

INSPECTION REPORT

TREWIDLAND COMMUNITY PRIMARY SCHOOL

Trewidland, Liskeard

LEA area: Cornwall

Unique reference number: 111958

Headteacher: Mr M Watkins

Lead inspector: Ms A Coyle

Dates of inspection: 12th - 13th January 2004

Inspection number: 258233

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	51
School address:	Trewidland Liskeard Cornwall
Postcode:	PL14 4SJ
Telephone number:	(01503) 240 275
Fax number:	(01503) 240 423
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Ellis
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Trewidland Primary School is situated in a small village and serves the local rural community. It is much smaller than most other primary schools and there are 51 girls and boys on roll, including three children in the Reception class. Very few are from ethnic minority families and none learn English as an additional language. Twenty-four per cent of pupils, more than in most other schools, have been identified as having special educational needs, which includes speech and communication difficulties, moderate learning needs, behavioural difficulties and visual impairment. Very few pupils have statements for their special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20603	Ms A Coyle	Lead inspector	English Art and design Design and technology Information and communication technology Music Physical education Foundation Stage Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Trewidland Primary School provides a **sound education** for its pupils overall. It is led and managed satisfactorily by the new headteacher and it gives **satisfactory value for money**. The teaching is good and most groups of pupils achieve suitable standards in relation to their capabilities. However, there are significant weaknesses in the governance of the school and the finances have not been effectively managed. The high turnover of staff has led to these weaknesses in part, because the school has had three headteachers in just two years.

The school's main strengths and weaknesses are:

- Teaching is good overall.
- The school makes good provision for pupils' spiritual and social development.
- The good, inclusive curriculum is enriched well by a wide range of extra-curricular activities.
- Strong links with the community are used well to support pupils' learning.
- Inappropriate attitudes and behaviour of some older juniors has an adverse effect on learning.
- Governance is poor and the strategic financial planning is very weak.
- Some procedures for promoting pupils' health, safety and protection are not fully operational.
- Attendance is good.

The school has not made enough improvement since it was last inspected in March 1998. Although it has rectified the key issue of a need for better assessment procedures, too little has been done to rectify the weaknesses in leadership and management. This has been hampered by the high turnover of headteachers which has, in turn, limited the development of co-ordinator roles, strategic planning and financial management. However, the new headteacher and new chair of governors are keen to rectify the situation quickly and have already identified several areas for rapid improvement, which bodes well for the future.

STANDARDS ACHIEVED¹

Achievement is satisfactory overall. The inspection findings show that standards attained currently match the national expectations in the core subjects of English, mathematics and science by Year 6 and most pupils achieve satisfactorily. Some of the most capable pupils reach good standards in English. However, it is most noticeable that a few pupils in the upper juniors could do better and are hampered occasionally by their inappropriate attitudes and behaviour. Nevertheless, across the rest of the school, learning is sound and the majority make steady progress².

From an average starting point on entry, children in the Reception Year make enough progress to help them reach all of the expected goals³ by the end of the Foundation Stage⁴. They attain the Early Learning Goals in communication, language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world and physical and creative development.

¹ **STANDARDS:** The results of the national standardised assessment tests (SATs) are not included due to the very small numbers of pupils involved; less than ten pupils took the tests last year.

² **LEVELS:** By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above the nationally expected levels. By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above the nationally expected levels.

³ **EARLY LEARNING GOALS:** These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the Reception Year in the following areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development.

⁴ **FOUNDATION STAGE:** This stage of learning refers to children aged between three and six years. In this school, it refers to children in the Reception class.

Pupils' attitudes and behaviour are **satisfactory** overall but the behaviour of the older junior pupils is unsatisfactory. Nevertheless, good attendance and good spiritual and social development are positive features of the school's provision that lead to clear gains in pupils' personal qualities.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education for pupils and the good curriculum is extended by a good range of interesting activities. Teaching is good. However, there are weaknesses in the procedures for the health, safety and protection of pupils, which are unsatisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall, with good features in the strong team spirit amongst staff and the supportive ethos promoted. However, significant weaknesses in the **poor** governance of the school have led to very weak financial planning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are mostly satisfied with the quality of education the school provides. Pupils speak well of their school, which has a sound reputation within the community.

IMPROVEMENTS NEEDED

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

- Strengthen and develop the role of the governing body through increased training opportunities.
- Improve the strategic planning and management of the school's finances.
- Improve the attitudes and behaviour of the older junior pupils in class 3.

and, to meet statutory requirements:

- Address the issues of pupils' health, safety and protection.
- Include the appropriate information to parents in the prospectus and the governors' annual report.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **satisfactory** overall and pupils attain the expected standards in lessons by Years 2 and 6⁵.

Main strengths and weaknesses

- Pupils' maintain steady progress in the infants but it slows down in the upper junior years.
- Mathematical vocabulary is used well by pupils and staff.

Commentary

1. The results of the national standardised assessment tests (SATs) for English, mathematics and science are not included in the report due to the very small numbers of pupils involved. As less than ten pupils took the tests last year great caution is required when considering the results. Nevertheless, given the average attainment on entry, the progress made by pupils is steady, although it falters in the upper junior class due to some inappropriate behaviour of a few pupils, which affects their learning and that of others. Nevertheless, most pupils achieve satisfactorily in **English** lessons. The inspection evidence shows that the overall picture in the school is a similar one to that seen at the time of the last inspection, when standards were satisfactory. Most pupils have made sound progress since joining the school and basic literacy skills are taught systematically across the curriculum.
2. Achievement in **mathematics** is satisfactory overall in lessons and sometimes good. Pupils work hard in lessons and make good use of mathematical vocabulary to help them. They understand terminology such as 'estimate' and 'units of measurement' which aids their progress well.
3. Pupils achieve satisfactorily in **science**. The evidence gathered during the inspection shows that standards currently match the expected levels by Years 2 and 6 in lessons. Pupils generally make sound progress and literacy and numeracy skills are used well to help them increase their knowledge and understanding of scientific concepts.
4. The standards attained in **information and communication technology** are satisfactory in the infant and junior classes and computers are used well to support other subjects of the curriculum. Children in the Reception classes make sound progress to help them reach the Early Learning Goals by the end of the Reception Year in communication, language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world, creative development and physical development.
5. Achievement amongst pupils with special educational needs is sound overall and some achieve well because they are supported closely by teachers and assistants who provide good guidance for them.

⁵ The results of the national standardised tests are not included here due to the very small numbers of pupils involved.

Pupils' attitudes, values and other personal qualities

Pupils' attendance, spiritual and social development are **good** overall. Attitudes and behaviour are **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy learning and their lessons.
- Older pupils do not behave as well as they could; parents and pupils think behaviour could be better.
- Pupils' spiritual and social development are good.
- Attendance is good.

Commentary

6. Many pupils enjoy their lessons, finding learning fun. They show good interest and curiosity, ask many questions and are keen to know more. Younger pupils listen carefully, following instructions well. For example, young children in the Reception-age group singing '*Happy Birthday!*' exuberantly, rapidly respond to their teacher's silent signal, so that calm is restored and maintained very well. Pupils concentrate and persevere well, doing their best, relishing the teacher's approval. However, whilst older pupils in Years 4, 5 and 6 understand, complete and can explain their work well, a small minority, most often boys, do not listen or co-operate well enough, so that valuable learning time is lost.
7. Behaviour is satisfactory, but not as good as at the last inspection. Pupils generally behave properly; with younger pupils often behaving better than those in Years 4, 5 and 6. Younger pupils are sensible and mature, using initiative well. This was seen very well at playtime, when boys halted their football game, unprompted, so that an inspector temporarily on crutches, could pass. Their behaviour and example put older pupils, who should be setting the lead, to shame. This is most evident in lessons when a small minority, mainly boys, do not behave well. They lack consideration and respect for others, take little notice of directions, do not listen and talk when adults speak. Noise is significantly higher than in other classes. As a result, much time is spent controlling rudeness and silly behaviour, rather than on learning. In the small, uneven playground, most relationships are good and pupils mix and play happily. A few older girls are less willing to share their activities. The field provides welcome extra play space in good weather, but increasing numbers of molehills have to be flattened, for safety. There is acceptance by staff that behaviour is not good enough and bullying sometimes occurs. Staff keep records, monitoring when there is need. Currently, the behaviour policy is at an initial stage of development, not yet agreed by governors. There is an anti-bullying statement, but it gives little guidance. Governors are not providing parents and pupils, who feel behaviour should be better, with sufficient information. There were two short fixed-term exclusions last year for poor behaviour, but none so far this school year.
8. The good promotion of spiritual and social development is impacting positively on pupil's understanding of community responsibility. Assemblies comply with statutory requirements and give pupils food for thought. In many lessons, there are impromptu, shared instances of spiritual awareness; younger pupils gasping at the '*magic*' of computers, seeing their work appear on the interactive whiteboard; and work in English about St Francis and care for other people and animals. The school has a strong family focus; pupils enjoy belonging in this community. Lunch is a sociable, friendly occasion. Older pupils play games sensibly with younger ones at playtimes. Circle time discussions are used to deal with specific school issues and to reinforce pupils' social and personal development.
9. Moral development is satisfactory. All pupils know the difference between right and wrong and get clear guidance from staff. However, not all make the right decisions or take responsibility for their actions or the resulting impact on others. Pupils have a sound understanding of their own culture, through the arts and subjects like history and English. The oldest pupils listened

attentively as the headteacher skilfully interwove local legend of the Rillaton Cup with the Greek legend of Perseus, told in Cornish dialect. Multicultural education is addressed through display and resources including computers, so that pupils gain developing awareness of different ethnic groups and cultures outside this rural locality.

10. Attendance is good. Pupils arrive happily, with the majority arriving in good time, so that the day starts promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.4
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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Any other ethnic group

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
49	0	0
1	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 school provides a **sound** quality of education for its pupils. Its broad curriculum is extended well by the provision for pupils' personal, social and health education and a **good** range of extra-curricular activities.

Teaching and learning

Summary of teaching observed in 15 lessons during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	9	4	0	0	0

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

Teaching and learning are **good** overall.

Main strengths and weaknesses

- Teachers' subject knowledge is good.
- An effective range of resources and teaching methods are used to help pupils to learn.
- Teaching assistants give good support in a range of subjects.

- Pupils' learning is good but dips sometimes in the upper years because of some pupils' inappropriate attitudes.

Commentary

11. Teachers are knowledgeable and they are clear about the skills to be taught. They explain clearly what will be learned during the lesson, reminding pupils what they covered in the previous lesson and this involves pupils well in their learning. Planning is good and ensures an appropriate match of work to the needs of pupils. Teachers' questions are challenging and encourage pupils to be enthusiastic about their work.
12. Resources are generally well used. For instance, the interactive whiteboard was used effectively in lessons, such as in a mathematics lesson when the pupils were learning to read a scale on a measuring cylinder. The pupils enjoyed the activity and as a result, became proficient in working out the amount of liquid in the cylinder. Lessons are planned so that time is used efficiently which results in clear organisation of activities and groups. Teachers use a variety of teaching methods, such as practical work and investigations that develop pupils' skills and understanding.
13. Teaching assistants play a supportive role. They are well briefed, know the pupils well and carry out a proper range of support tasks. Their skills and expertise are understood by the teaching staff and used effectively. Assessment procedures have improved since the previous inspection. Work is always marked and teachers give pupils encouragement and praise and also help them to understand how they could improve their work.
14. Overall, learning is satisfactory and pupils work independently, using their time well and explaining confidently what they have learned during a lesson. However, in the upper part of the school some pupils' inappropriate attitudes mean that learning is not as good as it could be.

The curriculum

The curricular provision is **satisfactory** and **good** opportunities are given for after-school activities.

Main strengths and weaknesses

- Good provision is made for pupils with special educational needs.
- A good range of extra-curricular activities enriches the curriculum.
- Accommodation and resources are good.

Commentary

15. The sound curriculum meets the statutory requirements for the Reception, infant and junior age groups and pupils are prepared suitably for each stage of their education. This is a similar finding to that of the previous inspection. Planning takes account of all subjects and also includes personal, social and health education, as well as information about sex, relationships and racial equality where appropriate. The national guidelines, provided by the Qualifications and Curriculum Authority, are used well as a basis for planning in most subjects.
16. The school is successful in providing equality of access and opportunity for all pupils. It makes good provision for pupils with special educational needs and some parents are particularly pleased with the caring support given to their children by the staff and teaching assistants. The school has enough teachers for the number of classes, although staffing levels have dropped recently due to a fall in the number of pupils on roll and some financial constraints. Nevertheless, the headteacher and staff have worked hard together to cushion the effects of fewer staff members.

17. A good range of enrichment activities includes after-school clubs, such as chess, art, football, board games, junk band and tag rugby, as well as the 'Huff n Puff' sports club. In addition, music tuition is available through the local education authority for pupils to learn to play instruments that include the guitar, trumpet and keyboard. French is taught regularly by visiting teachers to pupils in Years 5 and 6 as part of the formal curriculum for the junior-aged pupils.
18. The accommodation and resources are sound overall. They have been improved well, with the addition of a new hall and increased resources for the library. Plenty of books and more space for indoor games have had good effects on pupils' learning.

Care, guidance and support

The quality of care, welfare, child protection and health and safety is **satisfactory** overall but there are a few weaknesses.

Main strengths and weaknesses

- Caring staff work well as a team so that pupils make good progress.
- Good relationships enable pupils to seek help from adults easily.
- The policy, training and procedures for health and safety or child protection policy are not fully established.

Commentary

19. In this small friendly school, staff know the pupils and their families very well. The information they gain is put to good use, supporting learning and achievement. Staff work together as a close team, providing pupils with good academic and pastoral guidance founded on thorough assessment procedures. Pupils who need additional help are ably supported with well-planned small class groups or one-to-one sessions enabling good gains in learning.
20. Pupils like their teachers, readily accepting the guidance offered, so that their work and personal achievements improve. They have positive, trusting relationships with the adults who care about them, feeling able to ask for help or advice easily, knowing they will be heard and helped. The staff give good ongoing personal guidance to pupils, supplemented by occasional more formal '*circle time*' discussion when issues require debate. Pupils from Reception to Year 6 are on the school council, with satisfactory account taken of their views and opinions. They are to be consulted about class and whole school rules, for the developing behaviour policy.
21. Although overall, school awareness of health and safety and child protection is satisfactory, the level of governors' responsibility and involvement is unsatisfactory. Governors' external training courses have been cancelled or are thought too expensive. Policies are undated, unsigned and have no review date and responsible persons, including governors are not identified. The governors do not routinely request, receive or monitor reports from external contractors. The headteacher has been informed of issues noted during inspection. The designated person for child protection is well trained and aware of current practice, but staff have not yet had training. There are no children on the '*at risk*' register. The school's child protection guidance does not provide sufficient information for staff on child protection issues, such as identifying types of abuse, procedures for '*looked after children*', or how parents are to be informed.

Partnership with parents, other schools and the community

The school's partnerships with parents and carers are **satisfactory**. Community links are **good**.

Main strengths and weaknesses

- Parents like many aspects of the school including the family style community and the good teaching.
- Parents want more consistent homework for their children.
- The prospectus and annual governor's report do not meet statutory requirements.
- Community links are strong.

Commentary

22. The school has a satisfactory partnership with parents, being very open to new initiatives to encourage further involvement. The development of communications with parents is to be reviewed this term. The recently established parent and toddler club, run by a parent, is proving popular. Parents willingly support fundraising activities and some help out in school, or with the many different clubs. Parents are pleased with the school's work, liking the shared community, the good teaching, the approachability of the headteacher and his staff and the progress their children make.
23. Parents feel that the provision of homework could be more consistent, particularly for older pupils so that they are better prepared for increased secondary school work. The school knows that homework needs review to meet government expectations.
24. The quality of information provided for parents is unsatisfactory because governors are not meeting statutory requirements for the prospectus and the governors' annual report. For example, the prospectus is out of date and refers to a previous year when a different headteacher was in post. In addition, a considerable number of required items are missing from both documents, such as end of Year 6 targets and information about parental rights to withdraw children from religious education and collective worship. Other information, such as regular school newsletters, has much useful parent-friendly information including diary dates, the curriculum, requests for help and community events. Separate letters are sent about issues like the difficult parking situation. Parents get ample informal and formal access to staff to talk about pupil progress. The end of year reports are satisfactory, giving an appropriate overview of progress, with a record kept of any issues raised.
25. The school has a prominent community role within the parishes of Trewidland and St Keyne and enjoys a good reputation. There are close ties with both villages; church services are shared and community members invited to events such as school performances and organised fundraising throughout the year. The new school hall has increased opportunity for community use of the school. Planning is underway for a community evening and consideration is being given to use of the computer suite. In addition visitors, such as the Virtual Hunters project provide support for subjects, much enjoyed by pupils. Other school links are well embedded, through the local cluster group, with shared activities in sports, outdoor visits, music and drama. Students from Plymouth and Cornwall colleges are made welcome when they undertake part of their training in the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are now **satisfactory**, but a high number of changes in governors and headteachers has had an adverse effect on the school. Governance is **poor**.

Main strengths and weaknesses

- A high turnover of staff has had an adverse effect on improvements.
- Governors are not sufficiently involved in the strategic planning of the school and financial management is very poor.
- The new headteacher has a clear sense of vision for the school to move forward.
- Induction of staff is good.

Commentary

26. The school has come through a period of instability caused by the high turnover of staff. This is because it has had three headteachers in just two years and, as a result it has not made enough improvement since the last inspection in 1998. Although the governors have kept the school going, they have not been sufficiently involved in the budget setting process. Key spending decisions have been mainly confirmation of the views of the senior managers. The school has recently had to make spending cuts in order to avoid a deficit budget caused by lack of forward planning by the governing body. Its previous proposed budget had not taken into account a possible fall in pupil numbers. Governors have recently set up a working party to promote the school and are now aware of the importance of 'marketing' it in order to raise the number on roll. Also, the lack of clear priority in the school improvement planning makes it difficult to ensure that spending decisions are focused upon raising standards of attainment. Too little is done to measure the effectiveness of spending decisions and the impact upon the learning of pupils. Best value principles are not applied effectively.
27. Governors are largely unaware of the school's strengths and weaknesses. They present little challenge and do not act as 'critical friends'. Individuals have recently been assigned to link roles for different curriculum subjects and in the past they have also carried out some governor visits but as yet none of this is giving sufficient information to help the staff move forward and make improvements quickly enough.
28. The new headteacher has a clear vision of what needs to be done in the school and has put together a useful interim school improvement plan since his arrival, which shows clear priorities for the way forward. He and the staff provide good role models for the pupils and work well together to create a friendly, welcoming ethos for them. This has a good effect on pupils' social skills and their relationships with each other.
29. Induction for new staff is good. There is evidence of good teamwork developing quickly in the school's warm ethos and new staff are soon embraced by the 'family feel of the school'. They feel welcome and soon become part of the team.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	185,429
Total expenditure	189,810
Expenditure per pupil	3,796

Balances (£)	
Balance from previous year	19,284
Balance carried forward to the next	14,903

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. Only a few lessons were observed specifically and thus, no overall judgements can be made about teaching and learning. Nevertheless, from discussions with staff and children and a scrutiny of documents, it is clear that the school provides well for the youngest children in the school within a mixed-age Reception-Year 1 class and the teaching is often good. Children enter the Reception class at the beginning of the term in which they reach their fifth birthday and there are good induction processes that help them to settle happily and feel secure in their new environment. Parents feel welcome and the teachers and support staff work well together. However, there are some deficiencies in the provision for outdoor play as there is no large climbing equipment readily available and some of the wheeled toys are old and rusty. In addition, the sloping, uneven surface and untidy playhouse are not ideally suited to children's learning. Nevertheless, the management of the provision is satisfactory and the curriculum is planned well to take into account the recommendations for the Foundation Stage. Regular assessment plays an important part in the school day and it is used formally to adapt teaching and learning.
31. In **personal, social and emotional development**, children are polite and well behaved because adults are good role models for them. Children attain the expected standards in the Reception Year in this area of learning and often beyond. The new entrants into the Reception class are helped to work and play together and are encouraged to share and take turns. They concentrate well in teacher-directed sessions and spend sustained periods on the tasks they are given. Adults treat them with great courtesy and respect and this elicits good attitudes and behaviour from the children.
32. The provision for **communication, language and literacy** includes plenty of opportunities for the children to develop speaking skills and adults interact well with them. Most attain the Early Learning Goals because all adults involve them successfully in conversations and this helps them to increase their skills and take an interest in their surroundings. Children talk clearly with each other and adults, mostly using full sentences and they are successful when recalling the story they have been told. Writing skills are developing well.
33. In **mathematical development**, the teaching and support staff work very well together as a team. This has a positive effect on children's learning, as they extend their knowledge of the numbers one to ten and beyond. They achieve suitably when counting up and back to nine and they frequently exceed this. The adults working with them liaise together well and are kind to the children, resulting in good relationships and a positive ethos for learning. Thus, standards are as expected by the time children reach the end of the Reception Year.
34. No specific sessions were seen in **knowledge and understanding of the world** and the observations of activities related to this area were of brief duration. As a result, a secure judgement on teaching is not possible. Likewise, the activities for **physical and creative development** were integrated within the school day and not a major focus of the inspection. Nevertheless, throughout the day children have a wide range of opportunities to develop the finer skills of using pencils, crayons or paints. The majority show sound pencil control when drawing or writing by mark-making. Children move freely with pleasure and confidence when using outdoor equipment. There are good opportunities for them to paint and use construction materials and they regularly enjoy these activities. Adults successfully support children's creative skills, so learning is suitably extended.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and areas for development

- Pupils' literacy skills are developing well.
- Good quality support staff are deployed well to help improve standards amongst pupils with special educational needs.

Commentary

35. Pupils attain sound standards in lessons by the time they reach Year 6 and most achieve satisfactorily. The most capable pupils often do well when they are well motivated and interested. Literacy skills are developing well. Throughout the school, the teaching of reading is well organised and managed. In the infant classes, teachers give good attention to teaching the letter sounds and patterns in a stimulating way. By doing this, pupils learn the correct pronunciation and letter forms. Those with special educational needs achieve particularly well during lessons because they are supported closely by good-quality teaching assistants. In Year 2, most pupils attain the expected levels and can locate simple information in non-fiction books using their knowledge of the alphabet. By Year 6, the most capable use dictionaries effectively. Many pupils are interested in reading and fascinated by the way authors use words for effect to create various settings, such as on the local theme of 'The Rilliton Cup'.
36. The good teaching has meant that there has been suitable development of writing skills in both the infant and the junior classes. From Year 1, they begin to build up their knowledge and learn to attempt tasks in small steps; for example, when looking at how to write the beginning, middle and end of a story. By the time they get to the end of Year 2, they know how to place a capital letter and full stop accurately. Learning continues at a steady pace so that by Year 6, pupils are writing down their opinions on authors and texts confidently. Teaching assistants are well deployed during lessons and work in close harmony with the teachers. This ensures that pupils with special educational needs achieve well, as seen in Years 3 and 4 when they worked hard on characters and plots when sequencing stories based on myths and legends, such as the Greek story of Perseus. The quality of marking is generally good overall because pupils are given good advice on improving their work. This good practice works well and helps pupils to adapt their work where appropriate.
37. Management of the subject is sound. Staff are knowledgeable, works hard and has a clear view of the strengths and needs of the subject. Assessment procedures are used well to help assist planning. Successful work has been carried out to extend pupils' writing skills in the infant and junior classes and handwriting is taught systematically throughout the school, which is helping to raise standards.

Language and literacy across the curriculum

38. Throughout the school, staff work hard to ensure that pupils have many opportunities to develop their speaking and listening skills. Pupils are given plenty of time to share their news and they develop written work satisfactorily across the different subject areas of the curriculum, such as history and geography. This helps them to produce well-presented work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning.
- Pupils' use of mathematical vocabulary is good.
- There are not enough opportunities for pupils to apply their mathematical skills through investigations.

Commentary

40. Well-worded questions from adults mean that pupils are challenged and made to think, which in turn helps them to learn. For instance, Year 3 pupils when learning about capacity were asked by their teacher to suggest different scales for a measuring cylinder and they thought hard about this before suggesting that it could go up in fives or tens instead of ones. Teaching is good and a wide range of activities are provided by teachers which helps pupils to be keen and interested. For example, pupils in Year 1 enjoy playing 'floor' snakes and ladders after learning about numbers being 'more than' and 'less than' and count carefully as they go up ladders and down snakes.
41. Pupils achieve sound standards and mathematical vocabulary is used well throughout the school. Teachers consistently used correct vocabulary and encouraged the pupils to use the same mathematical language. For example, in a lesson with pupils in Year 6, the teacher expected them to use words such as 'estimate', 'unit of measurement' and 'find the area' and pupils in Year 2, used words such as 'multiples' and 'digits' confidently.
42. Management of the subject has improved since the last inspection and is now sound. However, there are too few opportunities for pupils to apply their knowledge in problem solving activities.

Mathematics across the curriculum

43. Pupils use their mathematical skills competently in other areas of the curriculum. For example, in Year 6 they use force meters confidently in science lessons and show results accurately as graphs when testing the force needed to move an object on different surfaces, such as tiles, cardboard or carpet. They also estimate and then measure their pulses correctly after 15 seconds of exercise and again after three minutes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Lessons are well planned and organised.
- Teachers give clear explanations and ask carefully worded questions.
- Learning is not as good as it could be because of the inappropriate attitudes from some pupils in the upper years.

Commentary

44. Teaching is good and pupils attain the expected standards by Years 2 and 6. Lessons are well organised because teachers' planning is good and as a result, there is a good impact on pupils' learning. For example, in a Year 2 lesson about force, when pupils were finding different ways

to make a toy car move, change direction and stop, the teacher had provided various resources for the different groups. No time was wasted as the pupils enthusiastically started their investigations and good learning took place as they used straws, elastic bands and magnets to propel the cars.

45. Teachers give clear explanations and demonstrations. For example, in a lesson with Year 6, the teacher used a whiteboard effectively to show how the sun appears to move across the sky as the earth moves around it. This visual demonstration helped the pupils to understand the movement of the planets. Teachers skilfully ask questions that move pupils forward in their learning. For instance, in a science lesson when Year 1 pupils were learning about materials, the teacher asked '*Do we ever get soft metal?*' in order to help pupils to think about properties of different metals. However, learning dips in the upper junior years sometimes because not all pupils have mature attitudes towards their work. None the less, the subject is managed appropriately which is an improvement since the previous inspection and there are sufficient resources for pupils to use.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils are confident and enjoy information and communication technology.
- Good use of an interactive whiteboard aids learning.

Commentary

46. From talking with pupils and seeing examples of pupils' previous work and the use made of computers in lessons, it is evident that pupils attain satisfactory standards and girls and boys are progressing at similar rates. Pupils are confident and like their work. They work well in their pairs, showing keen interest when talking about computers and display the skills needed for word processing, graphics and use of the Internet. Since the last inspection the school has made use of the national funding for both staff training and investment in new computers, to enhance pupils' skills.
47. The subject is taught and managed satisfactorily. Effective use is made of national guidelines to provide a sound basis for curriculum planning. Assessment procedures are satisfactory. The school is refining and developing them to improve the ways in which pupils' progress is recorded. It has also identified the need to extend opportunities for pupils to engage in modelling and control technology, including the use of sensors. Learning is also supported by other activities, such as the good use of an interactive whiteboard and programs on themes such as dinosaurs; for example, some of the pupils with special educational needs particularly enjoy such activities and strive hard to succeed, with plenty of good adult guidance.

Information and communication technology across the curriculum

48. Pupils are frequently encouraged to use computer skills in other subjects. In Year 2, they use word processing skills in presenting science work on 'Forces' and an art package when working on 'Dinosaurs' on English. Pupils in Years 5 and 6 used a Power Point to develop a multi-media presentation of topics such as India and North Devon tourism, for an intended audience of younger pupils. Computer skills are used well in geography, history and design and technology.

HUMANITIES

Religious education

49. No lessons were seen. From looking at pupils' work across the school and talking with pupils, there is every indication that standards are broadly average at the end of Years 2 and 6. Discussions were held with a mixed group of pupils and a scrutiny of work spanning all years was undertaken. By Year 6 pupils have a secure knowledge of major world faiths. They have recently been learning about Judaism and relate what they have learned to similarities in other major faiths. For example they know that whilst the Bible is the special book for Christians, the Torah is the holy writing for the Jewish faith and that all religions have their own holy writings.

Geography and History

50. In humanities, work was sampled in **history** and **geography** but no lessons were seen. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

51. A few lessons were sampled in art and design, design and technology and music, but there is not enough evidence to make a firm judgement about provision, standards or teaching. Nevertheless, teachers' planning shows that all elements of the curriculum are covered satisfactorily and pupils have plenty of opportunities to increase their creative skills through artistic and musical activities.
52. In **art and design** pupils' learning derives from the scheme of work. This emphasises progression in developing skills and pupils use sketchbooks to collect and explore ideas. They develop themes for collage, line, shape and form. Pupils like to make models in **design and technology** lessons, assembling, joining and combining materials to link with religious studies of Judaism and the topic of the Ten Commandments, with models of a 'Mezuzah' and a 'Shema' to represent symbols of some of the Jewish customs.
53. Pupils enjoy **music** and contribute well in lessons. They sing sweetly in tune during assemblies and hone their skills enthusiastically during hymn practice. In **physical education**, pupils experience a broad curriculum. The subject leader has developed a useful scheme of work that draws upon the national guidelines and also makes good use of local or topical themes. The addition of a newly built school hall has had a good effect on the provision as pupils can now take part in energetic sports activities on a frequent basis. They particularly like the opportunities for dance and drama with a visiting specialist teacher and join in with vigour.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

54. This area was not a major focus of the inspection and it is therefore not possible to make a judgement on the quality of teaching and pupils' learning overall. Nevertheless, it is clear that they achieve appropriately overall because their attitudes and behaviour are satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
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	6
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).