

INSPECTION REPORT

SUTCOMBE COMMUNITY PRIMARY SCHOOL

Sutcombe, Holsworthy

LEA area: Devon

Unique reference number: 113170

Headteacher: Mrs Denise Tillinghast

Lead inspector: Mr Fred Riches

Dates of inspection: 9th – 10th December 2003

Inspection number: 258067

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	37

School address:	Sutcombe Holsworthy Devon
Postcode:	EX22 7PW

Telephone number:	(01409) 241 564
Fax number:	(01409) 241 564

Appropriate authority:	The governing body
Name of chair of governors:	Ms P Edwards

Date of previous inspection:	14 th September 1998
------------------------------	---------------------------------

CHARACTERISTICS OF THE SCHOOL

Sutcombe Community Primary School takes boys and girls from age four to 11 from Sutcombe and neighbouring villages. There are currently 37 pupils in two classes, with a few more girls than boys on roll. There are four full-time pupils in the Reception Year. The socio-economic background of pupils is broadly average. The proportion of pupils eligible for free school meals is below average. Children's attainment on entry to the school varies year on year, but is broadly average. All pupils are of white UK heritage and have English as their first language. The proportion of pupils with special educational needs is well below average. No pupils have a statement of special educational need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23235	Fred Riches	Lead inspector	Mathematics, science, information and communication technology, design and technology, music, religious education, personal, social and health education
8986	Philip Andrew	Lay inspector	
24022	Julia Lawson	Team inspector	English, art and design, geography, history, physical education, Foundation Stage, Special Educational Needs

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15 - 23
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school gives its pupils a sound education. Pupils of all abilities achieve satisfactorily. With a small number on roll, standards vary considerably year on year. Sound leadership and management and a well-planned curriculum support satisfactory teaching. **The school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- Pupils in Years 3 to 6 achieve well in mathematics and reading.
- Pupils do not achieve as well as they should in writing in Years 1 and 2.
- Good links with parents, alongside good care and provision for pupils' moral and social development, create positive behaviour and attitudes among pupils and a community ethos.
- The school offers a broad and balanced curriculum in Years 1 to 6, but planning for the Foundation Stage is not fully developed.
- Focused effort by the headteacher and governors has improved the accommodation, resources and curriculum planning considerably since the last inspection.
- Procedures for tracking pupils' progress and identifying their needs are not tight enough.
- The school's development plan does not show intended effects on pupils' achievement.

The school has made **satisfactory** improvement since the last inspection. It has addressed the key issues raised by the last inspection effectively in the main, improving provision and achievement in information and communication technology (ICT) and in the investigative aspects of mathematics and science. The school's use of assessment is still underdeveloped.

STANDARDS ACHIEVED

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

Key: A - very high; A - well above average; B – above average; C – average; D – below average; E – well below average; E* - very low. Similar schools are those where pupils scored similarly in Key Stage 1 tests in 1999. As in most small schools, fluctuations year on year are mainly to do with the nature of the year group.*

Pupils achieve satisfactorily overall, with some good achievement in Years 3 to 6. Standards at age 11 have been mainly higher in recent years than at the time of the last inspection, but standards have not risen at age seven. Most children in Reception are set to meet the goals expected for their age by the end of the year in personal, social and emotional development and in most aspects of communication, language and literacy and mathematical development. They achieve satisfactorily in the main, but in some lessons, when planning does not address their needs, they make unsatisfactory progress. Standards at age seven have been low in recent years, but the school's assessments show pupils making mainly satisfactory progress throughout Years 1 and 2. The inspection confirms that six and seven-year-olds achieve satisfactorily, except in writing, where opportunities are too narrow. Standards in the current Year 2 are average in reading, mathematics and science, but below average in writing. Pupils in Years 3 to 6 achieve well in reading and mathematics and satisfactorily in other subjects. Standards in mathematics at age 11 are above average because teaching puts a good emphasis on mental and oral calculation and careful recording. Standards at 11 are average in English and science. Test results show pupils doing very well in recent years between the ages of seven and 11. (Specific factors contributed to the low mathematics result in 2003. Mathematics is currently the strongest subject in Years 3 to 6.)

Standards in ICT and design and technology at age 11 are average. The inspection did not make firm judgements on standards in most other subjects.

Pupils show good personal qualities. Pupils' attitudes, behaviour and relationships are good, due to the friendly community atmosphere created by staff and parents. The school makes good provision for pupils' moral and social development and satisfactory provision for their spiritual and cultural development. Staff have identified the need to raise pupils' awareness of issues to do with race and culture. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. It provides a broad and balanced curriculum for pupils in Years 1 to 6, which is enriched by visits, visitors and several additional activities, some with other schools. The curriculum for Reception children is not at present sufficiently well structured to promote consistently successful learning. **The quality of teaching is satisfactory overall**, but there are weaknesses in the Foundation Stage and the teaching of writing in Years 1 and 2. Pupils of all abilities, including those with special educational needs, learn satisfactorily, except in writing, in Years 1 and 2. Learning throughout Years 3 to 6 is good, as a result of good teaching. Teachers' conscientious preparation, their deployment of assistants and their use of resources are consistently strong elements. Adult-pupil relationships and class management are good overall. However, teachers do not routinely share the purpose of the lesson at the outset of lessons or ensure pupils know what they have achieved at the end. This does not help pupils understand how well they are doing. Assessment procedures are not sufficiently systematic to help teachers share targets with pupils to help them improve. The school provides good care, support and guidance for pupils in the main, but procedures for identifying pupils with special educational needs are not sufficiently rigorous. The school's partnership with parents is good and contributes significantly towards pupils' positive attitudes to school.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory. The headteacher's focus on developing curriculum planning for Years 1 to 6 has been effective, as has the work of governors and the headteacher on improving the accommodation and ICT resources. The monitoring of writing in Years 1 and 2 and the development of planning for the Reception Year have been less effective. Budget planning is satisfactory and day-to-day administration is very good. The school looks for competitive tendering and compares its performance with that of others to achieve best value. Governors give good support, setting effective performance management targets, but development planning does not show how pupils will benefit. The school has not challenged itself sufficiently on aspects such as assessment, an issue at the last inspection, and the development of provision at the Foundation Stage.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents find behaviour good and feel their children make good progress. They find leadership, management and teaching good and staff approachable and fair. They feel well informed. A few feel the school needs better information for parents on settling new children in and helping them at home. This is being addressed. Almost all pupils are positive about school life. The inspection confirms pupils' positive attitudes and the school's effective partnership with parents.

IMPROVEMENTS NEEDED

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

- Raise achievement in writing in Years 1 and 2.
- Improve provision for the Foundation Stage.
- Develop systematic assessment procedures to track learning, inform teaching, identify pupils' special educational needs as early as possible and share targets.

- Make sure school development plan targets relate to pupils' achievement.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve **satisfactorily** overall during their time at Sutcombe.

Main strengths and weaknesses

- Pupils in Years 3 to 6 achieve well in mathematics and standards are above average at age 11.
- Pupils make good progress overall in reading and standards are above average at age 11.
- Standards in writing are below average at age seven and pupils' early achievement is unsatisfactory in this aspect of English.
- Children do not achieve as well as they should in some aspects of learning during their Reception Year.

Commentary

1. Children in the Reception year achieve satisfactorily in their personal, social and emotional development, in the early reading, speaking and listening aspects of communication, language and literacy, and in the practical aspects of mathematical development. Those who start school with average attainment are set to meet most of the goals expected for their age in these areas of learning by the end of the year. Children's progress in writing and in their recording of mathematics is unsatisfactory because strategies used to develop these skills are not sufficiently imaginative. In these aspects of their learning, they are not on course to meet the Early Learning Goals. The inspection found insufficient evidence to judge standards and achievement in the other areas of learning.
2. The inspection focused on the three core subjects of English, mathematics and science. Standards at age seven are average in speaking and listening, in reading, and in the practical and oral aspects of mathematics and science. They are below average in writing. Pupils do not show their true ability in writing or in their recorded work in mathematics and science in Years 1 and 2 because there is insufficient imaginative planning and structured support for these recording activities. Pupils achieve satisfactorily in Years 1 and 2 overall, except in writing, where achievement is unsatisfactory.
3. Standards in the current Year 6 are average in English and science. They are above average in mathematics because teaching puts good emphasis on ensuring that pupils explain their mathematical thinking and record their work neatly. Pupils in Years 3 to 6 achieve well in mathematics and reading. They achieve satisfactorily in writing and science. There is no significant difference between boys' and girls' attainment throughout the school.
4. Standards in ICT are average at age 11 and pupils achieve satisfactorily from Year 3 to Year 6. The inspection found insufficient evidence to judge standards and achievement up to Year 2. Pupils' books and displays suggest that too little attention is given to religious education throughout the school, but there is insufficient evidence to make a robust judgement on standards and achievement in this subject. Within the time constraints of the inspection, it was not possible to make firm judgements on standards in art and design, geography, history, music and physical education at ages seven and 11 or in design and technology at age seven. Standards in design and technology at age 11 are average. Pupils make sound progress in this subject in Years 3 to 6.
5. As in most small schools, standards vary year on year because of the nature of the year group. One pupil missing or gaining a mark in a year group of four creates a large swing in the

school's performance in national tests. In 2003, standards at age 11 varied widely between subjects because each pupil represented 25 per cent. They were well above average in English and science, but well below average in mathematics. The school reached its statutory targets in English, but not in mathematics. The low mathematics result stemmed from two of the four pupils missing a grade by a few marks.

6. Standards at age seven have been below or well below average in three of the last four years in reading and writing, but above average in writing and well above average in reading in the other year. Mathematics standards were above average in two of the past four years but well below average in the other two, including 2003. The movement of pupils to and from the school has resulted in considerable changes in the nature of certain year groups. For example, only half of the Year 6 pupils who took national tests in 2003 were at Sutcombe in Year 2 and only half of the Year 2 pupils who took tests in 2003 have spent the whole of their school life at Sutcombe. Comparisons with similar schools therefore throw little light on how well the school is performing.
7. The school's informal tracking procedures show most pupils, including the very small number of pupils with identified special educational needs, achieving satisfactorily overall, with the exception of writing up to age seven. Assessment procedures are not robust enough, however, to ensure that the school has an accurate picture of all pupils' abilities when they arrive, to track their progress securely, to set challenging targets for each individual and to identify pupils' special educational needs.

Pupils' attitudes, values and other personal qualities

Pupils' good behaviour and positive attitudes stem from good provision for their moral and social development and satisfactory provision for their spiritual and cultural development. Attendance is satisfactory.

Main strengths and weaknesses

- Behaviour is good; pupils are polite and courteous.
- The school gives older pupils good opportunities to show responsibility.
- Pupils like school and are interested in all that it offers.
- Provision for moral and social development is good.
- There are good relationships between staff and pupils.

Commentary

8. Pupils' attitudes, values and personal development are a strength of the school. Behaviour in class is good among pupils of all ages and abilities, including the very small number with identified special educational needs. Almost all pupils show positive attitudes to their work, behave well and are keen to learn. Parents are pleased that their children like school, behave well and are encouraged to work hard and do their best.
9. Most children start school with social skills appropriate for their age. They soon become familiar with classroom routines and come to school happily. They are eager to learn and usually show good independence when involved in undirected play. One or two of the youngest children find it difficult to sustain focus when their social and learning needs are not clearly identified and tasks are not well structured. Pupils gain experience in collaborative activities during Years 1 and 2 and by the time they reach the older class they show good ability to work in pairs and small groups, remaining focused on their tasks. The teacher's use of a variety of groupings effectively develops pupils' social skills in the older class, where sometimes pupils in Years 5 and 6 support younger ones, sometimes pupils of similar ability work together and on other occasions pupils work in year group settings.

10. The school makes good provision for pupils' moral and social development. Teachers offer pupils good opportunities to share their ideas during discussions at the start of lessons, while working with a partner and in circle times. Older pupils willingly contribute their ideas and respect the views of others. They talk enthusiastically about the visitors who contribute to the curriculum. Many take part in extra-curricular clubs and are interested in the range of activities provided by the school. For example, they enjoy representing their school at rounders and have contributed to a display at the Eden Project. Boys and girls of all ages are inclusive in their play, sharing equipment and co-operating well with each other. No incidents of bullying were observed during the inspection and no pupils have been excluded from the school. Relationships between pupils and adults are good. The atmosphere in the school is friendly and welcoming.
11. Teachers help older pupils become aware of their increased responsibility within the school. Year 6 pupils clearly demonstrate a tolerance and understanding of the needs of younger pupils. They know what to do should any situation arise and regard their school as one where pupils are polite, well behaved and willing to help one another. Older pupils prepare the tables for lunch, ensuring that pupils from different age groups mix together, and help by wiping tables and cleaning up after they have eaten. They take responsibility for preparing the computers for use, arranging for music in assemblies and for collecting and counting pupils' merits. They are proud of their responsibilities and feel that their position in the school is valued. There are effective systems in place for seeking the views of pupils with regard to aspects of their school life and these are recognised and valued. A residential trip for pupils in Years 5 and 6 provides opportunities for pupils to further develop their relationships with one another and to participate more fully as part of a team.
12. Provision for spiritual and cultural development is satisfactory. Daily collective worship acknowledges the importance of prayer and time for reflection. During these sessions, pupils willingly respond by sharing their thoughts and participating in discussions. They understand the importance of being quiet and calm and are supported by well-chosen music, which they listen to well. Personal, social and health education (PSHE) sessions support pupils' spiritual development by encouraging them to respect the views of others and to consider the impact of their actions on others. Pupils learn about other cultures through their work in religious education, geography, art and music. They explore different religions, study different artists and compare localities that are different from their own. They listen to music from a range of cultures and have explored drumming techniques using a range of different drums. However, the school recognises it is not doing enough to help pupils understand the multicultural nature of the United Kingdom, or to help them develop their attitudes towards race issues, and has scheduled this as an area for development during the coming year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.1
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.

13. Pupils come to school willingly and are punctual. Attendance is satisfactory. It has improved since the previous inspection. Unauthorised absence is well below the national average.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. The school provides a broad and balanced curriculum for pupils in Years 1 to 6, which is enriched by visits, visitors and several additional activities, some with other schools. The curriculum for children in the Reception year is not structured well enough to promote successful learning in all areas.

Teaching and learning

The quality of teaching is satisfactory overall. It is good in Years 3 to 6 and satisfactory in Years 1 and 2, but teaching in the Foundation Stage includes a mix of satisfactory and unsatisfactory teaching.

Main strengths and weaknesses

- Good teaching in Years 3 to 6 ensures pupils learn successfully, especially in mathematics.
- Unsatisfactory elements in provision for Reception children inhibit their learning.
- Good teaching of reading throughout the school.
- Assessment is not used effectively to help pupils know how to improve.

Commentary

14. Pupils of all abilities, including those with identified special educational needs, learn satisfactorily overall during Years 1 and 2 as a result of satisfactory teaching. Teaching and learning through Years 3 to 6 are good. Teaching in the Reception year is satisfactory in some respects, but unsatisfactory when it adapts the curriculum for Years 1 and 2 rather than planning specifically for the learning needs of four and five- year-olds. Overall, the quality of teaching, following a complete change of staff, has been maintained at a satisfactory level since the last inspection.
15. Teachers prepare thoroughly, deploy assistants effectively and use resources well. These are common strengths in teaching throughout the school. Teachers know their pupils well and have won their trust. Relationships are therefore good.
16. In the older class, the teacher's calm manner, good organisation and clear expectations result in pupils showing increasing ability to work independently and collaborating well in pairs and small groups. In several of the good lessons observed in the older class, the teacher's subject expertise strengthened the quality of the teaching. In mathematics, science and ICT especially, pupils learn successfully because they are encouraged to use precise vocabulary in response to their teacher's good example. In mathematics, the teaching is particularly successful when requiring pupils to explain their calculating strategies to each other. The teacher's expectations of pupils' mathematical recording are equally high, resulting in well-presented work showing clear thinking.
17. Teachers' planning throughout the school is not sufficiently tight to ensure that it focuses pupils' minds routinely at the start of lessons on what they are about to learn or on reviewing what has been learnt at the close. Pupils undertake activities willingly but do not necessarily recognise the point of them. In the younger class, the teachers and the assistant work well together to organise pupils into groups and support them closely in their activities, but their expectations, particularly in terms of the presentation of recorded work, are not always clear. In both classes, teachers use time well on some occasions but not on others. In the younger class, the use of a selection of activities to fill the lesson time following pupils' completion of directed tasks reduces the value of these activities. The teachers present insufficient opportunities for the youngest children to learn through carefully structured play activities. In both classes, several sessions lack pace, as the lesson time available is too long and teachers do not set clear time limits, resulting in a slow pace for the introduction of tasks and too long a time for pupils' activities.

18. Assessment required attention following the last inspection. This was addressed, but following staffing changes, it now needs further attention. Procedures are too informal. Teachers give supportive comments during lessons, but the school does not have an agreed marking policy. Pupils' books show some effective marking, but some is ineffective. The school does not identify pupils' needs or track their achievement sufficiently systematically from the time they enter the school. It therefore becomes difficult for staff to be sure that standards reached in statutory tests, optional tests and class work are as good as they should be. Not all pupils' specific needs and talents are identified sufficiently closely to ensure that they receive the necessary support or challenge. The teaching of the very small number of pupils whose special educational needs have been identified is satisfactory. They are well supported by staff using individual education plans that address their specific needs. Staff work hard to ensure that these pupils are fully involved with all class activities as they work to meet their targets. However, teachers do not currently use assessment information to share targets for the improvement of literacy and numeracy skills with other pupils, in order to help them improve.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	5	8	2	0	0

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

The curriculum

The school's curriculum is **satisfactory** overall. It is satisfactory for Years 1 and 2 and good for Years 3 to 6. The school provides a broad range of opportunities that enable pupils to achieve satisfactorily in most subjects. The Foundation Stage curriculum is unsatisfactory, however, with teaching strategies too limited. The quality of the accommodation has improved. Staffing, accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum is well planned for pupils in Years 1 to 6.
- The curriculum for Reception children is unsatisfactory.
- Procedures for identifying pupils with special educational needs are not tight enough.
- Educational visits and visitors and a range of extra-curricular activities enrich the curriculum, especially for pupils in Years 3 to 6.
- Good improvements to the accommodation.

Commentary

19. The curriculum for Years 1 to 6 meets all statutory requirements and ensures that pupils experience a broad range of activities during their time at school. All National Curriculum subjects are appropriately well planned and suitable emphasis is placed on the core subjects of English, mathematics and science. Good improvements in provision for ICT have addressed the key issue raised at the last inspection. Religious education planning is in place, but work seen shows unsatisfactory coverage during the current term in this subject. Otherwise, the curriculum shows good balance. The school allocates time for the different subjects appropriately over the year, but some individual lesson times are too long, resulting in a lack of pace and challenge. The choice of interesting themes and the headteacher's introduction of a carefully considered four-year rolling programme help the school ensure that the needs of all pupils in Years 3 to 6 are met in the mixed-age class. It continues to revise its provision for pupils in the younger class, currently on a two-year rolling programme, in order to improve the support for the Reception children and the challenge for those in Year 2.

20. The school is in the process of formalising its provision for Reception children and this will help staff focus more clearly on their learning needs. At present, curricular planning is unsatisfactory because it does not meet the needs of Reception children sufficiently well. Tasks are sometimes inappropriate, either because they are too biased towards the curriculum for pupils in Years 1 and 2 or because there is insufficient structure to sustain children's interest and further their learning during independent choice. Provision for pupils whose special educational needs are identified is satisfactory and ensures their access to the full curriculum. Teaching assistants play an important role in supporting these pupils within the classroom. Individual educational plans clearly state their learning targets and pupils' progress is regularly reviewed. However, the school's informal approach to assessment results in the special needs of some of the youngest pupils not being fully recognised or met within the current curriculum offered.
21. In addition to the taught curriculum, the school plans a range of activities at lunchtimes and after school that enhance pupils' learning. For example, the recorder club performs in sharing assemblies and the Year 6 rounders team competes against a local school in the summer term. The remote location and small size of the school make it difficult for pupils to have regular opportunities to play in teams against other schools but they play team games such as football, tag-rugby, hockey and basketball against one another. The school uses the locality well to support the curriculum. Pupils visit Bude beach to explore the coastline and examine animal habitats at Rosemoor Gardens. Pupils in Years 5 and 6 benefit from a residential trip to a contrasting location. This supports pupils' work in history and geography whilst also developing their personal skills.
22. The school's provision for personal, social and health education is good overall. There are regular opportunities for pupils to understand the need for healthy life styles and good relationships and to prepare for citizenship. For example, older pupils understand the need to look after younger children at playtimes and all pupils share a Christmas lunch with the older residents in the community. Provision for sex and relationships education and for drug awareness is satisfactory.
23. There is an adequate match of staff to the curriculum. Teachers are suitably qualified and experienced for teaching mixed-age classes in Years 1 to 6, but there is a lack of expertise in the Foundation Stage and this is contributing to the unsatisfactory curriculum available for Reception children. Teaching assistants undertake clearly defined roles within the classroom and provide good support for individuals and for small groups of pupils. Resources are generally satisfactory and meet the demands of the curriculum. The accommodation is satisfactory. The recent building work has created valuable space, which will enable the school to improve its library provision. There is adequate space for pupils to play on both grassed and paved areas, and benches allow for more quiet play. The school now offers a range of equipment for pupils to use at lunchtimes for more focused play.

Care, guidance and support

The school looks after pupils well and ensures their wellbeing in a healthy and safe environment. Staff know the pupils very well and have trusting relationships with them. The pupils' views are sought and have been particularly helpful in developing the outside areas.

Main strengths and weaknesses

- The school takes good care of the pupils and ensures their physical wellbeing.
- Pupils' views are sought and valued.
- Pupils have trusting relationships with the adults.
- Insufficient guidance given to pupils in the form of targets to help them know the areas for improvement and when they are making progress.

Commentary

24. The school has maintained the good provision noted in the previous report. Child protection procedures are fully in place. The designated member of staff has received training in the last school year. This being a small school there are close relationships between staff and pupils. This is an important aspect in the provision of good care. The school has good relationships with outside services. The special educational needs code of practice is in place and the school fully meets its responsibilities under the Disability Discrimination Act. All routine health and safety checks have been carried out to the agreed schedule. Pupils understand procedures for evacuation in case of a fire and the reasoning behind the regulations. The school's procedures for ensuring attendance are effective and supported by the parents.
25. The school's monitoring of personal development in order to provide support and guidance is satisfactory. Annual reports include comments on the pupils' personal development. This is the only formal record for personal development as for the most part it is monitored informally. The monitoring of pupils' academic progress is too informal. Pupils are not given specific learning targets to help them progress and measure their own achievement.
26. The school maintains appropriate information about pupils whose special educational needs have been identified. Teachers have current documentation relating to the pupils in their class and this enables staff working with them to give good care and sound guidance. Procedures for identifying pupils' needs are too informal, however. As a result, some of the children in the Reception Year are not achieving as well as they should in some areas of learning.
27. Pupils' views are sought and valued, both through questionnaires and discussion. Recent examples of positive action resulting from these consultations are the alterations and improvements to the outside areas. Induction arrangements for children going into Reception class are satisfactory. However, the school is currently looking at ways to widen and improve this provision, both for parents and the children.

Partnership with parents, other schools and the community

The school's partnership with parents and the local community is **good**. This partnership promotes positive attitudes amongst the pupils.

Main strengths and weaknesses

- Parents have a positive view of the school and give the school considerable support.
- The school's links with parents have a positive effect on learning, both at home and at school.
- The school has good procedures for dealing with complaints.

Commentary

28. The school has maintained the good partnership with parents noted in the last report and has enhanced the partnership with the local community. Parents have a positive view of the school. They help in school, support homework and the reading diaries, and provide help for trips and extra-curricular activities. This help is important in a small school. The Friends' Association is very active and has raised £1,600 in the last school year. Funds are used to enhance learning. For example, swimming is funded in this way.
29. Links with the local community help pupils gain insight into the responsibilities of living in a community, for example, by entertaining the older residents to Christmas dinner. The community contributes significantly to pupils' education through the shared use of the village memorial hall for physical education.
30. The school has good procedures for dealing with complaints and this is helped by the informal daily contact with many parents. The information for parents on their children's standards and

achievement is satisfactory. Parent-teacher consultations offer good opportunities for parents to clarify how well their children are doing. Annual pupil reports give an indication of pupils' progress and the standards reached, but do not include reference to the National Curriculum levels expected, except in Years 2 and 6, in order to add to parents' understanding of their children's achievements. The school makes every effort to ensure that parents of pupils with special educational needs have the opportunity to be involved in the provision for their children and these parents usually contribute to the review of their child's progress.

31. Educational links with other schools help overcome some of the disadvantages of the smaller rural school. Procedures for the transfer of pupils to the community college are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **satisfactory**.

Main strengths and weaknesses

- Positive atmosphere among parents and pupils forged by the headteacher.
- Good development of curriculum plans for Years 1 to 6.
- Insufficient development of the Foundation Stage curriculum.
- Staffing changes have resulted in weak transitional arrangements for identifying pupils with special educational needs.
- Good development of accommodation and ICT resources.
- Monitoring of pupils' achievement, especially in writing at Key Stage 1, is not sharp enough.
- School development planning lacks reference to the intended benefits for pupils.
- Very good day-to-day administration.

Commentary

32. The headteacher has led developments in curriculum planning for Years 1 to 6 effectively. The headteacher, governors, staff and parents have worked very effectively as a team to bring about improvements in the accommodation and ICT resources. A very positive outcome of some aspects of the headteacher's leadership is the strong sense of community among pupils and their parents.
33. Some aspects of leadership and management have been maintained since the last inspection. Others are not as strong. The monitoring of writing in Key Stage 1 and the development of planning for the Reception year are not as effective as they should be. The school has not developed its use of assessment sufficiently since the last inspection. Although teachers in this small school know the pupils well, the formal monitoring of progress is not sharp enough, particularly in relation to writing at Key Stage 1 and the early identification of special educational needs.
34. Governors give good support. The governing body has clear procedures and ensures that the school meets all statutory requirements. Several are experienced and know the school well. Each governor has responsibility for liaising with the school on given subjects and most visit the school regularly to get to know how it functions. The governing body ensures that the school meets all statutory requirements. A group of governors works effectively with the headteacher to set challenging performance management targets, but in other aspects of the school's work, including assessment, provision for the Foundation Stage and the identification of special educational needs, the school has not challenged itself sufficiently. Provision for children whose special educational needs are already identified is satisfactory, but current management of this area, including the identification of younger children's special needs, is unsatisfactory. Responsibilities have not been fully re-established since the departure of the previous co-ordinator.

35. The school development planning process has been delayed this year, but the usual pattern of monitoring results, drawing up priorities and linking them to the budget is efficient. The most recent plan lists a series of tasks for development, but does not set out how pupils are intended to benefit. While the previous year's plan includes some longer term elements, the school's previous strategic planning has omitted some aspects, especially the development of expertise in the Foundation Stage, and reviews have not been tight enough to pick up the need for the closer monitoring of assessment.
36. Budget planning is satisfactory and day-to-day administration is very good. The school's spending is well targeted and balances are kept at an appropriate level. The school seeks competitive tenders when issuing contracts and compares its performance with that of other schools in Devon and nationally as it aims to give best value.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	165,491
Total expenditure	155,572
Expenditure per pupil	4,321

Balances (£)	
Balance from previous year	10,962
Balance carried forward to the next	9,919

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Not all areas of learning for the Foundation Stage were seen during the inspection. It is therefore not possible to make a judgement about the overall provision in this area.

There are four Reception children currently on roll. They are taught in a class with Year 1 and Year 2 pupils. Most are set to meet the Early Learning Goals expected in personal, social and emotional development, in communication, language and literacy, and in mathematical development by the end of the Reception Year. It was not possible to judge standards in creative development, physical development or in children's knowledge and understanding of the world.

Although children's attainment on entry to the school differs from year to year, most children start school with attainment levels expected for their age in most areas of learning. Children achieve satisfactorily in personal, social and emotional development, in most aspects of communication, language and literacy, and in the practical, mental and oral aspects of mathematical development. The inspection found insufficient evidence to judge children's achievement in the other three areas of learning, but in some lessons children did not all achieve as well as they should because staff did not plan sufficiently well for their needs. Staff have begun to use the Foundation Stage profile as an assessment tool to determine how well children are progressing towards the Early Learning Goals expected by the end of the Reception Year. However, the school does not form a sufficiently clear view of children's attainment in relation to the six areas of learning when they first start school to make reliable assessments of their progress during the Reception Year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children use their environment with confidence.
- Children are willing to try new activities.
- Children interact confidently with adults and peers.
- Most children sustain good concentration and involvement in their task.

Commentary

37. Children are familiar with the class routines and come to school happily. Most have benefited from attending a local Nursery and are used to being apart from their parents or carers. The school provides satisfactorily for children's induction and is looking to develop this further. Teaching and learning in this area are satisfactory. Children have good opportunities to interact with older pupils. They sit in mixed-age groups at lunchtime, read together and share joint projects. These experiences help younger children to understand their role within the school community, to form good relationships with those involved and to consider the impact of their own actions on others. When engaged in imaginative play, children generally take turns and share the resources fairly. Occasionally, adults are not sufficiently involved in playing alongside the children to help them participate as part of a group and maintain their interest. Children are familiar with their classroom environment and confidently collect equipment when following their own areas of interest.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory** overall, but provision for writing is unsatisfactory.

Main strengths and weaknesses

- Children listen with enjoyment and respond to well-chosen stories.
- Insufficient opportunities for children to attempt writing for different purposes.
- The needs of all children are not sufficiently well planned for.

Commentary

38. Teaching and learning are generally satisfactory, particularly when children work as part of a distinct group and tasks are well matched to their needs. Teaching is unsatisfactory when activities are not sufficiently well structured to bring about new learning or to sustain children's interest.
39. Children's speaking and listening skills are average. They offer information during whole class discussions and are starting to listen to the contributions made by others. They do not benefit sufficiently, however, from opportunities structured specifically to develop their speaking and listening skills in a range of contexts, which would enable them to respond, negotiate and learn the social conventions associated with speaking and listening.
40. Children enjoy reading and readily share their books with adults. They listened attentively to the story 'The tiger who came to tea', and were eager to contribute and to link their own experiences to the story. Children show good interest and are familiar with the conventions of books because they regularly share books at home and with adults in school.
41. Most children hold a pencil effectively and show good control when practising their handwriting. Higher attainers are starting to copy labels and form most letters correctly but for others who have limited pencil control, tasks are too difficult and teachers do not structure more practical opportunities to develop dexterity. The regular use of lined paper is inappropriate for children still at the mark-making stage. Children's writing shows too much emphasis on independent news writing and there are not enough opportunities for children to experiment and explore writing for themselves through lists, labels, stories and instructions.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory** overall.

Main strengths and weaknesses

- Good use of mathematical language and practical activities.
- Some inappropriate tasks, especially in recording, limit children's learning.

Commentary

42. When the needs of Reception children are being met, teaching and learning are satisfactory and children concentrate well on their task. For example, they make paper chains using regular colour repeating patterns and enjoy sharing sweets between each other, developing their skills in counting and one-to-one correspondence. However, occasionally, children do not achieve as well as they can because tasks are too difficult for them to complete on their own, and because supplementary activities do not reinforce or extend their learning.

43. Children make good use of shape vocabulary to describe two- and three-dimensional shapes and recognise shapes in their environment. They benefit from class input with pupils in Years 1 and 2 and from the support of the teaching assistant, but are hampered in their learning by activities that are not well matched to their needs. There is an insufficient awareness of the particular needs of some children, which results in their losing interest. Children's recorded work shows unsatisfactory provision for those who do not have the motor skills to record their work. There is no evidence of different tasks being set for these children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

It is not possible to make a firm judgement about the provision in this area.

Commentary

44. In the one lesson observed, children achieved satisfactorily because they were well supported by the teaching assistant when exploring light through different coloured papers. However, children's recorded work in this area of learning shows a range of inappropriate tasks that are too biased towards the Year 1 and 2 curriculum. These tasks do not allow sufficient investigation and exploration, placing too much emphasis on recordings that are too difficult for young children.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

It is not possible to make a judgement about provision in these areas of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in reading, and standards are above average at age 11.
- Some weaknesses in the teaching of writing in Years 1 and 2, with the result that pupils in these year groups are not achieving as well as they should.
- Consistently good teaching in Years 3 to 6.
- No whole school approach to marking.

Commentary

45. Standards have fluctuated in recent years. The small numbers in each year group render comparisons difficult, but standards have remained consistently low at age seven, particularly in writing, where pupils are making unsatisfactory progress. By age 11, pupils are making satisfactory progress in writing because they are presented with a wide range of opportunities for writing, such as poems, play scripts, story and report writing. In both classes, pupils are now making better progress in reading and they enjoy reading from a good range of books that appeal to their interests and reading needs. This is particularly noticeable in Years 3 to 6 and contributes to the good standards reached in this area by Year 6. Overall, the school has made satisfactory improvement since the previous inspection.
46. There is no agreed school approach to marking at present. For example, it is unclear from pupils' work how spelling errors are corrected or what pupils need to do next to further their learning. The school is beginning to make good use of optional test materials to identify pupils' attainment and predict levels for future achievement, but it does not share targets with pupils and their parents. Systems for monitoring pupils' progress towards meeting predicted targets

or for providing an overview of pupils' continuing progress throughout their time in school are not sufficiently systematic.

47. Provision for special educational needs is satisfactory for those pupils identified. Teaching assistants provide appropriate support and work is mostly well matched to pupils' learning needs. However, procedures for the early identification of pupils' needs are not sufficiently rigorous, which means that some younger pupils do not receive targeted support early enough to help them to achieve as well as others.
48. In Years 1 and 2, lessons show a mix of good and satisfactory teaching. The good teaching enhances pupils' learning through well-planned activities that meet pupils' needs. The effective deployment of other adults enables all pupils to achieve well, with individuals supported when necessary. However, occasionally, work is not as well matched to the varying needs within the class, with the result that pupils are unable to work independently and have to rely too much on adult help.
49. In Years 3 to 6, teaching is consistently good and as a result pupils of all abilities achieve well in their work. Lessons are well planned and appeal to the interests of all pupils.
50. Standards in speaking and listening are average at ages seven and 11. All pupils are willing to contribute to class discussions and are confident when expressing their opinions and views. In Years 1 and 2, pupils listen to well-chosen stories that extend their vocabulary and as a result they can suggest words such as 'glittery', 'silvery' and 'magnificent' to describe stars. In Years 3 to 6, pupils have opportunities to listen to the views of others in partner work and to share their own thoughts in circle time. Other opportunities for all pupils include talking to local residents at the Christmas lunch, asking questions about the role of the various visitors invited into school and performing in front of parents in assemblies and school plays.
51. The school has worked hard to improve standards in reading since the previous inspection. Standards at age seven are average and standards in Year 6 are above average. Standards have improved for the following reasons:
 - An improved range of fiction, non-fiction and poetry books, which allow pupils to experience humour, adventure and mystery.
 - Good opportunities for pupils to share their books at home; reading diaries are well used to support learning and record progress.
 - Appropriate emphasis placed on reading at school, in groups, pairs and individually.
52. Pupils enjoy reading, they are eager to share their books and to talk about aspects of the story. In Years 1 and 2, pupils use their knowledge of letter sounds to decode unfamiliar words and read with good levels of independence. In Years 3 to 6, pupils are increasingly able to express their likes and dislikes about books but are less secure in their knowledge of authors and poets. By Year 6, pupils display a good understanding of the Dewey system and can locate different categories of library books.
53. In Years 1 and 2, standards in writing are unsatisfactory and pupils are not achieving as well as they should. Tasks do not always match the needs of all pupils, resulting in an over-reliance on adult support for some and a lack of appropriate challenge for others. Year 2 pupils do not apply their knowledge of spelling and punctuation consistently in their writing. They require more opportunities for checking and making improvements to their work. Whilst pupils are starting to write for different purposes, such as instructions and stories, too much emphasis is placed on writing for recall, which does not help pupils to make the progress expected. The school has introduced spelling logs but these are not well used. Many younger pupils lack confidence when attempting to write simple words. There are no opportunities for pupils to learn and practise spellings at home.

54. In Years 3 to 6, pupils make satisfactory progress in their writing and write for a range of different purposes. As a result, they are confident writers at age 11. They explore writing for effect and use punctuation appropriately to give meaning to their work. On occasion, lower attaining pupils' work shows a lack of understanding because tasks are too difficult and not sufficiently different from the work planned for other pupils in the class.
55. Handwriting is generally satisfactory. There are good opportunities for pupils to practise their writing and the presentation of work by pupils in Year 6 is mainly good. In Years 1 and 2, pupils do not consistently apply their knowledge of letter size, spacing and punctuation when undertaking independent writing.

Language and literacy across the curriculum

56. The school's provision for language and literacy across the curriculum is satisfactory. Whilst teachers do not plan for the use of English in other subjects, they make links when necessary. For example, they make masks based on storybook characters, listen to stories about the Victorian Christmas and use different forms of writing in history and geography. The school is currently planning more structured links between subjects. This strategy is set to improve reading and writing opportunities for pupils of all ages in an agreed range of contexts.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Proficient mental and oral calculation and well-presented recording by pupils in Years 3 to 6.
- Good teaching in Years 3 to 6.
- Good emphasis on practical and investigative work throughout the school.
- Unsatisfactory arrangements for recording mathematical understanding in Years 1 and 2.
- Numeracy lessons are too long.

Commentary

57. Results in national tests show no clear pattern since the last inspection. The school did not meet its target for 11-year-olds in 2003, but this was the result of a very small number of pupils missing projected grades by a few marks. Overall, the school has made good improvement in this subject since the last inspection.
58. Standards are currently average at age seven and above average at age 11. Pupils make satisfactory progress in practical, oral and investigative work in Years 1 and 2, but their mathematical recording skills are not well developed. Pupils in Years 3 to 6 achieve well in all aspects of mathematics. Their ability to explain the strategies they use to calculate shows good understanding. Their mathematical thinking is clear. The school has not fully thought through the value of recording systems for younger pupils. It was criticised for over-reliance on published workbooks at the last inspection and now uses none. While the vital elements of practical and conversational work have improved, the school's expectations of Year 1 and 2 pupils' recording in mathematics are not clear enough. In contrast, pupils' recorded work in Years 3 to 6 is very clearly set out and shows good understanding.
59. Teaching and learning are good in Years 3 to 6 and satisfactory in Years 1 and 2. Teachers' planning follows the direction of the National Numeracy Strategy, using local education authority guidance for small schools with mixed-age classes. This is effective in ensuring good coverage of all aspects of the subject. Teachers use questioning techniques well to target pupils of different ability, challenging and giving support well because of their good knowledge of the pupils. Teachers' subject knowledge is good and they deploy assistance well. One area for development is the routine use of the start and end of each lesson to

pinpoint what pupils are going to learn and check that they know what has been learnt. Teachers have a good informal awareness of how well pupils are doing, but procedures for tracking progress and setting targets are not as sharp as they could be. Pupils do not therefore have a clear picture of their own progress and what they need to work at to improve. Teaching in Years 1 and 2 does not focus well enough on how pupils of widely differing abilities should record their mathematics, whereas in Years 3 to 6 clear expectations result in good recording of all aspects of mathematics. Pupils throughout the school collaborate well in pairs and small groups. This is particularly effective in Years 3 to 6, where pupils' successful collaboration is often independent of adult support.

60. The subject is well resourced and well led in the main. The curriculum is balanced, with a good focus on mental and oral work in Years 3 to 6. Lessons are unnecessarily long, however, and the school risks losing the benefits of a challenging pace and a slick mental and oral starter session. The value of assessment and target setting, especially the sharing of information with pupils and their parents, has not been fully developed.

Mathematics across the curriculum

61. The school ensures that pupils apply their mathematical knowledge well in other subjects, especially in science. Pupils also make sound use of ICT to develop their mathematical understanding.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- A well-planned curriculum.
- Higher attainers do well by age 11, but no better than average at age seven.
- The school puts good emphasis on investigative and experimental work.
- Pupils in Years 1 to 4 need clearer structures to support recording.
- Good collaborative work in Years 3 to 6.

Commentary

62. Standards at ages seven and 11 are currently average. Boys and girls of all abilities achieve satisfactorily throughout the school. Results in recent national tests show some pupils reaching standards above average at age 11, though teacher assessments had shown no higher attainment at age seven. Overall the school has satisfactorily maintained standards and provision since the last inspection.
63. Samples of pupils' recorded work from 2003 show very good achievement by older pupils of all abilities and older pupils' individual recording of science remains good in the current term, but presentation is not always as good, especially by higher attainers. Collaborative investigative work is a strength in Years 3 to 6, but approaches to the recording of investigations need a clearer structure for pupils in Years 3 and 4. The small quantity of recorded work by pupils in Years 1 and 2 lacks structure to help pupils, especially the more able in Year 2, develop the skills of scientific sequential and logical recording.
64. In the lessons seen in both classes, teaching was satisfactory, with an appropriate emphasis on pupils using equipment and discussing what they observe and what they understand. Teachers prepare resources well and deploy assistance effectively when available. Pupils know how to handle equipment safely and carefully, and they organise themselves well to discuss their work. Relationships are good throughout the school. Class and group organisation is particularly good in the older class, though introductory explanations are sometimes too long to sustain full concentration by pupils of all ages and abilities. Displays of

investigative work show good collaboration among quite large groups of six or seven pupils working on a joint theme. Tasks and resources appear well matched to the needs of older and more able pupils, but the text of some visual aids is not well suited to the younger pupils and the less able older pupils. The teacher's subject expertise is good, however, and individual support enables all pupils to pursue the tasks introduced.

65. Leadership and management of the subject are satisfactory. The curriculum is soundly planned and resources are accessible and suitably organised. Pupils enjoy their science and standards at age 11 have often been higher than in the other core subjects over recent years. Involvement in local projects, such as the development of family gardens in the school grounds, and wider afield, such as the Bude beach investigation and the Eden Project, offers stimulating opportunities that enliven the curriculum. The school recognises that assessment needs sharpening to help pupils know how well they have done, the level at which they are achieving and what they need to do to improve. The other main area for attention is the use of structures to develop pupils' use of writing in scientific contexts in Years 1 and 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good improvement since the last inspection.
- The curriculum is well planned and the subject well resourced.
- Teaching shows good subject expertise.
- Not enough challenge for higher attainers.

Commentary

66. Standards are average at age 11. The inspection found insufficient evidence to make a firm judgement on standards at age seven. Pupils achieve satisfactorily during Years 3 to 6, but higher attainers appear to find the tasks set well within their capabilities and do not therefore apply themselves as fully as they might. Recorded work on control technology from earlier in the calendar year shows greater challenge.
67. Teaching in the lesson seen with the older pupils was good and this is reflected in the samples of work that are kept in pupils' folders on the hard disk. Teaching in Years 3 to 6 shows very good subject knowledge. Planning and preparation are thorough. Relationships are good. In the lesson seen, the teacher focused on small group instruction for ICT, while deploying an assistant to support design and technology activities. This organisational strategy was very effective. Pupils show sound knowledge and skills, selecting from menus to develop slide presentations using titles, text and graphics. Pupils' work also shows sound recent achievement in word processing and data handling. One area for development is pace, where there is room for improvement in the balance between the teacher's explanation and pupils' activity, together with clear time limits for pupils to complete tasks.
68. Pupils in Years 1 and 2 use programs regularly for short bursts of time to support their learning in spelling, numeracy and the recognition of shapes and their properties. They know how to program a robot to move forward and turn at right angles. As no other ICT activities were observed and no samples of printed work seen, the inspection is unable to judge standards and provision at age seven.
69. Notwithstanding the gap in evidence in Years 1 and 2, development of the subject has clearly been well led and managed since the previous inspection, with considerable improvement to planning and resources. The curriculum is suitably organised and resources are good. Evidence shows good improvement in educational provision and pupils' achievement since the last inspection, when ICT was a key issue for development.

Information and communication technology across the curriculum

70. Limited evidence of outcomes in Years 1 and 2 leaves an incomplete picture, but work in Years 3 to 6 shows good links with English, mathematics and science, as well as some effective research linked to geography and music. The headteacher and staff have put considerable effort into planning a balanced range of ICT activities and are continuing to improve links with other subjects.

HUMANITIES

Geography, history and religious education

The inspection found insufficient evidence to make a firm judgement about provision. No lessons were observed in history, geography or religious education. The judgements that have been made are based on observations of pupils' work and teacher's plans, and discussions with staff and pupils. There is insufficient evidence to make judgements on standards, pupils' achievement, or on teaching and learning in these subjects.

Commentary

71. Planning and recorded work seen in **geography** are satisfactory. Educational visits are used well to help pupils to learn about different locations and the school makes good use of its immediate locality for pupils to learn about maps, plan routes and follow keys. Pupils use ICT well to explore aerial views and to make comparisons with map views. The curriculum planned for Years 1 to 6 shows that pupils have a sufficiently broad curriculum in geography.
72. **History** was not being taught during the inspection, but the school's planned provision appears satisfactory. In Years 1 and 2, pupils develop their understanding of chronology by devising simple timelines and learn about the importance of Remembrance Day as a historical event. Both classes follow a well-planned programme, which ensures that pupils are taught the appropriate knowledge, skills and understanding for their age. In addition, the school makes good links with other areas of the curriculum to support and extend pupils' learning. For example, pupils learned about a Victorian Christmas from a visiting storyteller and performed a 'Victorian Tale' at the school concert.
73. The planned curriculum for **religious education** follows the Devon agreed syllabus. Teachers' planning shows appropriate coverage at Key Stage 1 and Key Stage 2, but the only recorded evidence of pupils' learning was a little work on display and in pupils' folders showing research into Hinduism by pupils in Years 3 to 6.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, and physical education

It is not possible to make a firm judgement about provision in **art and design**, **music** and **physical education**. No lessons were timetabled in these subjects during the inspection and inspectors found insufficient additional evidence to substantiate a judgement. Provision in **design and technology** is **good** in Years 3 to 6. There is insufficient evidence to make a judgement about provision in Years 1 and 2.

Commentary

74. In **art and design**, planned provision is satisfactory, ensuring pupils are taught the necessary knowledge, skills and understanding through exploring and investigating media and materials and from visits to an Art Gallery. Scrutiny of photographic evidence shows that older pupils have researched the work of artists to support their understanding of still life paintings.
75. Teaching in **design and technology** in Years 3 to 6 is good. Pupils learn successfully through a series of lessons planned carefully to ensure that they understand and follow the design process before making and evaluating their models. This term pupils have researched musical instruments and the way they make sounds. Having selected an instrument, they researched it using the Internet, before drawing and labelling their design and choosing materials. The finish of the products bears witness to the pupils' care and enthusiasm. No design and technology lessons were observed in Years 1 and 2, but work on display and photographic evidence show the planned curriculum being followed.
76. No **music** lessons were observed other than an excerpt from a rehearsal for the school's Christmas production, which pupils clearly enjoyed. The planned curriculum covers all aspects but the school has no procedures for assessing pupils' ability, recording attainment only annually in pupils' reports. Older pupils take responsibility enthusiastically for passing on their recorder-playing skills to younger ones in weekly group sessions, which they organise and run efficiently.
77. In **physical education**, the planned provision is satisfactory. Games, dance and gymnastics are well planned for throughout the school. In addition, all pupils have regular opportunities to learn to swim. Pupils are learning about the value of fitness through the recent introduction of a 'fitness break' by undertaking a series of brief exercises at set times each school day. The school grounds and the village hall provide adequately for the demands of the curriculum to be met.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Provision in personal, social and health education is **good**.

78. The school ensures that pupils have regular opportunities to discuss the need for healthy life styles and good relationships. Circle times, where pupils take turns to listen to each other's views, and discussions during assemblies offer good opportunities for pupils to develop their understanding. The school ensures that older pupils undertake a range of responsibilities and participate in community events to help develop a sense of citizenship. Provision for sex and relationships education and for drug awareness is satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
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	3
Attendance	4
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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