year-to-year because of the very small numbers of pupils in each age group and so it is inappropriate to compare standards with those at the previous inspection. Pupils' achievement has, however, risen especially in reading and writing, and in information and communication technology. Significant improvements have been made to the procedures for assessing pupils' work and in monitoring their progress so weaknesses are identified and strategies for further improvement are employed. The headteacher and senior staff look for underachievement in English and mathematics and support mechanisms are put in place to address their concerns. This is having a positive impact on standards and pupils' achievement.
39. The staff went through a very difficult time when there was a high proportion of pupils with challenging behaviour in the school. The situation was managed well with the support of outside agencies but when the pupils moved on to other schools the headteacher and staff set to remodel and improve the school. Pupils were effectively involved in this rebirth choosing a

new school uniform and designing the school badge as outward signs of the greater changes within. Pupils continue to participate in bringing about positive change through their school council initiatives, which are well supported by parents and teachers. Behaviour through the school is now good and those pupils with emotional and behavioural problems are well supported so they play a full part in school life and make good progress in their learning.

40. The school improvement plan provides an effective tool for prioritising developments. The school is very small and all staff take on many roles and responsibilities. Teachers take opportunities for further professional training to broaden their expertise within the school. They work together as a strong team and are very supportive of each other, sharing ideas and good practice with the aim of further improving the education provided. The headteacher formally monitors the quality of teaching in the school, and co-ordinators satisfactorily monitor pupils' work and teachers' lesson planning for their subjects. In this way the co-ordinators are developing a good hold on standards. The headteacher and senior teachers recognise there are still areas that have not yet been sufficiently tackled but manage their efforts and time effectively. The teaching of science across a four-year age range has rightly been an aspect of some concern but other priorities have taken precedence.
41. The school benefits from an involved and supportive governing body. Many governors are new but they are well led by more experienced governors and they are developing their understanding of statutory requirements and the skills of monitoring the school development plan. Financial planning in such a small school is difficult, but effective. The school is successful in managing its budget and tapping into other sources of finances to support improvements in the school accommodation. The governors are developing satisfactory mechanisms for monitoring the financial controls and planning for further difficult choices in the future. Experienced governors have a satisfactory understanding of the principles of best value, which are used to underpin their planning. Governance of the school is satisfactory overall. Shaugh Prior is an effective school but, because of its small size, the budget cost per child is high. The school provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	160,086	Balance from previous year	12,415
Total expenditure	157,759	Balance carried forward to the next	15,759
Expenditure per pupil	3,756		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

(Please note there was only one child in the Foundation Stage and so it is not possible to comment on standards and progress at the time of the inspection without identifying the child).

Main strengths and weaknesses

- Children make good progress in their learning when taught in small groups and in one-to-one situations.
- The curricular planning is not sufficiently detailed.
- Induction into the school is good and children settle very well.
- Supportive relationships are being established and children show increasing confidence in tackling their activities.

Commentary

42. Children in the Foundation Stage are taught alongside pupils in Year 1 and Year 2 and benefit from clear routines and good teaching that effectively promote the learning of all pupils in the class. The teacher has a good understanding of the learning needs of the children in the Foundation Stage and provides effective opportunities for their **personal, social and emotional development**. In recent years almost half of the children have not attended a pre-school playgroup and this has restricted many children's social development. Children's confidence and self-esteem are nurtured by the consistent positive response of all adults. Children are praised and encouraged in all aspects of their work and so are developing positive attitudes to their tasks. Effective opportunities are made for children to work independently and within a group. Children throughout the class share resources sensibly and take turns, consequently the reception children follow suit. Last year most children in the reception group attained the expected standards (Early Learning Goals) in their personal, social and emotional development. This represents good achievement.
43. Children make good progress in the skills of **communication, language and literacy** because the teacher finds effective ways to increase children's vocabulary and understanding. There are labels and meaningful sentences around the room and many opportunities for children to write and to enjoy books. Children in the reception group make a good start at developing early reading and writing skills so that they begin to employ strategies for using letter sounds when reading words and when attempting their own writing. Most children speak with confidence in their groups and often share their ideas with the class, including the child in the reception year. Last year, most children in the reception class did not meet the expected standards in the Early Learning Goals because of their low attainment on entry to the school, which was too great an obstacle to overcome.
44. In their early development of **mathematics**, children make good progress because of the effective teaching and wide range of opportunities provided for children to consolidate their knowledge and further develop their understanding of numbers, shape and space. The child in the reception year joins other pupils in the numeracy sessions working at her own level on tasks designed to challenge her knowledge and understanding. Satisfactory opportunities are created for children to use their knowledge in other activities, such as counting the number of children present in the class or using circles and rectangles to design a picture on the computer. Last year, most children in the reception class did not meet the expected standards in the Early Learning Goals because of their low attainment, which was too great an obstacle to overcome.

45. Many of the aspects of learning in the class are planned to link with an overall theme. This is very appropriate for children in the Foundation Stage. The current theme incorporates jungles and animals and promotes children's **knowledge and understanding of the world** effectively within the subjects planned for pupils in Years 1 and 2, such as history, science, geography, design and technology and information and communication technology. A role-play area has been created to represent a jungle and gives satisfactory opportunities for children to explore the language met in stories. Children in the Foundation Stage have opportunities to improve their **physical development**, such as balance, co-ordination and control in whole class physical education lessons. Children's **creative development** is satisfactorily promoted in music lessons, art sessions and design and technology. The curriculum is appropriately balanced but planning is not sufficiently clear and comprehensive to ensure that children of all abilities and levels of maturity are given the activities that will ensure they attain the expected standards at the end of the Foundation Stage.
46. Leadership and management of the Foundation Stage are satisfactory. Improvements have been made to the accommodation and there is now a covered area for learning outside the classroom and grassed area for play activities. Assessment is well planned and information is used well to identify children's learning needs.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievement in reading and writing are good.
- Insufficient strategies are used to promote pupils' better speaking skills.
- Teaching is good, overall.
- Insufficient time is given for pupils to write at length.
- Assessment procedures are good and pupils' individual needs are effectively identified.

Commentary

47. Achievement in English is good at both Key Stage 1 and Key Stage 2. Overall standards fluctuate from year-to-year because the size of each cohort of pupils is small and the proportion of pupils with special educational needs in each age group changes. Standards in reading through the school are broadly in line with those expected for pupils' ages, but this represents good achievement because of the low levels of attainment many pupils exhibit when they start school. Pupils' reading skills are taught well and pupils make good progress. The school has recently evaluated its methods for teaching reading and several successful developments have been made, especially in the guided reading sessions. Each session is now carefully planned to promote pupils' greater understanding of the text so they predict future events and explore possible reasons for the characters actions.
48. Teaching of English is good through the school. An effective range of strategies is used to develop pupils' skills of writing for different purposes and pupils' achievement in writing at both key stages is now good. Teachers have been well supported by the local education authority in developing these strategies, which are now well promoted through the school. Analysis of recent tests has indicated that pupils find more difficulty in writing information texts and so additional non-fiction books have been purchased to support pupils' research skills and to provide effective models for their own writing. Opportunities for developing the skills that are needed to make writing more interesting have also been well promoted so pupils are now more confident creating interesting characters and in discussing the settings for their stories. Strategies to improve pupils' spelling have also been recently introduced but it is too early to

see an impact on standards. An element that has not been explored is how the timetable can be adapted to enable all pupils' to have regular opportunities for writing at length. Good opportunities are provided for sections of stories to be developed successfully and effective opportunities are made for pupils to write for different purposes. Few opportunities are provided, especially for the eldest pupils, for putting the elements that they have practised together and complete the whole writing task in one go. This is important for pupils of all ages and frequently enables even the slowest writer to gain a feeling of success.

49. There are good procedures for assessment that enable teachers to maintain a clear understanding of pupils' attainment and progress. Teachers mark pupils' work carefully and identify the next step in their development. This information is effectively shared with pupils and gives them a good understanding of what they need to do in order to improve. Pupils' attainment is also tracked by the headteacher and English co-ordinator so pupils' achievement is monitored and weaknesses are identified so support mechanisms are developed. These good procedures have ensured that pupils of all capabilities achieve well. This is clearly evident from the records of pupils' attainment and progress in reading and writing, but pupils' speaking skills are not so carefully monitored.
50. The school has adopted several initiatives that promote pupils' speaking skills. Pupils are encouraged to discuss their work together, to share ideas and consider improvements. Pupils enjoy the opportunity for 'hot seating' when one of the pupils take on a character in their story and answers questions from the rest of the class. These, and other activities, support pupils' ability to effectively express their thoughts and ideas, but insufficient attention has been given to developing pupils' spoken language and increasing their vocabulary so more complex explanations and discussions can take place.
51. The leadership and management of English are good and good improvements have been made since the previous inspection. The co-ordinator is evaluative of the work undertaken and monitors standards and teaching satisfactorily. There is a strong ethos through the school for further raising standards and enabling pupils to achieve well.

Language and literacy across the curriculum

52. Pupils' literacy skills are well promoted across the curriculum. Pupils' writing skills are well promoted in history as they use their historical knowledge to write character portraits of famous people and to write imaginary newspaper articles for historical events. Information and communication technology is used well to publish pupils' writing and to develop their research skills in subjects such as geography and history.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is good overall and there is some very good teaching.
- Pupils make insufficient progress with mental arithmetic.
- Assessment procedures are comprehensive and the use of test data is beginning to have a positive impact on pupils' learning.
- Leadership and management of mathematics are good.

Commentary

53. Teaching is good overall and there is some very good teaching. This enables pupils to make good progress in their learning especially in Years 1 and 2. Achievement in Years 3 to 6 is satisfactory overall but progress is sometimes very good due to the clear focused teaching in some lessons. Pupils currently are attaining average standards in both Year 2 and Year 6. In

2003 national tests standards in Year 6 were high and in the top 5 per cent of schools nationally because there were no pupils with special educational needs in that group of pupils.

54. Most pupils enter the school with below average mathematical understanding, but by Year 2 they are working within the expected range for their age. Pupils' progress in their learning is good in Years 1 and 2 because of the effective teaching they receive. As pupils move up the school good teaching ensures that they continue to develop calculation strategies satisfactorily. Progress in Years 3 to 6 is overall satisfactory with pupils having special educational needs making similar progress to their classmates. Although lessons cover the whole mathematics curriculum over the year, insufficient emphasis is currently given to developing quick methods of mental calculation. Pupils have not sufficiently developed the skill of looking at sums and considering if a quick mental approach will give the correct answer and save time. Lessons often begin with mental practice, and in the lessons seen several pupils found this difficult.
55. The quality of teaching is good through the school. During the inspection only two lessons were observed, one in each class. In both these lessons teachers used considerable skill to group pupils according to their stage of development and give them well matched activities. Learning proceeded at a good pace, time being used well. Teachers had good control and good relationships with the pupils, ensuring that work continued smoothly. In both lessons pupils were able to use computers to reinforce their learning. This is a strategy that is well utilised especially for pupils with special educational needs. Pupils' recent work was also scrutinised. There was a good range of work, with number content being particularly strong in Years 1 and 2. In some of the work in Years 3 to 6 there was less grouping between pupils of different ages and abilities. Both lessons were judged to be very good. However, from the work seen teaching is judged to be good overall.
56. Each year pupils' answers to national test papers are carefully analysed in the school. The results show where pupils need to improve and teachers adjust their planning to give more practice where it is needed. Day-to-day work is also carefully assessed and pupils' successes and difficulties are recorded in a record book. From this information, pupils are given individual targets so that they are clear about what they need to learn next. These initiatives are beginning to help pupils make better progress.
57. Leadership and management of mathematics are good and effective improvements have been made since the previous inspection. The co-ordinator's report to governors is well focused on the detail of mathematics teaching and learning. Professional training is of great importance to the school. Under her leadership the school has effectively used advice from a local education authority adviser and attended additional professional training and this has had an impact on improving teaching through the school. One teacher is now a leading mathematics teacher in the county. The selection of issues to develop over the next period is appropriate, and includes the need to improve mental arithmetic.

Mathematics across the curriculum

58. Pupils sometimes use mathematics as part of their work in other subjects, and consequently begin to develop an appreciation of the practical uses of these skills. For example, in a history topic they had produced a block graph of occupations in Victorian villages. Graphs and pie charts are produced on the computer in ICT, and they sometimes use measuring skills in science. However, opportunities tend to occur coincidentally rather than as a part of systematic planning, and so mathematics skills are not reinforced as much as they should be.

SCIENCE

Provision in science is **satisfactory** overall, but weaknesses in the provision in Key Stage 2 reduce pupils' achievement.

Main strengths and weaknesses

- The failure to plan appropriately for the age and ability of pupils in Years 3 to 6 restricts their learning.
- There is improving use of assessment to identify areas of weakness in pupils' learning.
- Scientific method is not sufficiently understood by pupils in Years 3 to 6.

Commentary

59. Results in national tests in 2002 and 2003 at the end of Year 6 were above average and were the result of pupils' good achievement. In Year 2, teacher assessments in 2003 showed most pupils reaching the expected level, but none exceeding it. Based on analysis of pupils' work and talking to pupils, standards are now average at Year 2, but below the expected level for the current pupils in Year 6. Pupils in Years 1 and 2 make satisfactory progress in their learning, but pupils in Years 3 to 6 do not achieve as well as they should. Pupils with special educational needs are satisfactorily supported and enabled to make similar progress to others in the class.
60. Only one lesson was seen during the inspection, and it is not possible to make a secure judgement on the quality of science teaching overall. In this lesson older pupils were attempting a difficult experiment on the weight of gas. Their understanding of the electronic scales was weak, and some incorrect results were recorded. The experiment was really too difficult for them to carry out properly with the limited equipment available. Meanwhile, the larger younger group of pupils were working with a teaching support assistant sieving and separating mixtures of flour, rice, paper clips etc. Most of them did not understand how to proceed systematically to retrieve the separated components of the mixture, and learning was unsatisfactory.
61. Plans show that pupils in Years 3 and 4 have very different needs in terms of science experience from those in Years 5 and 6. There is currently insufficient flexibility in organisation of lessons to permit direct teaching at the necessary level to younger and older juniors.
62. At the time of the last report pupils' scientific skills were insecure. The school has made efforts to improve the teaching of scientific method. Analysis of work shows that there are now plenty of opportunities to do practical experiments throughout the school and in this respect progress has been satisfactory. In Years 1 and 2 pupils are shown how to plan and record what they do. However, in Years 3 to 6, pupils still do not sufficiently understand how to make a test fair, how to predict what will happen, and how to draw a valid conclusion from tests they carry out. Pupils also find great difficulty in accessing the correct language to express their ideas.
63. Leadership and management in science are satisfactory. Assessment activities are well planned, and include analysis of test results, teachers' own records and the new end of unit self-assessment by pupils. This informs teachers how well ideas have been understood, and enables them to adjust their teaching satisfactorily to take account of weaknesses. The co-ordinator monitors planning and checks resources. No direct monitoring of lessons has been carried out because the co-ordinator also has many other responsibilities that have been deemed by the school as more pressing, consequently insufficient time has been given to developing more effective methods for teaching science in Years 3 to 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision for ICT has significantly improved since the previous inspection.
- Pupils' skills and knowledge are taught systematically.
- ICT is used well in other subjects.
- Computer programs are used well to support pupils with special educational needs.

Commentary

64. Standards in information and communication technology have significantly improved since the previous inspection because a lot has been accomplished in developing the equipment, resources and quality of teaching. Pupils achieve well in Years 1 and 2 and standards are in line with those expected. Pupils confidently use the computers in a range of appropriate activities in many subjects and particularly in English and mathematics. Achievement in information and communication technology is also good in Years 3 to 6. Pupils' knowledge and skills are rising from a low base and in Year 6 are broadly in line with those expected in the aspects they have been taught. Teachers' planning clearly shows that the required programmes of study are taught but not all aspects appropriate to pupils in Year 6 have yet been covered at this point in the year.
65. Only one lesson took place during the inspection. In this lesson teaching was good. The teacher's secure knowledge of the aspects taught enabled her to demonstrate new skills effectively and to stimulate pupils' recollection of knowledge already gained. They were then able to confidently tackle their tasks. Pupils of differing ages and abilities worked together in pairs, supporting each other and sharing the use of the computers so by the end of the session all had accomplished the task set. In discussion with pupils in Year 6 they showed how much they enjoyed ICT and their sense of achievement in using their skills, not only in other lessons, but also in general school activities. One pupil uses an excel spreadsheet to keep a record of attendance at the school council meetings, and others have produced posters for the Christmas pantomime. Only a few pupils have a computer of their own at home and so time is available for them to complete their independent research into geography and history topics in school time. Several choose to use the computers at lunchtimes.
66. Procedures for assessment are in the early stages of development but teachers keep useful records of pupils' progress. Pupils' self-evaluations of their learning also provide an effective track of their development. Leadership of the subject is very good and has led to the consistent improvements across the school. Management is good. The governors are monitoring the impact of the new equipment, but as yet there is only informal monitoring of teaching and standards.

Information and communication technology across the curriculum

67. Teachers make effective use of ICT in other subjects. The 'Nut Hunt' event successfully incorporated science, geography and mathematics with pupils recording their findings using word processing packages, computer generated graphs and spreadsheets. Pupils in Years 1 and 2 designed their own logos for their vehicles made in design and technology and pupils' character portraits on Henry VIII were published on the computer by pupils in Year 3 to 6. In these ways information and communication technology supports pupils' learning across the curriculum and re-enforces their knowledge and skills in a meaningful way.
68. Those pupils who find writing difficult, especially those with special educational needs, are encouraged to use computers. This stimulates their greater interest and enables them to complete far more than if it was handwritten. Using the keyboard removes the difficulty of

correctly forming letters and worrying about if their work can be easily read and they gain greater satisfaction from their efforts. Similarly computer generated games makes learning in mathematics fun as pupils with special educational needs learn, for example, to correctly read information from scales and gauges.

HUMANITIES

In humanities, work was sampled in **history and geography**, with only one lesson seen in geography. It is, therefore, not possible to form an overall judgement about provision in these subjects. Visits to places of interest around the school are used well to promote pupils' knowledge and skills and pupils interest particularly in history are well stimulated. There is every indication from pupils' work that standards in history and geography are broadly average and have been maintained since the last inspection.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Effective use is made of religious artefacts to promote pupils' interest.
- Some older pupils have limited knowledge of world religions.

Commentary

69. Standards of attainment seen during the inspection remain in line with the expectations of the locally agreed syllabus, as they were at the time of the last inspection. Only one lesson took place during the inspection, and as a lot of the work centres on discussions there was limited work to examine.
70. In the lesson that was seen, teaching and pupils' learning were good. Pupils successful learnt about why the Bible is a special book, and its particular meaning for Christians. The very good relationships in the class, and the sincerity with which the ideas were discussed resulted in the pupils reflecting carefully and contributing well. There was a good display in the school that included correctly labelled Muslim artefacts, which stimulated pupils' interest. However, when talking to Year 6 pupils about other religions they had studied there was a lack of confidence, and they could not, for example, name the first leader of the Muslim faith. They did understand that a wide variety of religions were followed in England. The curriculum for religious education is planned from the Devon agreed syllabus, and has a good sequence of work, which avoids repetition in a two-class school. Leadership and management of the subject are satisfactory but monitoring of teaching and learning is mostly informal at present and there is not a full appreciation of weaknesses in pupils' understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. **Art and design, music, design and technology and physical education** were not areas of focus during the inspection and only limited evidence was available so no judgements can be made on standards in the subjects, on pupils' achievement or on teaching. One lesson was observed in design and technology and one in physical education, both in Years 1 and 2. No lessons in art and design or in music were observed and no judgement can be made on their provision.
72. **Physical education** lessons are somewhat restricted by the accommodation. There is no school hall and no grassed area available at present, although a good-sized field is currently under construction, which will extend the opportunities for games and athletics. Pupils walk 250 metres to the village hall where facilities for indoor physical education lessons are. The building is, however, too low for older pupils to safely carryout gymnastics and it hampers

indoor games. Outdoor lessons are taken in the playground whenever possible. There is also a small, unheated swimming pool, which is used regularly in the summer by all pupils, but it is not long enough or deep enough for pupils to develop the minimum standards in swimming. Only one lesson was observed in physical education and from this limited evidence the quality of teaching and pupils' learning is judged as satisfactory when tasks suit the available accommodation. Good links are made with local schools to play competitive sports and pupils regularly use the good provision at the local secondary school to further develop their skills. **The provision for physical education is unsatisfactory** overall but the school has well-advanced plans to rectify the situation in the near future.

73. Provision for **design and technology** is **satisfactory**. The one lesson observed was good and gave effective opportunities for pupils in Years 1 and 2 to develop their ideas, knowledge and skills when building a simple vehicle to meet a clear design specification based on their learning about jungles. A satisfactory range of materials, resources and tools were available from which pupils could choose. Effective use was made of a computer program for pupils to design a logo for their vehicle. Standards of work in this lesson were in line with those expected and pupils were very enthusiastic about their models.
74. Physical education, art and design, music and physical education now have clear schemes of work programmes taught in a rolling programme that suits the wide range of ages in each class. Pupils' learning is satisfactorily monitored and records are kept of their progress towards meeting the planned objectives for pupils' knowledge and skills. Successful links are often made between subjects that promote pupils' greater interest and further enhance their learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

75. A broad range of work is covered, both in personal, social and health education lessons and across the curriculum. The school works hard to develop pupils' confidence. They show responsibility as when the older ones run a play scheme at lunchtimes for the younger ones, which is popular and enjoyable. In 'Circle Time'³ lessons self-esteem is improved as when 'what makes people special' is discussed. Health issues such as hygiene and healthy eating are included in science lessons and older pupils have a programme of sex education and are introduced to the dangers of drugs and of keeping safe. Visitors such as the police and the school nurse assist with these lessons. Community issues such as tourism on Dartmoor and pollution are planned to be included in geography work. The school council is particularly effective and enables pupils to learn about democracy at a simple level. School rules are discussed, agreed and displayed in classes.

³ During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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