

INSPECTION REPORT

**THURLESTONE ALL SAINTS CHURCH OF ENGLAND
PRIMARY SCHOOL**

Kingsbridge

LEA area: Devon

Unique reference number: 113469

Headteacher: Mr A F Williams

Lead inspector: Mrs L Brackstone

Dates of inspection: 23rd - 25th February 2004

Inspection number: 258205

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	134
School address:	Thurlestone Kingsbridge Devon
Postcode:	TQ7 3NB
Telephone number:	(01548) 560 494
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J M Mordue
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

All Saints School is a voluntary aided primary that is situated in the South Devon coastal village of Thurlestone, four miles south of Kingsbridge. It serves a mostly white population with a wide range of private and social housing from the village of Thurlestone and neighbouring South Milton. No pupils use English as an additional language. Most parents are in employment and the number of pupils eligible for free school meals is below the national average. There are 134 pupils on roll with slightly more boys than girls. This is a significant increase in the roll since the last inspection, which is as a result of more families moving into the area. The school caters for pupils aged 4 to 11 years who start either in September or January, depending on when their birthday falls. Four per cent of pupils have special educational needs and this is below the national average. Difficulties include social and emotional issues and specific learning problems. Two pupils have statements for special educational needs. There are five classrooms, four of which cater for mixed age groups during the Spring and Summer terms.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	Foundation stage English Information and communication technology Geography History
11096	Mrs M Davies	Lay inspector	
10611	Mr M James	Team inspector	Special educational needs Mathematics Science Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school where the dedicated and hard-working staff work well together. The quality of teaching and learning is **good**. The standards pupils attain by the time they leave school are **well above average** and all achieve well in relation to their individual abilities. A rich experience is offered to all pupils and the school fully involves them in all activities. It provides **good** value for money, despite the shortcomings in management systems.

The school's main strengths and weaknesses are:

- Standards are well above average by the end of Year 6.
- Teaching and learning is of good quality.
- Pupils have very positive attitudes to school and their good behaviour is a result of very effective provision for social development.
- The school has a strong ethos, which ensures that all pupils are involved in the life of the school and makes sure their views are valued.
- The management of the school is unsatisfactory; the school is not sufficiently self-evaluating, strategic planning is underdeveloped, financial procedures are not securely embedded and not all of the statutory requirements are met.
- There are shortcomings in the arrangements to ensure pupils' welfare.
- Classrooms are much too small for the number of pupils on roll and the outdoor area for the Foundation Stage is unsatisfactory. There are not enough support staff to meet the needs of the pupils and their teachers.
- The individual education plans for pupils with special educational needs are unsatisfactory and pupils who are gifted and talented are not formally identified or supported.
- Despite the efforts of the school to encourage regular attendance, rates for attending school are below national averages.
- Links with parents, other schools and the local community are good.

The school has made satisfactory improvement since the last inspection. Standards have improved in English, mathematics, and science at the end of Years 2 and 6. Standards in information and communication technology have improved by the end of Year 2. Teaching has remained consistently good. Most of the key issues from the last inspection have been rectified except for those relating to the governors. However, overall leadership and management, pupil care and the behaviour of the pupils have declined since the last inspection.

STANDARDS ACHIEVED

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

Key: A - very high; 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.*

Overall achievement is good from Reception to Year 6 because the quality of teaching is consistently good. Children enter school with standards that are as expected for children of this age. By the time that they start Year 1 of the National Curriculum, they have achieved well in their learning and most children will have attained the final stage of the Foundation Stage curriculum. The more capable children will have exceeded these recommended levels of attainment and work appropriately

within the National Curriculum programmes of study. Achievement is good in Years 1 and 2. Standards in speaking, listening, reading, writing, mathematics and science are above average. In information and communication technology, standards are above national expectations. Pupils continue to achieve well in Years 3 to 6 and, by the time that they are ready to transfer to secondary school, they have attained standards in English, mathematics and science that are well above average. Standards in information and communication technology are above national expectations. Pupils who are identified as having special educational needs make good progress in relation to their prior attainment because teachers ensure that they are given appropriate activities to reinforce their learning. There are no differences in the attainment or achievement of boys and girls or any particular ethnic group. However, gifted and talented pupils are not formally identified and it is not possible to ascertain whether their achievement is sufficient.

Pupils' personal development is good. It is promoted very well through the development of social skills and the good provision for spiritual, moral and cultural development. Pupils have very positive attitudes to school and most pupils behave well in lessons and at playtimes. However, when moving around the school, they can be boisterous and tend to push in front of adults and other pupils. Despite good efforts by the school to encourage regular attendance at school, rates are below the national average.

QUALITY OF EDUCATION

The school provides a good standard of education. Teaching and learning is good throughout the school. Teachers have good subject knowledge and this ensures that pupils acquire the appropriate knowledge and skills. They are challenged well through a good range of teaching methods and interesting use of resources. Teachers' expectations are high and pupils are encouraged to work collaboratively. Where teaching assistants are available, they support staff well and ensure that all pupils are fully included in the lesson. At times, behaviour expectations are not as high as they could be. This means that pupils are not always fully engaged in lessons and time is wasted.

Procedures for checking and tracking pupils' work are satisfactory. There are appropriate procedures in place to assess progress, but pupils are not made aware of how they can improve. **The curriculum is well planned and very interesting activities are organised to stimulate the pupils in their learning.** Provision for pupils with special educational needs is satisfactory overall, but the targets on individual education plans are too broad. The school has an effective partnership with parents and the local secondary school in Kingsbridge. However, there are shortcomings in the care and welfare arrangements for pupils.

LEADERSHIP AND MANAGEMENT

The overall leadership of the school is satisfactory. The headteacher and his staff have high aspirations for the pupils and they all work very hard to enable the pupils to achieve well. Governors are supportive of the school but do not fulfil all statutory requirements. **Management of the school is unsatisfactory.** The increase in the numbers on roll has not been strategically planned, the workload of staff has not been monitored, and there are shortcomings in the financial management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have a high opinion of the school and value the very positive relationships that their children share with the adults in school. However, a significant minority expressed concerns about the huge increase of pupils on roll and felt concerned about whether the management of the school could cope with this. The inspection team supports these concerns. Some parents felt that the information they receive about their children's progress could be better and the inspectors also support this view. Pupils are generally positive about school life, which they refer to as '*happy*' and have many opportunities to make their views known.

IMPROVEMENTS NEEDED

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

- Focusing the management of the school to meet its expanding needs and ensuring that all statutory requirements are met.
- Rectifying the shortcomings in the procedures for care and welfare of the pupils.
- Improving the cramped accommodation in classes and providing an outdoor area for the Foundation Stage. (The school has plans to develop the outdoor area for the youngest children and is already in consultation with the local education authority and the Exeter Diocese to review the accommodation.)
- Identifying more specific targets on the individual education plans for pupils with special educational needs and formalising a register for those who are gifted and talented.
- Ensuring that there is an adequate match of support staff to meet the needs of the pupils and their teachers. (The school has already identified this as an area needing improvement).

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school. Standards are well above average in English, mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Standards by the end of Year 2 are above average in English, mathematics and science.
- Standards by the end of Year 6 are well above average in English, mathematics and science.
- Standards in information and communication technology at the end of Years 2 and 6 are above national expectations.
- Standards achieved by the time children finish their time in the Reception class are above the expected goals in personal, social and emotional, physical and creative development and knowledge and understanding of the world.
- Standards achieved by the time the children are ready to start Year 1 of the National Curriculum are as expected in communication, language and literacy and mathematical development.
- Pupils throughout the school are achieving well in terms of their own capabilities.

Commentary

Standards on entry in to school

Children start school with standards of attainment that are as expected in all areas of learning.

The school's results in national tests

1. In the results of the National Curriculum tests of 2003 for pupils in Year 2, as illustrated in the table below, attainment was above average in reading and writing but below average in mathematics. In comparison to schools with similar numbers of pupils eligible for free school meals, standards were average in reading and writing but well below in mathematics. In the teacher-assessed science tests in Year 2, the number of pupils attaining the expected level was in line with the national average but below average when compared to similar schools.

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
reading	16.8 (17.1)	15.7 (15.8)
writing	15.4 (13.4)	14.6 (14.4)
mathematics	15.8 (16.2)	16.3 (16.5)

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

2. In the results of the National Curriculum tests of 2003 for pupils in Year 2, as illustrated in the table below, attainment was well above average in reading, writing and mathematics. In comparison to schools with similar numbers of pupils eligible for free school meals, standards were well above average in mathematics and above average in reading and writing. In the

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

teacher-assessed science tests in Year 2, the number of pupils attaining the expected level was in the highest five per cent of results both nationally and when compared to similar schools.

3. In the results of the National Curriculum tests of 2003 at the end of Year 6, as illustrated in the table below, standards were well above average in English, mathematics and science. In comparison with schools with similar numbers of pupils eligible for free school meals, standards were well above average in mathematics and above average in English and science. In relation to prior attainment, standards were well above average. However, not all pupils who were eligible to take the national tests at age eleven were entered for them, and therefore, these results do not entirely reflect the standards in the Year 6 2003 cohort.

Standards in national tests at the end of Year 6 – average point scores in 2003²

Standards in:	School results	National results
English	28.8 (30.3)	26.8 (27.0)
mathematics	29.1 (29.7)	26.8 (26.7)
science	30.2 (31.0)	28.6 (28.3)

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

Inspection findings

The Foundation Stage

4. Achievement is good in the Reception class because the quality of teaching and learning is good. By the start of Year 1 of the National Curriculum, most children have exceeded the expected level of attainment in personal, social and emotional development, physical and creative development and knowledge and understanding of the world. Standards in communication, language and literacy and mathematical development are as expected at the end of Reception Year.

Years 1 to 6

5. Pupils continue to achieve well in Years 1 and 2. By the end of Year 2, standards in English, mathematics and science are above average. Standards in information and communication technology exceed national expectations. This represents good improvement since the last inspection. The good levels of achievement are maintained in Years 3 to 6. By the end of Year 6, pupils have achieved levels that are well above the national average in English, mathematics and science. Standards in information and communication technology are above national expectations and the pupils use these skills well across the curriculum. This also represents good improvement since the last inspection.

Whole-school issues

6. Pupils with special educational needs achieve well against their prior attainment. There are no differences in the attainment of boys and girls or those from ethnic minority groups. The school has not formally identified pupils who are gifted and talented and it is not possible to judge their achievement. The trend in the school's performance in reading, writing and mathematics at the end of Year 2 was above the national trend from 1999 to 2003. During the same period of time the trend in the performance at the end of Year 6 was in line with the national trend. The school is well placed to meet its targets for the national tests in 2004.

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age eleven is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good** and contribute significantly to their good achievements. Their spiritual, moral, social and cultural development is **good** and their behaviour is also **good**. Punctuality is satisfactory but attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils are very positive about school and keen to do well.
- The provision for their social development is very good and, as a result, relationships are very good.
- There has been good improvement in their multi-cultural awareness since the last inspection.
- Behaviour is good overall but occasionally it is too boisterous when pupils are not in lessons.
- Attendance is unsatisfactory; however, the school does all that can be reasonably expected to improve it.

Commentary

7. Pupils are very keen to learn and like their school. They listen to their teachers very carefully and maintain high levels of concentration. This helps them to focus clearly on their work and develop their skills. For example, in a Year 5/6 English lesson, because pupils had listened to their teacher's introduction so well, they came up with a good range of words to improve their writing tasks. Even the youngest children who have just started in the Reception class are able to listen well for sustained periods and this contributes significantly to the good progress they make.
8. Pupils of all ages are socially very accomplished. This good base is built upon well by the school through its caring ethos, where adults and children interact positively and by features such as the school council, which gives pupils a say in the work of the school. Councillors take their roles seriously and think carefully about matters that affect them and their peers. They are very involved in helping the Friends' Association to organise social and fundraising activities. In lessons, pupils' very good relationships, both with teachers and each other, mean that they have the confidence to ask questions and articulate their ideas, knowing they will be listened to and valued. Year 6 pupils are very mature and well prepared to move on to secondary education.
9. There has been good improvement in the provision for multi-cultural development since the time of the last inspection and, as a result, pupils now have a good understanding of different cultures and life in a multi-ethnic society. Links with a school in Ghana have been strengthened and India is studied extensively in geography. Main festivals from around the world, such as Diwali and the Chinese New Year, are celebrated and there have been visits by a Russian musical group and speakers from Africa. In discussion, pupils showed they are developing an understanding of the importance of tolerance and are sure that there is no racism at their school.
10. Pupils' spiritual development is good and well supported by close links with the Church. Prayer is given a high priority and pupils treat these occasions respectfully. Assemblies are used well to help them understand the importance of caring for all living things, as well as to help them understand the teachings of traditional Bible stories.
11. Behaviour is generally good, both in lessons and around the school. Boys and girls and pupils of different ages mix well and genuinely appear to like one another. A strength of the school is that pupils all seem to know one another and this creates a great sense of community. The vast majority of parents feel that behaviour is good and have no real concerns about bullying.

Pupils also say that bullying is not really a feature of their school and feel confident that their teachers will deal with any minor incidents. However, pupils are occasionally too boisterous when moving around the school. They run in the hallways when they know they should be walking and have a tendency to push past others, even adults. This is made worse by the small size of many of the rooms and corridors and tends to create a crush at particular times of the day, such as at playtimes, when they are all trying to get outside. Pupils' behaviour is sometimes adversely affected by the difficulty the school has in appointing enough meals supervisors. There have been no recent exclusions.

12. Attendance is below the national average and is unsatisfactory. This is largely attributable to pupils being taken out of school to go on a family holiday. Every effort is made to discourage parents from taking their children on holidays during term time, and teachers do their best to minimise the impact of these absences on pupils' attainment. Most pupils arrive punctually in the morning and thus make a good start to their day.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.5
National data	5.4

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.

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
117	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. The school makes very good use of opportunities to enrich the curriculum through visits and a comprehensive programme of extra-curricular activities. The school listens very carefully to the views of the pupils and has established a very good partnership with parents. However, the care for pupils is unsatisfactory because there are weaknesses in welfare procedures.

Teaching and learning

The overall quality of teaching and learning is good throughout the school. Procedures for checking and tracking progress are satisfactory overall.

Main strengths and weaknesses

- Teachers have good subject knowledge and this ensures that pupils acquire the appropriate knowledge and skills.
- Pupils are challenged well through a good range of teaching methods and interesting use of resources.
- Teacher expectations are high and pupils are encouraged to work collaboratively.
- Where teaching assistants are available, they support staff well and ensure that all pupils are fully included in the lesson.
- Pupils are not always aware what they need to do to improve.
- At times, behaviour expectations are not as high as they could be and this means that pupils are not always fully engaged in lessons.

- The pace of learning slows down when teachers are unable to interact individually with the pupils when the accommodation is too cramped to move around in.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	14	9	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. These figures present a positive picture of the quality of teaching and indicate that it has been maintained at a good level since the last inspection. The figures confirm the parents' opinions that teaching is good, as well as endorsing the positive views of the pupils.
14. Pupils acquire knowledge and skills because their teachers have a good command of the subjects and areas of learning that they teach. For instance, the Reception class teacher fully understands that children in the Foundation Stage learn best through practical activities that stimulate and interest them. This was particularly evident when they were all required to dress up in a wide range of patterns to support their learning in mathematical development.
15. Teachers use a good range of appropriate resources to make learning interesting. This is particularly evident when they link their information and communication technology skills with other areas of the curriculum. For example, pupils in the Year 4/5 class created symmetrical patterns, using a visual effects computer program. This not only linked in well with their mathematics work, but also provided good cultural development because the teacher used Islamic patterns to illustrate the skill that was to be learnt during the session.
16. A good range of teaching methods is used to challenge the pupils in their lessons. The best teachers share the learning intentions with their pupils and refer back to them at the end of the session to check that the appropriate knowledge and skills have been learnt. This was evident in a Year 5/6 science lesson when the teacher used the learning intention to outline the content of the session, and then used it again at the end of the session to check how much the pupils had actually learnt. Homework is also used satisfactorily to reinforce learning. For instance, pupils in Year 1/2 were required to keep a diary during their half-term holiday so that their high quality writing and spelling skills could be maintained and used to good effect. Pupils in Year 2/3 wrote an animal alphabet from those animals found in the rainforest and this linked well with their work in geography and information and communication technology.
17. Teachers use questioning skills well and this ensures that high expectations are maintained. For instance, in a good Year 4/5 English session, it was evident that the teacher knew her pupils very well as she asked individual pupils appropriate questions. Pupils are encouraged to work collaboratively and this successfully helped achievement in a Year 2/3 English lesson where pupils worked together on a poem, using alliteration techniques that involve using describing words that start with the same letter as a noun.
18. Teachers in Reception to Year 5 manage their large and cramped classes very well and make good use of parent volunteers to overcome the unsatisfactory levels of support staff. Where teaching assistants are available, they support staff well and ensure that all pupils are fully included in the lesson. This was evident in the Year 5/6 class where a pupil was provided with individual support that enabled him to fully access the lesson.
19. At times, behaviour expectations are not as high as they could be, and this means that pupils are not always fully engaged in lessons. There is a tendency for a significant minority of pupils

to shout out in whole-group sessions and this disrupts the learning of others. Occasionally, the time available is not used to best effect and this leads to a slower pace in learning. This was noted in several lessons where the accommodation was so cramped that the teacher could not move around the classroom because desks were so close together.

20. Procedures for checking and tracking pupils' progress are satisfactory overall. Pupils' work is assessed regularly in English, mathematics and science. However, procedures in the other subjects are at varying stages of development that include checklists, photographic evidence and subject portfolios. The day-to-day marking of books is satisfactory overall. However, some weaknesses were noted in the quality of marking in Years 5 and 6 where it tends to consist merely of ticks with no points given for improvement. This means that the pupils do not understand what they have to do to improve in their work and are unaware of what particular skills are needed to achieve higher results in the national tests.

The curriculum

The provision for children in the Foundation Stage is good. The overall provision for pupils in Years 1 and 2 is satisfactory and for those in Years 3 to 6 it is good. Extra-curricular provision is very good. The overall quality of the accommodation and learning resources is unsatisfactory.

Main strengths and weaknesses

- The overall provision for children in the Reception class is good.
- The school makes particularly good provision for the core subjects of English, mathematics and science.
- The school makes very good use of cross-subject links to enrich the curriculum and information and communication technology is used very well in other subjects.
- The current planning arrangements involving pupils in Reception and Year 1 result in the pupils experiencing some delay in receiving appropriate work in relation to the National Curriculum.
- The provision made for pupils with special educational needs is satisfactory, but the pupils' individual education plans are unsatisfactory.
- The enrichment produced through extra-curricular activities and educational visits is very good.
- Teachers and support staff work well together in providing for the pupils, but whilst the number of teachers is satisfactory, the number of learning support assistants is inadequate.
- Much of the school's accommodation is cramped and although much improved facilities are now available for information and communication technology, accommodation overall is unsatisfactory.

Commentary

21. The curriculum for children in Reception is good. Detailed plans are in place which successfully incorporate all the areas of learning that should be taught to children before they enter Year 1. Lesson planning is comprehensive and the children have access to a wide range of interesting activities and learning experiences in the classroom. The current facilities in the outdoor area are unsatisfactory and this limits pupils' opportunities to extend their physical development. However, overall, a stimulating and varied curriculum is provided.
22. All subjects of the curriculum are suitably planned and all statutory requirements are met. The school makes good provision for pupils to develop their skills in English, mathematics and science and this is reflected in the high standards being achieved. Very good opportunities are also planned for different subjects to complement one another and, for example, art and design is used well to enhance history and geography. Information and communication technology is used very well in all subjects and this allows pupils to develop both their computer skills and their knowledge of these other subjects. The shortcoming relating to the school times identified at the previous inspection has been addressed. However, the current class and planning arrangements involving pupils in Reception and Year 1 mean that Year 1 pupils spend

a period of time still receiving the Foundation Stage curriculum when they should be subject to the National Curriculum requirements.

23. There is an appropriate commitment to fully include pupils with special educational needs into the life and work of the school, including extra-curricular activities, and the overall provision for them is satisfactory. At the time of the last inspection, provision was reported to be good. The special needs co-ordinator works hard to ensure that these pupils have full access to a broad and balanced curriculum. However, individual education plans are unsatisfactory because targets are too broad and general and do not focus on small manageable steps which can be reviewed regularly. Nonetheless, in class, both teachers and learning support assistants ensure that the work provided for pupils is closely suited to their needs. This clearly benefits their learning and helps them to achieve well in relation to their prior attainment. Appropriate procedures are in place for the early identification of pupils with special educational needs and their assessment.
24. The school provides a very good range of extra-curricular activities, including music, rugby, netball, football, computers, dance and chess. The school welcomes many visitors, including writers, artists, local clergy, police, and actors in historical costume, as well as drama and music groups. A wide variety of outings and visits are arranged to places such as Buckland Abbey and Plymouth and residential trips are provided for pupils throughout the school. The school also makes good use of the local area of Thurlestone for short outings such as to the library and the vet. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different curriculum subjects.
25. The school's accommodation, overall, is unsatisfactory, with much of it being cramped. Currently this has not affected standards but the school has recognised this as an area of concern and are currently involved in a feasibility study. Classrooms are small for the number of pupils present and there are insufficient additional rooms available for practical activities, or working with small groups. The library is inadequate. The hall is small, but staff and pupils cope well with the space available. The Reception classroom is small, but just adequate, but the outdoor facilities are unsatisfactory. Plans are in hand to significantly improve this area. However, the school has made some improvements to other parts of its accommodation since the last inspection and the new computer suite is a most useful addition. Furthermore, staff and pupils do not let the cramped facilities in most parts of the school depress them! Rooms are clean and tidy and displays of pupils' work enhance the working environment. Resources are adequate, and they are of good quality, neatly and safely stored, and readily available to staff, and pupils where appropriate. The school is suitably staffed by a dedicated and hard-working group of teachers. They complement each other well in providing a varied and interesting curriculum for their pupils. The teachers are well supported by the learning support assistants, when they are present, but taking into account the numbers of pupils present, the size of the classes and the fact that classes have mixed-age groups, the number of support assistants in the school is inadequate. However, the school is aware of this problem and is looking to rectify this situation.

Care, guidance and support

Care for pupils is unsatisfactory because of the shortcomings in arrangements to ensure their welfare. Pupils are given satisfactory advice about how to improve their work and they are very involved in the life of the school.

Main strengths and weaknesses

- Arrangements to ensure that pupils work in a safe and secure environment are unsatisfactory.
- Pupils' opinions are regularly sought and taken seriously.
- Induction arrangements are good.

Commentary

26. Shortcomings in the arrangements to care for pupils need urgent attention. These include the training of all staff in child protection procedures, ensuring that all rooms have clearly marked fire exits and evacuation procedures, and the storing of registers in such a way that they are available in the case of an evacuation. Arrangements for dealing with illness and accidents in school need to be clearly defined so that the required procedures are followed and pupils' safety ensured. Additionally, a policy to deal with drugs-related incidents should be drawn up, as this is a legal requirement.
27. The school council provides pupils with very good opportunities to make their views known and they appreciate the chance it gives them to have a say in making their school better. Councillors have been involved in drawing up the new mission statement and they organise an assembly once a month which gives them the chance to explore issues that matter to them.
28. Children start in the Reception class with a good deal of confidence. This is because of the very good procedures for their induction, which include home visits and close ties with the playgroup situated on the school site. Parents are overwhelmingly positive about the good arrangements to help their children settle. By the time children are ready to move into Year 1, they have had many opportunities to get to know their new teachers.

Partnership with parents, other schools and the community

Partnership with parents, the community and other local schools is good and provides strong support for pupils.

Main strengths and weaknesses

- Parents are committed to their children's education and are very happy with the provision that is made for them.
- Community links support pupils' personal development well.
- Links with other local schools help pupils to move through phases of their education confidently.

Commentary

29. Links with parents are good and contribute very significantly to how well pupils achieve. Parents are very supportive of the school and particularly pleased that their children benefit from good teaching and a wide range of extra-curricular activities. The Friends Association is well supported and works closely with the school and pupils to organise both social and fundraising events.
30. Information for parents is satisfactory. Newsletters keep them informed about the work of the school. However, they do not receive enough information about the curriculum their children will be following and this is a weakness. In addition to this, parents who have children with special educational needs are not involved in the planning or reviewing of individual education plans, despite this being a requirement of the Code of Practice.
31. Whilst a small number of parents expressed concerns over homework, inspection findings show it is used satisfactorily to reinforce learning. Annual reports on progress meet legal requirements but do not share targets for improvement to guide parents in helping their children's learning and give too little detail in some subjects. Some parents also feel the information they get about their children's progress could be improved. The prospectus and governors' annual report to parents are both well presented, but the governors fail to report attendance rates, which were also left out at the time of the last inspection. The results of

monitoring the impact of the racial equality policy are not reported to governors or parents, which is a legal requirement.

32. Community links are well developed to support pupils' personal development. Close ties with the church provide good opportunities for spiritual development. Additionally, a local business provides support for the school's successful sporting teams.
33. Links with the playgroup, which shares the school site, give children the opportunity to get to know the school and teachers well and this helps them to start school confidently and settle quickly. Links with Kingsbridge College, to which almost all pupils transfer in Year 7, ensure that pupils are both comfortable and well known when they transfer to this much bigger school.

LEADERSHIP AND MANAGEMENT

The overall leadership of the headteacher, teachers with subject responsibilities and governors is satisfactory. However, the management of the school is unsatisfactory.

Main strengths and weaknesses

- The headteacher, staff and governors are keen for the pupils to do well and teamwork is strong.
- Subject leadership is good in mathematics, science and information and communication technology.
- The Foundation Stage is well led and managed.
- Strategic planning is unsatisfactory.
- Governors are supportive of the school but are not sufficiently well involved in the strategic development of the school, and their role as a 'critical friend' is at an embryonic stage.
- Management is unsatisfactory.

Commentary

34. The headteacher, his staff and governors have high aspirations for the pupils and have created a very good climate for learning. This has had a positive impact on standards since the last inspection. However, the school has recently expanded in pupil numbers because a significant number of families have moved into the area. However, although the headteacher and governors could not have anticipated this increase in the school population, the current growth is not being managed well enough and priorities for development do not reflect this increase.
35. Three out of the five classes have job-share arrangements and four of them share year groups. Therefore, it is fortunate for the pupils that teamwork is a strength of the school, with teaching staff working closely together to ensure that pupils receive a consistent approach. Staff acknowledge the views and opinions of their colleagues and speak to each other with respect. This was particularly evident in information and communication technology lessons when the technician's input was really valued by the teachers. They also ensure that all pupils' views are valued and individuals are fully involved in all aspects of school life.
36. Subject co-ordinators for mathematics, science and information and communication technology are good and development plans are based on analysis and evaluation of pupil performance. They have successfully monitored teaching and learning and have established good communication systems where best practice can be shared. Leadership and management of all other subject areas are satisfactory. The Foundation Stage is well led and managed and the enthusiasm of this co-ordinator ensures that the youngest children receive a stimulating start to school. The special educational needs co-ordinator is new to the role and has received limited support, but is satisfactorily developing her expertise. She keeps extensive records relating to the pupils, including the progress they are making. Pupils with special educational needs are identified quickly, through a variety of procedures, and placed on the special needs register, which the school has chosen to retain. Pupils are provided with

individual education plans which set general targets for improvement, but the co-ordinator recognises that the current targets are too broad to accurately identify specific areas for attention. A programme is in place to improve the quality of these targets when the plans are next reviewed. However, the co-ordinator is yet to fully influence her colleagues and ensure that provision for special educational needs is consistent throughout the school. At present, there is no appointed governor to monitor and support the school's provision for these pupils.

37. Governance of the school is satisfactory. Governors confidently identify the strengths of the school and are aware that the accommodation and rapid growth of the school is presenting a number of problems. They meet regularly and have a suitable range of sub-committees. Individual governors are linked to areas within the curriculum and many are regular visitors to school. However, there is no current governor to liaise with the special educational needs co-ordinator. Governors are in the early stages of involvement with strategic management and have been made aware, in the recent financial audit, that they need to link future plans closely with the school budget. This is unsatisfactory because at the last inspection the governors were criticised for not closely monitoring and evaluating the school priorities in the school development plan. Governors are still in the early stages of challenging the headteacher and are not sufficiently rigorous in their questioning. Not all statutory requirements are met.
38. Strategic planning is unsatisfactory. The school development plan is a very brief document that covers only one academic year. This means that there is no long-term overview for the school and results in a lack of rigour to the procedures and policies that are in place. For example, the sudden growth in the school population has not been carefully analysed and this has resulted in four out of the five classrooms being extremely cramped, making it difficult for staff to work effectively and safely. This issue was raised by a significant number of parents prior to the inspection and the team supports these views.
39. The school uses the data produced nationally to satisfactorily monitor standards. National Curriculum test results are checked and weaknesses are carefully noted. For example, the school recognised a drop in the performance of pupils in mathematics in the 2003 Year 2 results and has put appropriate procedures into place during the current academic year to redress this. However, there is no consistent policy for the statutory National Curriculum tests at the end of Years 2 and 6; for instance, not all pupils in Years 2 and 6 take these tests. This would be understandable if these pupils had statements for special educational needs. However, inspection evidence confirms that although these less capable pupils have been identified with learning difficulties, they are not sufficiently severe to exempt them from sitting the tests. This approach to the National Curriculum tests is inconsistent and means that the overall results do not truly reflect all of the pupils within each cohort.
40. The monitoring of teaching and learning follow informal procedures. These were appropriate when the school was small but are no longer sufficiently detailed and systematic to meet its current needs, particularly because there are a considerable number of part-time staff who deal with several age ranges who need to follow different programmes of study in their classes. Pupil numbers have recently grown considerably and this has placed strains on the allocation of incoming pupils to class sizes. This is compounded by the local education authority policy that consists of two points of entry into school in September and January. However, there are not sufficient management structures in place to deal with these issues and this has a negative impact on the teachers in Years 1 and 2 who are required to reform their classes twice in every academic year.
41. The school's arrangements for performance management meets requirements, induction procedures are appropriate and staff have access to regular training opportunities. The school benefits from a stable staffing situation but the deployment and workload of staff are inconsistent. For example, some of the teachers work with very large classes that comprise of two National Curriculum year groups and, yet, they have minimal teaching assistant support. In addition to this, three out of five classes experience movement twice during an academic year. This has a detrimental effect on the performance of teachers who are then required to

develop new relationships and plan for an even wider range of ages and abilities without appropriate classroom support. For instance, teachers in the Year 1/2 class and the Year 2/3 class had a new intake of pupils in January which has altered the balance of pupils in their class at a time close to the end of Year 2 assessments.

42. The school has recently had a financial audit where a number of major issues were raised. These included unclear budget links to the school development plan, unsatisfactory recording of financial decisions in the Governors' minutes, an outdated policy for finances, issues relating to collecting and banking monies and insufficient improvement since the previous audit. Although this audit is currently in dispute with the local education authority, the findings clearly support the inspection team's view that management procedures are not sufficiently rigorous enough and need to be updated to meet the needs of this growing school. Governors are not fully aware of the principles of best value and are at an early stage of evaluating cost-effectiveness. Day-to-day administration procedures are satisfactory when the part-time secretary is in school but there are weaknesses in this when the office is not staffed.
43. This school, which is situated in a very attractive location, benefits from very supportive pupils, parents and a local community. There has also been staff stability for a good number of years. In many ways, this is a strength of the school but it is also a barrier to further improvement unless more strategic planning and management systems are put into place and the school becomes more adaptable to change. The accommodation is also a barrier to further raising achievement and improvements and needs to be looked at urgently.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	317,120
Total expenditure	316,491
Expenditure per pupil	3,097

Balances (£)	
Balance from previous year	7,624
Balance carried forward to the next	8,253

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 good and has been well maintained since the last inspection. The children enter the Reception class either in September or January, depending on when they will be five. Children start school with levels of attainment that are as expected. At the time of the last inspection, standards on entry into school were above expectations but this change reflects the larger numbers of children starting. By the time they reach Year 1, all children have achieved well and overall standards are as expected in communication, language and literacy and mathematical development. Standards in personal, social and emotional development, physical development, creative development and knowledge and understanding of the world exceed expectations. The quality of teaching and learning in the Foundation Stage is good and this has been well maintained since the last inspection. The curriculum is suitably based on a nationally-recommended programme of work. The Reception teacher enthusiastically encourages the children in their learning and insists on high standards of behaviour. Children's progress is carefully checked and tracked and this ensures that they achieve well. There is a part-time teaching assistant employed in the Reception class and both adults work very closely together as a cohesive team. However, the outdoor area is much too small and it is not possible to use it as an integral part of the school day. The school is aware of this weakness and there are plans to increase its size and provide more suitable equipment that can be used throughout the school year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children exceed the expected level by the end of the Reception class.
- Teaching is good.

Commentary

44. Children start school with skills that are expected for this age group. However, by the time they are ready to start Year 1 of the National Curriculum, they have exceeded the early learning goals. This is because the quality of teaching and learning is good. The children undress themselves for physical education and visit the toilet independently. They have formed very good relationships with their teacher and are developing an understanding of the importance of taking turns and sharing equipment. Most of the children understand the difference between right and wrong and respond to the accepted codes of behaviour. Personal, social and emotional development is well planned to ensure that the children develop a good understanding of beliefs and cultures. For instance, they enthusiastically learn about the Christian festivals of Christmas, Easter and harvest. The children also study the traditions of the Chinese New Year and discuss why people who help them, such as nurses and policemen, should be respected.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is focused well on the children's needs and the systematic development of their skills.

- Teachers talk to children using a good range of vocabulary and encourage them to listen carefully.
- Children are given good opportunities to enjoy stories and develop early reading skills.

Commentary

45. Children start school with standards of attainment in communication, language and literacy that are as expected. They achieve well because the quality of teaching is good. Teachers incorporate well-planned opportunities to speak and listen. They use a good range of vocabulary when talking to children and read interesting books so that they become good listeners. Class discussions and well-focused play activities, like the shop and home corner, provide good opportunities for the children to try out their own ideas in words. Children are encouraged to listen politely to each other and helped to respond appropriately. Consequently, they gain confidence and achieve well. Children enjoy books and join in familiar lines from text with enthusiasm. For example, they all recognised the familiar phrase '*I would rather*' from a favourite book. A wide range of teaching strategies is employed. These include using books to stimulate other activities, talking about books, linking sounds to letters, rhyming words and identifying familiar words. Children have many opportunities to share books with each other and with adults. Their home-school records are well used, with parents sharing in their children's success. Most children can write their names and hold pencils and crayons correctly. Letter formation is consistently and regularly taught. The children are encouraged to '*have a go*' at writing and more capable children record events such as when they '*bout sum crs*' (bought some crisps).

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good.
- Teaching is good, with interesting activities planned to stimulate learning.

Commentary

46. Children start school with differing levels of mathematical ability but overall standards are in line with expectations by the start of Year 1 of the National Curriculum, and achievement is good. The more capable and average children confidently count to ten and write their numbers accurately. They know the difference between '*large and small*' and '*heavier and lighter*'. Less capable children count up to five with adult support and have difficulty writing their numbers correctly. However, most children recognise squares, triangles and rectangles and all have a good understanding of patterns. The teacher makes mathematical development interesting by planning exciting and stimulating activities. For instance, during the inspection, the children were asked to come to school wearing '*patterned*' clothes. This they did with real enthusiasm and the children were full of glee as they studied the different and contrasting patterns that each other was wearing. Both the teacher and her classroom assistant joined in with the fun and the children thoroughly enjoyed seeing them dressed in an array of patterns!

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children achieve well because their teacher plans interesting activities.
- They are naturally curious and interested in the world around them.

Commentary

47. The children start school keen and enthusiastic towards learning about the world around them and this helps them achieve well in this area of learning. They know that computer technology is very much part of our everyday life and use the mouse confidently to draw pictures and 'dress a teddy' on a screen. They enjoy making models from plastic construction kits and build tall buildings from old boxes. The children are developing a good awareness of the cycle of life and gain an appropriate understanding of this through efficiently organised visits to the zoo and garden centre. They use their observation skills well and identify patterns with ease. This was observed in a good lesson that focused on a wide range of patterns that could be found on everyday objects such as cushions, picture frames and clothes. As a result of this consistently good teaching, the children exceed the expected level in their knowledge and understanding of the world by the time that they are ready to start Year 1 of the National Curriculum.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children exceed the expected level by the end of the Reception class.
- Teaching is good.

Commentary

48. Children start school with skills in physical development that are as expected. However, because the children are taught well and learn skills progressively, they achieve well and by the end of the Reception class, they have exceeded expectations. Children move around their classroom and hall with confidence. They run around the playground and field area safely, with developing use of their imagination. The children understand the importance of warming-up activities and work together sensibly. This was evident in a physical education lesson in the hall when the children were required to follow their partners in and out of the available space. They skilfully jump, landing on two feet, move sideways and stretch their bodies to full extent. The children's finer physical skills are also developed well through the consistent development of their painting and drawing skills and frequent opportunities to work with malleable substances such as clay. For example, the children make caterpillars and butterflies using clay when they learn about new life. Their teacher has good subject knowledge and makes the sessions interesting and fun. Expectations are high and the children are challenged well through good use of questioning skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Achievement is good.
- A good range of interesting activities is provided.

Commentary

49. Children achieve well in the development of their creative skills and exceed expected levels by the end of their time in the Reception class. This is because the teacher provides a good range of interesting activities and ensures that they develop their creative skills systematically. For instance, they learn how to paint and draw using a wide range of materials. They really

enjoy making patterns and confidently recognise repeated sequences on a wide range of different objects. The children also carefully explore textures such as those found in thin paper and thick card. They also print sequential patterns using three-dimensional shapes. The children sing simple songs such as *'Old Macdonald had a farm'* and repeat rhymes such as *'Ten Fat Sausages'* and *'Five Little Monkeys'*. They enjoy making pretend homes for their toy pets and like to stimulate their imagination through role-play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall standards are above average at the end of Year 2 and well above average at the end of Year 6.
- Teaching is good.
- Pupils are not set individual targets for improvement and marking could be more informative in the Year 5/6 class.

Commentary

Standards

50. Standards in speaking and listening and reading and writing are above average at the end of Year 2 and well above average at the end of Year 6. This is similar to the standards attained in the most recent national tests in 2003. Standards have improved since the last inspection, when pupils attained average results at the end of Year 2 and above average results at the end of Year 6. All pupils achieve well in relation to their prior attainment. There is no difference between the attainment of boys or girls or any particular ethnic group.

Speaking and listening

51. Standards in speaking and listening are well above average by the end of Year 2 and 6. Pupils speak confidently and articulately, using a wide range of interesting vocabulary. For example, pupils in Years 2 and 3 eagerly read out poems they had written using the technique of alliteration. The class listened very carefully with real enjoyment and pleasure as they heard about *'Five frilly frogs feed on flickering flies near the fast flowing river in the fog'*. Pupils in the Year 5/6 class listened carefully to some music, which helped them capture the feeling of travelling through the forest at night time in preparation for a writing session. They then explained their feelings with maturity and confidence.

Reading

52. Standards in reading are above average by the end of Year 2 and well above average at the end of Year 6. Pupils in Year 2 are fluent readers who are developing expression and intonation. They enjoy a wide range of books and use different strategies to work out words they do not know. Year 6 pupils read a range of literature and confidently discuss their favourite authors. Some pupils show a preference for information books and explain how they retrieve these independently from the local library. All pupils use their reading skills well when researching information on the Internet.

Writing

53. Standards in writing are above average by the end of Year 2 and well above average at the end of Year 6. In Year 2, pupils use full stops and capital letters accurately and the more capable

have some knowledge of the use of paragraphing. They also use verbs well, such as 'crawled' and 'peeped', to make their writing interesting to the reader. Although spellings are consistently taught, the pupils are not hampered in their creative writing by not being able to spell a word correctly. For instance, one pupil wrote at length and had made a good attempt to spell such words as 'thort' (thought) and 'floo' (flew). By Year 6, pupils write biographies, letters, reports and book reviews. Speech and exciting similes are used well to stimulate the interest of the reader. For example, one pupil wrote that the character in their writing was 'like an old badger snuffling around in the widow's house'. Year 6 pupils particularly enjoy writing poetry and one pupil accurately described a tor on Dartmoor as 'an iceberg in the middle of the ocean'. They have also created their own lively rhythmic raps based on the poem, *The Owl and the Pussycat*, with lively results!

Teaching

54. The overall quality of teaching and learning is good. Sessions are carefully planned to ensure that the skills taught meet the needs of all the pupils, particularly as all classes consist of two age groups. This was clearly evident in the Year 2/3 class where the teacher had planned very well to ensure that the needs of two different stages within the National Curriculum were being catered for well. Praise and encouragement are used well to promote learning and this stimulates their interest and involvement. This was also observed well in the Year 2/3 class where the teacher enthusiastically shared the pupils' work with the rest of the class. In most classes, learning intentions are shared with the pupils and good use is made of questioning skills to determine how well pupils have understood the skills being taught. This was evident in a good Year 4/5 class when the teacher ensured that her class fully understood what a legend was. Marking is satisfactory overall but is not used sufficiently well in Year 5/6 to help the pupils know how to improve. Three out of the four National Curriculum stage classrooms are extremely cramped. Consequently, it is difficult for teachers to move around, interact with the pupils and ensure that they are on task. As a result, occasionally not all pupils are fully involved in the lessons and this has a negative impact on their learning.

Leadership and management

55. All aspects of English are led and managed satisfactorily. The co-ordinator has monitored teaching and learning across the school through a rolling programme of class observations and sampling weekly and termly plans. However, monitoring is insufficiently focused and does not identify specific areas for enquiry. Procedures for checking and tracking progress are satisfactory. Assessed work is analysed regularly but the information gained is not used to set targets to help the pupils make further improvements. Resources are satisfactory and enhanced well by loans from county sources. However, the library is small, unheated and used as a thoroughfare. Consequently, it is not conducive to independent research and study.

Language and literacy across the curriculum

56. Literacy skills are used and developed well across the curriculum. Pupils are given the opportunity to develop their reading skills when they use books or use the Internet to find information. In lessons, technical language is explained carefully, ensuring that all pupils understand. For instance, in a food technology session, the teacher encouraged the pupils to clearly identify a range of fruit that was to be used to make a fruit salad. She also encouraged the pupils to talk about the texture and appearance of the different fruits and this helped them to expand their descriptive vocabulary.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and well above average at the end of Year 6. Based on their prior attainment, all pupils achieve well.
- Significant improvements have been made since the time of the previous inspection.
- The role played by the subject co-ordinator is good and she has contributed significantly to the recent improvements, especially in Year 2.
- The overall quality of the teaching and learning is good, with teachers making good use of assessment to provide pupils with suitably challenging work.
- The attitudes and behaviour shown by pupils are good.

Commentary

Standards

57. Standards are above average at the end of Year 2 and well above average at the end of Year 6. This is similar to the most recent national tests in 2003. This represents good improvement since the last inspection, when standards were average at the end of Year 2 and above average at the end of Year 6. Achievement is good for all pupils in relation to their prior attainment. There are no differences in the attainment of boys or girls or that of different ethnic groups.
58. Pupils throughout the school are confident in tackling all aspects of mathematics and they show above, and well above, the expected levels of understanding and skills. For example, pupils in Year 2 tackle addition and subtraction confidently and their secure knowledge of the multiplication facts relating to 2, 5 and 10 allows them to successfully undertake a range of multiplication and division exercises. Pupils in Year 6 readily reduce a fraction to its lowest form and they find fractional and percentage parts of whole numbers. Pupils in Year 2 measure accurately with a range of standard and non-standard measures and the oldest pupils measure angles to the nearest degree and know the angle sums of triangles and rectangles. Pupils throughout the school tackle suitable, and often challenging, practical and problem-solving activities. Most older pupils are now competent at tackling problems that involve more than one step to find the answer.

Teaching

59. The overall quality of teaching and learning is good. Lessons are suitably planned, resourced and implemented, although teachers do not always fully involve all pupils during the mental sessions at the start of lessons. Teachers have good subject knowledge, they explain clearly different methods and processes and they make good use of assessment to ensure that all pupils receive work that is suited to their particular needs. Teachers ensure that pupils are kept busy and suitable help is provided both by themselves and learning support assistants when it is required. As a result, all pupils, including those with learning difficulties, make good gains in their overall mathematical knowledge and understanding. Teachers also make suitable use of homework to give pupils further opportunities to practise their skills.
60. Pupils throughout the school clearly enjoy the work. They are prepared to answer questions and offer opinions. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils when required, and they make good attempts to find answers and provide solutions. They readily seek help when necessary. Most pupils take care with the presentation in their books. Teachers mark pupils' work regularly and some provide helpful and encouraging advice for them to help them improve their work further. However, this policy is not carried out consistently in every class.

Leadership and management

61. The subject co-ordinator has played a significant role in improving standards and her leadership is good. In particular, she identified the cause of the lower standards produced at the end of Year 2 in 2003, and suitable strategies were put in place to raise standards. As a result, the issue has been most successfully addressed. She regularly monitors the work being produced by pupils and, on occasions, she observes lessons to see for herself the standards being achieved in class. This is an improvement since the previous inspection.

Mathematics across the curriculum

62. Numeracy is taught most successfully in mathematics lessons, with teachers putting much emphasis on developing pupils' ability in handling numbers. Teachers also make suitable allowance for pupils to develop their mathematical skills in other subjects, such as science and design and technology. Very good use is also made of information and communication technology, especially in relation to data-handling.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and well above average at the end of Year 6. Based on their prior attainment, pupils' achievement is good.
- Standards have improved very significantly since the time of the previous inspection, especially in Year 6.
- Teachers make good use of practical activities to develop pupils' knowledge and understanding and the quality of teaching and learning is good.
- Pupils show very good attitudes towards the subject.
- The leadership of the co-ordinator is good and she has contributed well to the improvement in standards.

Commentary

Standards

63. Standards at the end of Year 2 are above average and well above average at the end of Year 6. Whilst the standards at the end of Year 6 have remained similar to those attained in the most recent test results in 2003, there has been a good improvement in Year 2. This is because the tests have been analysed and the weaknesses rectified. Standards have improved since the last inspection when attainment was judged to be average overall.
64. In Year 2, pupils successfully undertake experiments on many aspects of their work. Overall, pupils show an understanding of the subject above that expected. For example, they successfully name the main organs of the human body and a flowering plant, and are able to identify the items needed to sustain life. The pupils recognise and name common materials and successfully describe their various uses. They understand that light comes from a variety of sources and are increasingly confident in describing the components of an electric circuit. Pupils explain clearly why a circuit may not work. In Year 6, pupils carry out a range of experiments, using suitable equipment, making observations and recording their findings. Many are confident enough to select their own resources and organise their own experiments, carefully identifying the need for a fair test. Pupils readily and confidently explain their knowledge about all areas of science and their understanding of materials and forces is well above the level expected. For instance, they readily identify gravity, air-resistance and up-

thrust and they successfully explain the direction in which forces work and the result of forces being balanced. Pupils confidently use the correct scientific terminology throughout.

Teaching

65. The quality of teaching and learning is good. Lessons are well planned, with teachers throughout the school making particularly good use of practical activities. The teachers are also very careful to use and emphasise the correct scientific terminology, which has a beneficial effect on the pupils' overall learning. The teachers have good subject knowledge and provide clear instructions and helpful demonstrations of the work that is to be undertaken. Good use is also made of the learning support assistants, who provide most able assistance to all pupils in turn. The support of adults enables all pupils, including those with learning difficulties, to make good progress.
66. Pupils show great interest in the subject, displaying very good attitudes and enjoying the practical work in particular. They work hard, concentrate well and are keen to find answers to the problems set. The pupils' behaviour is very good, they work well with other pupils in carrying out activities, they are aware of safety procedures and most produce their work neatly and tidily. The teachers mark pupils' work regularly, but although they sometimes add useful comments of support and advice to help the pupils develop their work further, this is not a regular feature.

Leadership and management

67. The subject co-ordinator supports her colleagues well and her leadership is good. She collects samples of pupils' work and on occasions observes class lessons to see for herself the standards being achieved. She has contributed well to the overall improvement in standards. In particular, she identified the weaknesses in pupils' performance at Year 2 in 2003 and the strategies implemented have significantly addressed this issue.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards by the end of Years 2 and 6 exceed those expected nationally.
- There is a well-equipped computer suite and skills are taught progressively through a well-balanced commercial scheme of work.
- Pupils are enthusiastic and keen to use their skills.
- Subject leadership and management are good.

Commentary

Standards

68. Standards by the end of Years 2 and 6 exceed national expectations. This is an improvement since the last inspection when standards at the end of Year 2 were average. There is a significant improvement in the provision for information and communication technology since the last inspection with the installation of the new computer suite. There is no significant difference between the standards achieved by boys and girls. All members of staff take great care to ensure that all pupils have equal opportunities to use computers and their related equipment.
69. By the end of Year 2, the pupils have achieved well and understand how to use the word-processing program to edit their writing and change the way it looks. They also know how to put in a picture with the writing. By Year 4, they are working confidently together to solve problems and compose e-mails. By Year 6, most pupils have a good understanding of the

Internet and are using e-mails confidently and have above-average computer skills. For example, pupils can log on to the network with ease, draft e-mail messages and exchange information with others. The school has suitable systems in place to ensure that there is secure access to the Internet.

Teaching

70. The quality of teaching in lessons is consistently good and teachers are well supported by the technician who helps the teachers to be confident in supporting the pupils and increasing their skills and techniques. Relationships are good and careful explanations are given to ensure that the pupils know what to do. They pass their good subject knowledge and enthusiasm on to the pupils. This was evident in a good Year 4/5 lesson where the teacher herself modelled the skills to be learnt. Pupils enjoy their learning and quickly realise the advantages of using computers. For example, pupils in Year 2/3 were researching material independently and produced very detailed information to support their work on the Mayan civilization. The good quality support for pupils with special educational needs enables them to achieve well and work alongside their classmates. This increases their self-esteem and independence.

Leadership and management

71. A dedicated, hard-working and knowledgeable subject leader manages information and communication technology effectively. In conjunction with the technician, teachers and support staff are given support and helpful guidance. The school has a well-equipped computer suite provided by parents' fundraising efforts. This has a positive effect on standards and the pupils' achievement. The school uses a commercial scheme of work that effectively meets the defined needs of each year group within the school and ensures that skills are taught consistently. The subject leader has sampled some teaching sessions and has an appropriate knowledge of the budget relating to this provision.

Information and communication technology across the curriculum

72. Information and communication technology is used very well across the curriculum. For instance, teachers make effective links with work in literacy when the pupils prepare multi-media presentations. This increases their awareness of how to present information to a wider audience. A range of visual effects are created to support reflection and symmetry in mathematics. Good use is also made of information and communication technology skills to develop the pupils' knowledge and understanding of historical and geographical skills.

HUMANITIES

73. Two lessons were observed in geography and one lesson in history. Inspectors spoke to the geography and history co-ordinators and looked at pupils' work. However, it was not possible to make an overall judgement about provision, teaching and learning or standards in these subjects.
74. In **history**, pupils in Year 1/2 study the Great Fire of London and provide reasons as to why it started. Pupils in Year 6 study the Victorian era and confidently name a range of inventions from this time such as the Penny-Farthing, the postal system and Brunel's Great Western Railway. Good links are made with numeracy when they create timelines and discuss the bridges designed by Brunel. Effective links are also made with literacy when the Victorian novels of Charles Dickens are discussed and characters such as 'Scrooge' from 'A Christmas Carol' analysed.
75. In **geography**, pupils in Year 2/3 name the animals that live in the rainforest. Pupils in Years 4 and 5 identify which continents have rainforests and are able to explain how animals have adapted to live in such extreme conditions. Pupils in Year 5/6 are developing an understanding of how human settlement is affected by the environment.

76. The leadership and management of both subjects are satisfactory but developing. Co-ordinators look at teachers' planning and sample pupils' work. There is a two-year rolling programme in place but, because of fluctuating class organisation, it cannot always be guaranteed that all pupils receive the same programmes of study for geography and history.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. During the inspection, just one lesson was seen in each of art and design, design and technology and music. No lessons were observed in physical education.
78. In **art and design**, in the lesson seen in Years 2/3, the teaching was good and the older pupils produced observational and three-dimensional work of a standard higher than expected. A study of other examples of observational drawing shows good standards throughout the school. For example, pupils in Years 1/2 have produced closely observed pictures of fruit and flowers, whilst those in Years 4/5 and 5/6 have produced similarly detailed pictures of religious artefacts and buildings. Pupils throughout the school readily produce work in the style of famous artists and they are also provided with the opportunity to study and copy artwork from other parts of the world. This is an improvement since the previous inspection. However, pupils' work shows less evidence of paintings or drawings resulting from the use of their imaginations. Pupils' attitudes to the subject are good.
79. In **design and technology**, in a lesson seen in Years 1/2, the standard of pupils' work was similar to that expected, when they tasted a variety of fruits and recorded their thoughts prior to planning and making a fruit salad. A study of samples of pupils' work shows satisfactory standards throughout the school. For example, pupils in Years 1/2 make different kinds of puppets. They have also designed coats for Joseph from the Old Testament bible story. Older pupils make money containers and moving toys in the Victorian style. The weakness identified in the last inspection relating to food technology has been successfully addressed through the making of biscuits and sandwiches. Teachers provide pupils with a suitable range of resources and tools and the need for safety and hygiene are appropriately emphasised. Evidence shows less provision for evaluating work than for planning and making. Pupils clearly enjoy the subject, and their attitudes are good.
80. In **music**, in the lesson seen in Years 2/3, pupils sang songs and played an accompaniment, relating to a composition, '*Wheels on the Bus*'. Pupils showed musical skills similar to those expected. Teaching was satisfactory and the pupils' attitudes to the work were good. The singing heard at other times in the school shows that pupils have satisfactory control of rhythm, pitch and dynamics, as well as the ability to sing the words clearly and to keep together. This singing was also of a satisfactory standard. Planning shows that all aspects of work are suitably covered during the year and all statutory requirements are met. Resources have improved since the last inspection. The provision of recorder tuition and the very popular music club most suitably enhance the work in music.
81. In **physical education**, no lessons were observed, but a study of planning shows that all aspects of work are covered during the year. All pupils, in Years 3 to 6, attend swimming lessons during the year and by the end of Year 6, at least 90 per cent can swim 25 metres, with many swimming significantly further. The very good range of extra-curricular activities enriches provision. Discussions with pupils show that they enjoy all aspects of physical education, and their attitudes are good. Recently, the school achieved a very high standard in a nationally recognised qualification for this subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. During the inspection no lessons were seen in personal, social and health education. However, a study of teachers' planning, together with some samples of pupils' work, show that appropriate coverage is made for the subject during the year, with pupils learning about sex education, drugs awareness and the importance of healthy eating. Other issues, such as the

importance of looking after one another, how to deal with sadness, especially that caused by bereavement, the importance of tolerance and the need to deal with bullying, are also emphasised.

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	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	2
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	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	4
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	3
The school's links with other schools and colleges	3
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	5

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

