

INSPECTION REPORT

LANDSCOVE CE PRIMARY SCHOOL

Ashburton

LEA area: Devon

Unique reference number: 113464

Headteacher: Robin Smith

Lead inspector: Derek Watts

Dates of inspection: 26 – 29 April 2004

Inspection number: 262304

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	105
School address:	Landscape Ashburton Devon
Postcode:	TQ13 7LY
Telephone number:	01803 762656
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Appropriate authority:	The governing body
Name of chair of governors:	Donald Barr
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

Landscape Primary is a voluntary aided Church of England school situated in the rural village of Landscape. At the time of the inspection, the school has 105 pupils on roll from reception to Year 6, making it a smaller than average primary school. The school serves the Landscape surrounding villages and the nearby towns of Ashburton and Buckfastleigh. It is popular and attracts pupils from outside of the normal catchment area. Most of the pupils are of White British origin with a few pupils from other white or mixed backgrounds. No pupils in the school have English as an additional language. The proportion of pupils who join the school after the normal starting time is above average. About 14 per cent of pupils have special educational needs and this is below the national average. The proportion of pupils eligible for free school meals is also below the national average. The school received a Schools' Achievement Award in 2001 and a Gold Artsmark Award in 2003. The school places a high value on creative and performing arts. Children's attainment on entry to reception is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	Foundation Stage Mathematics Science Information and communication technology Design and technology Physical education
10329	Brian Sampson	Lay inspector	
32287	Mary Clennet	Team inspector	English Art and design Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Landscape is a good school with very good features. It provides good value for money. The very good headteacher and committed team of staff have created a very positive school ethos for all pupils to learn. Children's attainment on entry to reception is above average. Teaching is good and most pupils achieve well. By the end of Year 6, standards are well above average overall. The school's provision for the creative and performing arts is a particular strength and in 2003 it received an 'Artsmark Gold Award'. The school is popular and, deservedly, has a high reputation in the area.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics and science by Year 6 and above average by Year 2 in mathematics and science.
- In art and design, standards are well above average throughout the school because of outstanding provision.
- Across the school standards are above average in information and communication technology (ICT) but ICT is not used consistently well to support teaching and learning in other subjects.
- Teaching and learning are good, with examples of very good and excellent teaching.
- Pupils have very positive attitudes to learning and they behave very well.
- Leadership and management are very good and this contributes to the high standards.
- Attendance is below the national average.

The school was last inspected in April 1998. It has addressed the recommendations for improvement very well. The planning of the curriculum has improved significantly and the school now provides a good curriculum which is broad and well balanced. The revised curriculum has contributed to improved standards, particularly in art and design and ICT. The roles and responsibilities of subject co-ordinator have been clarified and these are now well developed. The governors are more involved in the school's development and fulfil all their statutory duties. In addition to the recommended areas for action, teaching has improved from satisfactory to good. Standards have improved in most subjects, except in reading and writing by Year 2, where they are still average. Overall, the school has made very good improvements since the last inspection.

STANDARDS ACHIEVED

Pupils are achieving well. Children in reception are achieving well and most will attain the expected early learning goals, with some exceeding these. Most children will exceed the goals in personal, social and emotional development and in creative development.

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*	A
mathematics	A	A	A	A
science	A	A	A	A

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

During the last three years, the school's national test results for Year 6 have been well above the national average in English, mathematics and science. In 2003, the school's results in English were particularly high and in the top five per cent of schools nationally. In the national tests for Year 2 in 2003, results were well below average in reading, below average in writing and average in mathematics. Results were lower than usual because this year group had a higher proportion of lower attaining pupils. In the current Year 6, standards in English, mathematics and science are well

above average. In the current Year 2, standards are above average in speaking and listening, average in reading and writing and above average in mathematics and science. In art and design, standards are well above average throughout the school because of the school's outstanding provision. Standards are above average across the school in ICT. However, pupils are not yet using ICT consistently well to support their learning in other subjects. Standards in design and technology are above average in Year 2 but average in Year 6.

QUALITY OF EDUCATION

The quality of education provided by the school is good overall, with some very good features. Teaching and learning are good across the school, with examples of very good teaching in mathematics, design and technology, ICT, creative development and excellent teaching in art and design. The school provides a good curriculum. The provision for art and design is an outstanding strength but the design and technology curriculum in the upper part of the school is not as well developed as that for other subjects. Systems and practice for pupils' care and support are very good. The school's partnership with parents, the community and other schools is also very good.

Pupils' personal development is very good and is promoted well by the very good provision for spiritual, moral, social and cultural development. Pupils enjoy school and they have very positive attitudes to learning and behave very well. Only when teaching very occasionally falls to satisfactory levels are some pupils' attitudes and behaviour less positive. Relationships among pupils and between adults and pupils are very good throughout the school. Punctuality is good but attendance levels are below average and are therefore unsatisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The headteacher is inspirational and provides vision and clear educational direction for the school. Staff and governors share this vision. The headteacher is very well supported by a senior teacher. Together, the headteacher and staff have created a very positive ethos for pupils to learn. Subject co-ordinators lead English, mathematics, and art and design are very well and this has a very positive effect on standards and provision in these subjects. The school has very good procedures for monitoring and reviewing its performance. The governance of the school is good. The governors have a clear understanding of the school's performance and they are well led by an enthusiastic and involved Chair. All statutory responsibilities are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents at Landscope hold diverse views about education and schools but generally, they are pleased with the education their children receive. Pupils show a clear sense of pride in their school and are happy with the activities provided.

IMPROVEMENTS NEEDED

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

- Further raise standards in reading and writing by Year 2.
- Use ICT more consistently to support teaching and learning in other subjects.
- Raise levels of attendance.
- Raise standards in design and technology to the level of other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, all pupils throughout the school are achieving well and by Year 6, standards are well above average.

Main strengths and weaknesses

- By Year 6, standards are well above average in English, mathematics and science and by Year 2 above average in mathematics and science.
- Standards in art and design are well above average throughout the school due to outstanding provision.
- Standards are above average in ICT in Year 2 and Year 6 but ICT is not used consistently to support learning in all other subjects.
- Standards in design and technology are above average in Year 2 but only average by Year 6 due to a less well developed curriculum in Year 6.
- Pupils with special educational needs achieve well.

Commentary

1. Children's attainment on entry to the reception class is above average. Children in the reception class receive good teaching and most achieve well. Most children are on course to reach the expected early learning goals by the end of reception in all areas of learning. A few children are likely to exceed these. Standards in creative development are above those expected because of some very good teaching in this area of learning.

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

Standards in:	School results	National results
reading	13.4 (16.8)	15.7 (15.8)
writing	13.9 (13.4)	14.6 (14.4)
mathematics	16.1 (16.9)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

2. National test results must be viewed cautiously when there are relatively few pupils in a year group. Annual fluctuations are likely. In the 2003 National Curriculum tests for Year 2, the school's results were well below the national average in reading, below average in writing and average in mathematics. When compared to similar schools, these results are in the lowest five per cent of schools nationally in reading and well below average in writing and mathematics. Reading results were well above average in 2001, above average in 2002 and declined to well below the national average in 2003. Writing results were above the national average in 2001 and fell to well below average in 2002. They improved to below average in 2003. In mathematics, results were well above the national average in 2001 and were average in 2002 and 2003. The lower than usual test results in 2003 were due to the year group having a higher proportion of lower attaining pupils.

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

Standards in:	School results	National results
English	31.2 (29.3)	26.8 (27.0)
mathematics	29.0 (29.8)	26.8 (26.7)
science	30.5 (31.2)	28.6 (28.3)

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

3. In the National Curriculum tests for Year 6 in 2003, the school's results were well above average in English, mathematics and science. In English, results were particularly high and in the top five per cent of schools nationally. The prior attainment data indicates that this year group achieved very well from their prior attainment in Year 2. During the last three years, results have been consistently well above average in all three subjects. This suggests that all pupils have benefited from effective teaching and a well planned curriculum.
4. Standards in the current Year 2 are above average in speaking and listening and average in reading and writing. This is because pupils receive good teaching and are achieving well. In mathematics, standards in the current Year 2 are above average, due to effective teaching. In the current Year 6, standards are well above average in English and mathematics. Most pupils are achieving well in English because they receive good teaching, which is well matched to their needs. Pupils are achieving very well in mathematics because the teaching is consistently very good. Across the school pupils apply and develop language, literacy and numeracy skills very well in other subjects.
5. In science, standards are above average in Year 2 and well above average in Year 6. Pupils receive good teaching and have good opportunities to plan and carry out practical investigations. Throughout the school, most pupils are achieving well.
6. Standards in ICT are above average throughout the school and pupils are achieving well. This represents a significant improvement since the last inspection when standards were below average and pupils' progress was unsatisfactory. Good teaching and improved ICT equipment have contributed to the raising of standards. Whilst there are good examples of ICT being used to enhance pupils' learning in other subjects, this is not consistent across the school.
7. In art and design, standards are well above average across the school and most pupils are achieving well. This is because a rich and varied curriculum is provided and pupils receive very good teaching, with examples of excellence. The school thoroughly deserves the Gold Artsmark Award received last year. Standards in art and design have improved considerably since the last inspection when they were reported to be below expected standards in both Year 2 and Year 6.
8. Standards in design and technology are above average in Year 2 and pupils are achieving well in the development of designing, making and evaluating skills. In Year 6, standards are average and achievement is satisfactory. This is because the range of learning opportunities is less broad and varied in the upper part of the school. For example, there is no evidence of pupils working on projects involving gears, cams, gears, pneumatics or controllable vehicles. However, standards in design and technology have improved significantly since the last inspection when they were below average across the school.
9. Work in history and geography was sampled and the evidence suggests that standards are above average in both subjects by Year 2 and Year 6. The school seems to have maintained the above average standards in geography that were reported during the last inspection and standards in history have improved from average to above.

10. Pupils with special educational needs achieve well throughout the school. They benefit from good teaching and effective support from teaching assistants.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are very good and standards have been maintained since the previous inspection. The school provides very good opportunities for spiritual, moral, social and cultural development and these have improved since the previous inspection. Punctuality is good. These aspects enhance the success of the pupils' learning. However, attendance has declined since the previous inspection and is currently unsatisfactory.

Main strengths and weaknesses

- Pupils have very positive attitudes to learning.
- Behaviour in lessons and around the school is very good, particularly where management and discipline are also very good and in lessons where the content is stimulating.
- The school promotes very good relationships and this shows from the way that pupils and staff get on together.
- The school's spiritual, moral, social and cultural ethos is very positive.
- Attendance levels are below the national average.

Commentary

11. The majority of the pupils are very interested in the variety of activities that the school offers and this is proven by their close concentration in lessons and high attendance at after school clubs. Only when teaching is very occasionally satisfactory and less inspiring do some pupils' attitudes decline. Relationships and behaviour between pupils are both very good and this is a tribute to the great deal of effort that the staff contributes and the high responses that they expect. The pupils are proud of their school. It is a very tidy place and during the whole inspection there was no evidence of graffiti or vandalism. Pupils are polite. They open doors ahead of you and ask how you are. There have been no exclusions during the past seven years.
12. Bullying and harassment are very infrequent and where incidents do occur pupils are not afraid to report them to an adult. They have been taught to do this at assembly, in discussions or in their personal, social and health education.
13. The school stimulates a very high desire for its pupils to learn well and most are very confident in whatever they do. This was quite evident from a Year 6 mathematics lesson seen. The pupils were analysing probability data and although this was obviously something quite new to them, all were deeply involved in trying to prove their individual hypothesis. They also worked well together within their groups, helping each other.
14. The pupils are good at being enterprising and taking responsibility. The school's council works well at suggesting improvements and putting forward children's views. Many older pupils look after the very young ones. This was most evident in a family assembly seen where all ages were intermingled, talking to and helping each other in activities. At the church assembly, pupils walked to the church in mixed age groups.
15. Provision for pupils' spiritual development is very good. During regular assemblies, often in church, religious education and personal and social sessions, teachers ensure that pupils are made aware of their inner being and thoughts through prayer and other quiet moments of contemplation. The bright vibrant displays of outstanding art work and the collection of plants, together with the school's idyllic setting, contribute well to spirituality.

16. Moral and social development is also very good. The pupils clearly know the difference between right and wrong. This is achieved through conversation among themselves or with teachers, reading moral stories or advice in personal, social and health education lessons; for example, through the local policeman who deals with drugs and alcohol abuse. The family atmosphere in the school ensures that pupils are also well aware of how people get on together and have certain obligations and responsibilities in our society.
17. The pupils are made very well aware of their own culture and also that of other countries. They take part in the local Elizabethan Fayre and Apple Day, which is held once every five years in one of five local villages, plus local swimming galas and football. The school has emerging links with schools in Uganda. Two parents are Ugandan and Zimbabwean and regularly come in and display African music, cooking and storytelling and an African Drumming Workshop has been into school. Some of the older pupils have witnessed Aboriginal art in Bristol and the whole school has seen performances by a visiting Indian Puppet Theatre. Year 3 has recently visited a synagogue in Exeter.
18. Although the school has satisfactory procedures to try and improve attendance, the current figures are below the national average. This is mainly due to a minority of pupils taking holidays in term times and thereby distorting overall figures in a comparatively small school. Punctuality is good and most lessons commence on time. Most parents are satisfactorily aware of their responsibilities for ensuring that their children attend school regularly.

Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.9
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good overall. Teaching and learning are good with examples of very good and excellent practice. The curriculum is good with outstanding features particularly in art and design. Pupils are very well cared for and the school's partnership with parents, the community and other schools are very good.

Teaching and learning

Teaching and learning are good overall, with example of very good and excellent teaching. Assessment is good.

Main strengths and weaknesses

- Teaching is good overall and most pupils achieve well.
- Teaching and learning of mathematics is consistently very good.
- There is some excellent teaching in art and design.
- The use of ICT to support teaching and learning in other subjects is not consistently good.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	19	1	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.

19. The table shows that most lessons seen were at least good and only one lesson seen was satisfactory. Nothing less than satisfactory was seen and the proportion of teaching that was good or better is considerably higher than is normally seen in a primary school. The good quality teaching and learning contributes to the good achievement and the high standards that pupils attain by Year 6.
20. Teachers have a good command of the areas of learning in the Foundation Stage curriculum and of the subjects of the National Curriculum. Teachers' knowledge and understanding of mathematics and how to teach it is very good and this leads to very good achievement. The school has an 'Advanced Skills Teacher' who specialises in the creative arts. Her teaching in art and design is excellent, and results in high standards of work.

Example of outstanding practice

Outstanding practice: An excellent Years 4 and 5 lesson on Fauvist art

Soft background music evokes the colour and tonal purity of Fauvist pictures, as the teacher inspired and enthused pupils with her searching open-ended questions and her vibrant, expressive delivery. Her use of a computer presentation of pictures gave pupils the words and ideas to discuss and refine their thoughts about the collages they were going to create. Pupils became visibly excited: 'The blood-red colour is great, and I am going to use really strong colours to make my picture look wild!' They sketched the outline of their faces and then use coloured paper to create colourful and vivid abstract self portraits. They explored different techniques to create interesting effects, ripping, layering and gluing paper. A gentle hum of constructive conversation was heard: 'If you rip it to create jagged edges it looks radical and wild!' A creative buzz of activity prevailed and pupils focused intently, experimenting with paper and colour to create delightful 'Fauvist' collages. They did not want the lesson to end: 'I don't want to go home I just want to keep doing this – I love it!'

21. Lessons are well planned with clear learning objectives. These are usually shared with pupils so they know what they are to learn. Teachers use a range of methods and techniques to promote effective learning. Explanations, instruction and demonstration are clear and informative. Most teachers are lively and enthusiastic and this inspires and motivates the pupils. Pupils are attentive and show a very keen interest for learning. They participate well and make good gains in knowledge and understanding. Teachers use questioning well to challenge pupils' thinking and to check their understanding before moving them on. The end of lessons is used well to review learning, share successes and to clarify pupils' understanding.
22. Teachers provide good opportunities for pupils to acquire and develop language skills. Reading and writing skills are applied well in, for example, research projects. Numeracy skills are applied and developed effectively in other subjects, such as art and design, science and ICT. Pupils' investigative skills are well developed due to the good opportunities provided in mathematics and science. Whilst the teaching of ICT is good, and there are some good examples of ICT being used to support teaching and learning in other subjects, this is not consistent and in some lessons opportunities are missed.
23. Pupils have good opportunities to work collaboratively in a range of subjects and this helps to develop their social and team building skills.

24. Teaching assistants are well trained and deployed. They make a significant contribution to pupils' learning, particularly those with special educational needs. Management of pupils' behaviour is a clear strength and most teachers have established high expectations of conduct. Relationships between teachers and pupils are generally very good and many teachers use humour constructively. In most lessons, pupils behave very well and so valuable learning time is not lost reprimanding pupils.
25. Homework is used well to reinforce and extend the work in school. In particular there are some good examples of individual projects. The school provides clear guidelines on project work to assist the pupils and their parents. The project work provides good opportunities for pupils to acquire and develop independent research skills.
26. Pupils with special educational needs are taught well. Staff use an appropriate range of teaching strategies to engage and stimulate pupils and activities are well matched to their abilities. As a result, pupils enjoy learning and make good progress.
27. Where very occasionally teaching is satisfactory rather than good in Year 6, the expectations and pace of the lesson are not as high. Pupils' rate of learning slows and some pupils' attitudes and behaviour are less positive.
28. The assessment and recording of pupils' attainment are good and pupils' progress is effectively tracked as they move through the school. The results of assessment are used effectively to plan future teaching and learning. As a result, tasks are well matched to pupils' different attainment and all are suitably challenged. The marking of pupils' work is regular, thorough and constructive. Comments of encouragement are made for good work and there are often constructive comments to help pupils to improve.

The curriculum

The school's curriculum is good and is well enriched by additional activities. There is a good range of resources to support learning and good use is made of the limited accommodation.

Main strengths and weaknesses

- The school provides very good equality of access and opportunity for all pupils.
- The range of creative arts activities is outstanding.
- Provision for pupils with special educational needs is good.
- Opportunities for pupils to use and practise their ICT skills in lessons are limited.

Commentary

29. The curriculum for the Foundation Stage is good. It is broad, balanced and takes full account of the expected early learning goals. All six areas of learning are given appropriate attention. The staff work well together to plan the activities and to provide interesting learning areas for the children.
30. The curriculum meets the statutory requirements and provides pupils with a broad range of activities and experiences covering all areas of the National Curriculum. There are schemes of work and policies for all curriculum subjects. This is an improvement since the last inspection, when there were no schemes of work to support learning in most subjects. Since the last inspection there have been significant improvements in all areas of the curriculum. There is now a good overview of the whole-school curriculum. Teachers' planning is detailed and clearly sets learning tasks which suitably challenge all groups of pupils and as a result pupils make good progress.

31. The school is effective in ensuring that all pupils have equal access to the curriculum. Provision for pupils with special educational needs is good. Their individual education plans (IEPs) are clearly focused and identify different learning tasks to meet pupils' needs. Support staff use the IEP targets well to plan activities in lessons and as a result pupils make good progress. Pupils with special needs are included in all activities and their talents are fully exploited. For example, a pupil with concentration and writing difficulties created an interesting and imaginative piece of work using a computer program.
32. The school is in the process of developing a policy to support gifted and talented pupils, and provision for some of these pupils is very good. Two gifted artists spent two days at an art workshop to enhance their artistic skills. Pupils with aptitudes for the creative arts are given opportunities to develop their skills in lunchtime clubs and intensive weekend workshops and by participating in an outstanding range of enrichment activities. At present pupils do not have regular opportunities to participate in competitive sporting events, games and gymnastics and these areas of the curriculum are not as well promoted as they could be.
33. The school's strong caring ethos and very good relationships provide a strong foundation for pupils' personal, social and health education development. Pupils have opportunities to discuss particular issues and concerns during family assemblies, which are used to teach pupils to become more insightful about their own emotions. Some teachers received very effective training from the Totnes Community Family Trust on how to deliver a module of work on 'Getting to Know You'. This training has enhanced the teachers' ability to deliver personal and social education lessons by equipping them with the necessary skills and providing them with a number of useful ideas and resources to teach this important area of the curriculum. This unit of work is a strong feature of the PSHE programme and has helped further to develop pupils' ability to communicate effectively with their peers and other community members.
34. The school is very committed to promoting creativity and enjoyment for all pupils. The creative arts and the environment are used imaginatively to enhance learning and stimulate creativity. The innovative way in which the art curriculum is taught and the outstanding range of enrichment activities provided by the school have had a very positive impact on standards in art and design. Pupils have the opportunity to participate in a range of valuable learning experiences in the local community and they take part in many enrichment activities and experiences to support learning in lessons. Through community projects, they are encouraged to think of others and understand their role and place as citizens in society. Pupils in Year 4 and 5 participated, for example, in an art project organised by Devon Arts' Services, creating a wonderful painting. This represented their understanding of peace at home and abroad, and was exhibited subsequently in Cape Town, South Africa and also at the South West Academy for Fine and Applied Arts. This was a rich learning experience for all: it gave pupils a chance to enjoy learning about other cultures and to share their own experiences.
35. The school offers a good range of lunchtime and after school activities, including football, table tennis, French, knitting and a homework club. The highly enjoyable weekend workshops enable pupils to develop their appreciation of the creative arts and to improve and refine their skills. The curriculum is also enriched by regular, well-planned educational visits to local museums, theatres and environmental and residential centres. Visiting speakers and performers make an important contribution to subjects such as art and design, dance, music, English and religious education. Local artists, musicians, authors and the vicar regularly visit the school to talk about various aspects of their work.
36. The school has established good procedures to prepare older pupils for transferring to secondary school. Teachers from the local secondary school visit the school and work with pupils to help prepare them for the next phase of their education.
37. Teachers use a good range of high quality resources in their lessons to inspire and stimulate pupils. In one Year 2 lesson, pupils watched a video about visits to the seaside 100 years ago

and examined pictures to help them develop their understanding of the similarities and differences between the past and present. The pictures and photographs inspired pupils to discuss their findings and record their ideas. Throughout the lesson the resources provided a very good stimulus and they helped pupils to learn interesting facts about the past. The school provides well-organised and well-maintained accommodation for pupils. Teachers and pupils take pride in their environment. The interesting school grounds provide a safe, secure and stimulating environment for calm and trouble-free play and lunchtimes.

38. Teachers work hard to make the best use of the limited classroom space available. Classrooms are colourful and attractive, with very high quality displays that promote learning and independence. The present arrangement for teaching ICT is not ideal. Ten networked computers are currently set up in the Year 6 classroom and each class has a timetable session in the room once a week. During these sessions the Year 6 pupils and teacher have to move to another work space. There are plans in place to build a dedicated computer suite and this should further improve the provision for ICT and improve the organisation of computer use.

Care, guidance and support

The provision for pupils' welfare, health and safety is very good throughout the school. The school also supplies pupils with very good support, advice and guidance and there is good involvement of pupils through seeking, valuing and acting upon their views. All of these aspects have improved considerably since the previous inspection and now contribute significantly towards the pupils' learning.

Main strengths and weaknesses

- The health and safety of the pupils ensures they feel secure in school.
- The school monitors and supports individual pupils very well.
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good and makes them feel safe.
- The induction arrangements for new pupils are very good.

Commentary

39. The school's procedures for child protection are very good. The headteacher is the named person and one other member of staff is also trained. They ensure that all staff are relevantly briefed. The school's up-to-date written policy is clear and concise and very good liaison is maintained with local social services. All relevant documentation is securely locked away. There are currently no looked after, refugee or traveller children.
40. The headteacher is also the named health and safety person. With the governors he has ensured that risk assessments are raised for all eventualities. All fire fighting, physical education and portable electrical equipment is tested regularly. Emergency exercises are held every term and all escape routes are accessible and clearly marked. Accident and medicine procedures are caring and efficient and two staff members are fully trained first aid persons. The school makes good use of outside professional help such as the police, school nurse and educational psychologist. Meals are consumed in hygienic conditions and computer Internet safety is assured by use of the local authority 'fire wall' program.
41. All teachers know their pupils very well and their personal development is carefully recorded and reported to parents. The pupils know that they can turn to any adult in school for advice or a comforting word at any time. Work is well marked and comments are constructive, such

as, 'Did you really understand this?' To which the pupil is encouraged to reply in either writing

or personally face to face. School reports have improved since the previous inspection and clearly show what a child can do and state realistic targets.

42. The school is good at involving its pupils in what goes on. Recently the school's council suggested that the toilet block be brightened up a bit. Various children worked with a group of parents to identify and implement murals and mosaics on the walls to great effect. The children also efficiently organise playground space.
43. Induction procedures are very caring. The reception teacher visits all parents or carers at home well before children join school. Then children come in for two half days per week in the half term prior to them joining the school. Before starting, a tea party is arranged whereby parents and children can meet the headteacher, governors and home-school association. A video of first days in school is also shown.

Partnership with parents, other schools and the community

The links between the school and its parents are very good and most parents think highly of the school. Links with the local community and other schools and colleges are also very good. These aspects have been further developed since the previous inspection and contribute significantly to pupils' achievement.

Main strengths and weaknesses

- The provision to parents of information about the school and about pupils' standards and progress is very good.
- The involvement of parents through seeking, valuing and acting upon their views is very good.
- The contribution of links with parents to pupils' learning at school and at home is very good.
- The procedures to ensure satisfaction and to deal with any concerns and complaints are very good.
- The links with the community and other schools and colleges are very good.
- The mechanism for transfer of the pupils is very good.

Commentary

44. From comments at the parents' meeting, returned questionnaires and talking to parents during the inspection a very high percentage consider this to be a good school to which their children enjoy coming. The inspection agrees with these views. Although there were some concerns about behaviour and lack of respect, quite the opposite was witnessed during the inspection. Only in one lesson did some pupils' behaviour decline to satisfactory levels.
45. The school provides its parents with very good information. Both the current governors' report and school prospectus contain all statutory information. School reports, a weakness at the previous inspection, are now clear and informative. The regular newsletters are useful for their content and welcomed by parents. In addition, parents receive copies of the homework policy. Evenings are held every term for parents to meet teachers and, in addition, recently there have been open afternoons for English and art as well as an evening consultation meeting to discuss proposals for a new sex and relationships education policy. The 'open door' approach of the school is highly appreciated by the parents.
46. Within school, the parents contribute very significantly towards the children's learning by, for example, providing the French and Story Writing Clubs, taking part in an arts' working party, supporting reading and making scenery, costumes and lighting for school shows. At home parents appreciate the two-way communication of the home-school diary and help extensively with projects and topics.

47. The school is also indebted to its very energetic Home School Association which has raised considerable funding towards various resources, including computer equipment.
48. The school involves its parents very closely. From a detailed questionnaire sent out in January 2004, it is clear that parents would like their children to be involved in more sport. The school has now put this on its latest development plan and also advertised for a sports and games visionary. Although the school has a clear complaints procedure, it never needs to utilise it as such aspects are always agreed at headteacher level.
49. Links with the community are very productive. The local church is extensively used and the vicar comes in to take assemblies and religious education. A local nursery supplies hanging baskets and a nearby farm runs conducted tours for the children and allows them to pick fruit and vegetables in season. The children support a Children's Hospice and a charity, Wateraid, and the police are part of the personal, social, and health education programme. The school building is used regularly by a local folk band for its rehearsals.
50. The school is part of the local academic council and shares very useful information on sport and professional development. There are also shared trainee teacher links with a local university and work experience trainees come in from two neighbouring secondary schools. Specific links are held with a nearby special school from which occasional pupils are reintegrated. There are very caring and efficient arrangements to transfer Year 6 pupils to one of two local secondary schools. Pupils are allowed at least two 'taster days' in secondary schools and several teachers, for example in art, design and technology and music/dance, visit this school in early summer to familiarise the pupils with these subjects.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership. The leadership and management of the school are very good overall and governance is effective. The very good leadership and management with good governance contributes to high standards, good provision and the very good improvements since the last inspection.

Main strengths and weaknesses

- The headteacher has good educational vision and provides inspiration and clear direction
- The role of the subject co-ordinators is well developed
- The headteacher and staff have created a very positive school ethos.
- Monitoring, evaluation and development planning is very good.

Commentary

51. The school has an effective governing body which has a clear knowledge and understanding of the school's performance. The governors are well led by an informed and enthusiastic Chair of governors. These positive features enable the governors to help shape the direction and future of the school and make a valuable contribution to school evaluation and improvement planning. All statutory requirements are fulfilled. The governors are better informed and more involved in the school's development than at the time of the last inspection.
52. The headteacher leads the school very well. He has vision and provides inspiration and clear educational direction. At the heart of this vision is the importance of a strong school ethos and a commitment to achieving high standards through a creative and innovative curriculum. The staff and governors share this vision and commitment. The experienced headteacher has established the confidence and respect of the pupils, parents, governors and community. He leads by example in his teaching and has empowered talented teachers to lead and develop areas of the curriculum, which has led to significant improvements in provision and pupils' achievement. A senior teacher supports the headteacher very well.

53. The roles and responsibilities of the subject co-ordinators have improved significantly since the last inspection. The role is now well developed and the leadership and management of English, mathematics and art and design are very good. The leadership and management of science, history, geography, ICT and special educational needs are good. Teachers have very good opportunities for professional development and these have contributed to the school's very good improvements. For example, there has been effective training in English and ICT. The Advanced Skills Teacher has the opportunity to work in other schools, sharing her expertise and bringing new experience back to Landscope.
54. The headteacher, together with a committed and motivated team of staff, has created a very positive and stimulating school climate where all pupils can learn and thrive. This has led to pupils' very good attitudes to learning and very good behaviour. Relationships between adults and pupils and between pupils are also very good. The school's idyllic location and excellent art displays contribute to the character and ethos of this effective school.
55. The management of the school is very good. The effective organisation and communication systems help to ensure that the day-to-day running is smooth. The school administrator is friendly, welcoming and effective. She provides good support to the headteacher and staff. The school has very effective and established systems to monitor and review its performance. Teaching is observed on a regular basis by the headteacher and co-ordinators of English and mathematics. Teachers' planning is monitored and pupils' work is scrutinised so the school has a clear overview of standards and provision. National Curriculum test results and other assessments are effectively analysed to identify strengths and weaknesses in pupils' learning. The school has also surveyed the parents in order to assess their level of satisfaction and to identify unmet needs. The findings of the school's self-evaluation are used very well to plan improvements. School improvement planning is very good.
56. Financial planning and management are good and effectively support the school's educational priorities. The school makes effective use of funds available to enhance pupils' learning opportunities. The school and governors apply the principles of best value well. The school's expenditure per pupil is below average. The financial data shows a small deficit but the school had an unexpected long-term illness which was managed well. Given the school's positive outcomes, the school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	309,047
Total expenditure	310,764
Expenditure per pupil	2,960

Balances (£)	
Balance from previous year	4,669
Balance carried forward to the next	-1,717

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the reception with above average attainment with good language and social skills. The provision for children in reception is good. They receive good teaching and are provided with a well-planned curriculum, which gives appropriate attention to all areas of learning. Support staff are well deployed and contribute well to children's learning. Assessment and tracking procedures are good. There are effective induction procedures to help ensure that children settle into school quickly. Overall, most children achieve well including higher attainers and those with special educational needs. The Foundation Stage is effectively led and managed and this contributes to the good teaching and good achievement. The school has improved the planning and implementation of the curriculum since the last inspection and has increased and improved the outdoor play areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and most will exceed the expected learning goals.
- Teaching and learning are good.
- Adults are good role models and have created an attractive and secure environment for children to learn.

Commentary

57. Teachers and support staff have established clear expectations of learning and conduct. Children respond well and relationships between children and adults and between children are very good. The staff have created a positive and stimulating classroom environment for children to learn. The classroom is bright and stimulating, so children are motivated, and inspired by the displays, plants, book area and the role play area of Jack's cottage with the enormous beanstalk growing nearby. Children are given a range of responsibilities and they respond well to these. For example, there are daily rotas for individuals to share out the fruit and take the register to the office. Most children can change their clothes and dress themselves independently for physical education sessions.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's language skills are above those expected.
- Teaching and learning are good and children are achieving well.
- Children are given good opportunities for speaking and listening and to explore books.

Commentary

58. Standards in speaking are above those expected for children of this age. In all areas of learning, teachers and support staff provide many opportunities for children to speak and listen and as a result, many are articulate speakers. For example, in one activity, children sat in a circle and took turns to show and talk about an item of interest. The children listened very well as individuals talked about their toy, model or picture.

59. The development of reading is given good emphasis and children have good opportunities to explore a range of books. They show enthusiasm for books and handle them appropriately. The children choose books and talk about their favourites such as 'The very hungry caterpillar' and 'Going on a bear hunt'; the teacher is a good role model for reading. She read the story of Jack and the beanstalk with animation and expression. The children listened with interest and were given good opportunities to describe what might happen next in the story. They also participated well in chanting 'Fe, fi, fo, fum'. Skilful questioning by the teacher checked children's understanding of the story. In writing, children are beginning to form letters correctly and they write their names. They use their writing skills to record the growth of their broad bean in a simple diary.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children achieve well and are on course to meet the expected early learning goals.

Commentary

60. Most children recognise and name numbers. In a good lesson, the children practised counting in fives with the help of a 100 square. The teacher's explanations and questioning were good and she used visual aids well to promote learning. One higher attaining child was able to recognise a number pattern in this task and confidently explained that the numbers 5, 15, 25 were odd and the numbers 10, 20, 30 were even. Most identify the missing numbers in a 1 to 10 number line.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well and are on course to meet the expected early learning goals.
- An interesting variety of activities are provided to promote children's interest.
- Teaching and learning are good.

Commentary

61. Children are provided with an interesting range of activities in order to develop a good knowledge and understanding of the world in which they live. Children plant broad bean seeds, observe and record their growth. Most children develop an understanding of what a plant needs to grow. Higher attaining children can correctly sequence illustrations of the life cycle of a bean plant. The children in reception have good opportunities to use the computer suite. In one lesson, children received good direct teaching and support by the teacher and teaching assistant as they produced interesting patterns using different two-dimensional shapes. With assistance, the children coloured the shapes using a 'fill tool'.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children achieve well and most will meet the expected goals.

Commentary

62. Children ride tricycles with co-ordination and control. In a good lesson seen, children were exploring different forms of travel. Children followed the teacher's clear instructions and demonstrations well. They were given good opportunities to explore travel and to work creatively as they ran, hopped, jumped and displayed stillness. During the lesson, their skills of co-ordination and control progressed well and they demonstrated sound dodging skills. The lesson maintained a good pace and the children displayed a clear sense of enjoyment.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children achieve very well and most will exceed the expected goals.
- Teaching and learning are very good.
- Children are provided with a good range of learning opportunities to develop their creative skills.

Commentary

63. The teaching of musical activities is very good. In one musical session, the teacher had high expectations and demonstrated a very good command of music and how to teach and inspire children of this age. The children were very keen to participate and were given many opportunities to identify high and low sounds using their voices and a range of instruments. The children sang simple and more complex songs from memory. They responded to changes in pitch and they chose and explored a range of instruments, which made low sounds. Children explore colours and produce striking portraits using different chalks. They also produce attractive patterns and collages using paper, glue and a wide variety of seeds. There are good opportunities for role play as children explore Jack's cottage. They dress up and act out the characters of Jack and the beanstalk.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and by Year 6 standards are very high.
- Teaching is consistently good.
- Pupils' literacy skills are used very well to enhance learning in other subjects.
- Innovation is a strong feature of the English curriculum.
- Standards by Year 2 in reading and writing are not as high as in other subjects.
- Opportunities for pupils to use their ICT skills in literacy lessons are missed.
- Individual literacy targets are not consistently used in all classes.

Commentary

64. Pupils achieve well in English and by Year 6, standards are well above average in speaking and listening, reading and writing. This represents good improvement since the last inspection when standards were above average in speaking and listening and reading and average in writing. In the current Year 2, standards are above average in speaking and listening and average in reading and writing. Standards in the current Year 2 are better than recent National Curriculum test results. However, standards were above average in all areas of English at the time of the last inspection.
65. Pupils' speaking and listening skills are very good by Year 6 and they make good use of the many opportunities to express their thoughts and ideas on a range of topics. Their skills and confidence are strengthened during 'class talks'; in Years 4 and 5 pupils have an opportunity to present a talk on a topic of their own choice. Most are very articulate and confident speakers. They present their ideas engagingly and effectively, using ICT multimedia presentations, charts, pictures, games and artefacts.
66. The school has effective strategies for the teaching of reading and standards are improving in Year 2. Reading is particularly strong in Years 3 to 6 and pupils share their teachers' enthusiasm for literature. They take pleasure in reading and enjoy answering questions about stories; they develop good comprehension skills and retell stories accurately. They identify the main characters and talk confidently about the events which occur at the beginning, middle and end of a story.
67. In Year 2 and 6 pupils' achievement in writing is good. The raising of standards in writing has been a high priority in Year 1 and 2 recently and there are positive signs of improvement. Pupils in Year 2 are introduced to a wide range of writing styles including story, report, letter, historical accounts and instruction writing. They write imaginative poems in art to describe paintings and in geography they create colourful information leaflets which contain interesting geographical facts. They write interesting historical accounts on famous figures in history and record experiments using charts and graphs in science. In Years 2 and 3 pupils write their own stories based on a story written by a visiting author. They use adjectives well to create interesting creative stories, they draft their stories and, with support from the teacher, edit and refine their work. They publish delightful stories with elaborated and extended writing. Year 6 pupils write for a range of different purposes and audiences, producing for example creative original advertisements to promote new toys, carrying out detailed evaluations of their work and identifying areas for improvement. Pupils with special educational needs use word processing and multimedia software to present their ideas and as a result make good progress and achieve well. The standard of presentation is very high and work is creatively and imaginatively presented.
68. The teaching and learning are consistently good. The National Literacy Strategy is now embedded in the school's work and systems for planning and assessment have been established. The school has welcomed the opportunity to develop more interesting and creative ways in which to deliver the English curriculum. Innovation features strongly in the teaching of English and teachers are very good at promoting the use of literacy in all other subjects. There is a good balance between the teaching of skills and promoting creativity.
69. The co-ordinator provides very good leadership and has introduced effective strategies to raise standards. By analysing national test data, class teacher assessments and monitoring planning, she identifies areas for improvement and then teaches the skills required for pupils to improve. Some staff have attended training to help them develop their own skills and as a result, the quality of the teaching of phonics and reading has improved. Teachers are beginning to set specific targets for each pupil in their class and some pupils know what they need to do to improve, but this approach is not yet consistently used across the school. There is a good range of resources to support the teaching of literacy and homework is used

consistently well to enhance learning. Since the last inspection there has been significant improvement in planning and in the use of literacy in other subjects. Pupils are included in the full range of activities; their progress is good, and their self-esteem is high.

Language and literacy across the curriculum

70. Pupils are immersed in language throughout the school. Literacy skills are very well used in all subjects and older pupils have well developed research and study skills for extracting information from text or the Internet. They use non-chronological writing in history and produce high quality research projects on famous historical figures and events. The use of poems and descriptive writing is used as a stimulus for pupils to create interesting pieces of art work. In science, pupils record experiments accurately and use lists and charts to record results. They report concisely and write descriptively, expressively and persuasively. Their communication skills are very good and they use information communication technology to present their ideas in a variety of interesting ways using a range of software applications.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6.
- Teaching and learning are very good.
- Leadership and management are very effective.
- Pupils apply numeracy skills well in other subjects.

Commentary

71. In the current Year 2, standards are above average. In the current Year 6, standards are well above average. Most pupils are achieving very well because they receive very good teaching and have very positive attitudes to learning. Standards in Year 2 are similar to those reported during the last inspection but standards in Year 6 have improved from average to well above average levels.
72. The quality of teaching and learning is consistently very good throughout the school and this contributes to high standards and to pupils' very good achievement. Lessons are very well planned and structured. Planning takes full account of the different levels of attainment within a class and this helps to ensure that all pupils, including gifted and talented and those with special educational needs, are appropriately challenged. Teachers' explanations, demonstrations and instructions are very clear and informative. Pupils are attentive, interested and make very good gains in mathematical operations. Teachers are lively, enthusiastic and use very good questioning to challenge the pupils and to check their understanding before moving them on. The end of lessons are used very well to review learning and to reinforce the main teaching points. In a very good lesson in a Year 2 and 3 class, pupils demonstrated the ability to round numbers to the nearest ten and higher attainers showed a clear understanding of the place value of three digit numbers. In a very good lesson in a Year 4 and 5 class, the teacher developed pupils' thinking and number skills by introducing some interesting traditional African games of 'Panda' and 'Wari'. In a very good Year 6 lesson, pupils showed a good understanding of fractions and percentages of given quantities. Most pupils moved on to solving probability problems based on experimental evidence. They used mathematical vocabulary well to discuss events and likely outcomes.
73. Mathematics is effectively led and managed by an enthusiastic co-ordinator. The mathematics curriculum is very well planned and implemented. Lessons have been observed to monitor the quality of teaching and teachers' planning and samples of pupils' work are examined in order to monitor standards and coverage of the curriculum. National Curriculum test results and other

assessments are analysed effectively to identify strengths and weaknesses in pupils' learning. This information is used well to inform future planning and teaching. Learning resources are good and used well. Overall, the school has made very good improvements since the last inspection.

Mathematics across the curriculum

74. Pupils apply and develop numeracy skills well in other subjects. In Year 6, pupils in science measure force and present results of investigations as bar or line graphs. In a Year 2 ICT lesson, pupils applied and reinforced their knowledge of angles and direction when controlling a floor turtle.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by Year 2 and well above average by Year 6.
- Teaching is good overall and most pupils achieve well.
- Leadership and management are effective.

Commentary

75. Throughout the school most pupils, including higher attainers and those with special educational needs, are achieving well because they receive good teaching and have good opportunities for practical investigation. In the current Year 2 standards are above average. Standards are well above average by Year 6. Standards have improved significantly since the last inspection when they were reported to be average in both Year 2 and Year 6.
76. The study of work shows that pupils in Year 2 investigate how far different toy cars travel. They set up equipment, make predictions and observations. Results are recorded clearly. Higher attaining pupils show an understanding of fair testing and explain their observations and results. Also in Year 2, most pupils identify properties of different materials. They describe how some materials are changed by heating or cooling. Higher attaining pupils sort materials according to their properties. They also state whether changes to materials are reversible or not.
77. The quality of teaching is good overall but ranges from satisfactory to good. Lessons are well planned and clear learning objectives are identified. These are effectively shared with the class so that pupils know what they are to learn. Teachers' instructions, explanations and demonstrations are clear and informative. Pupils listen with interest and follow instructions well. Pupils make good gains in acquiring new scientific knowledge. Teachers use questioning well to recap on previous work and check pupils' understanding. In a good Year 4 and 5 lesson, the teacher used illustrations and different flower heads to show the different parts of a flower. Pupils had good opportunities to identify the parts and to suggest the function of each. They worked well in pairs as they carefully dissected different flowers, such as tulips. In a satisfactory Year 6 lesson, pupils investigated the factors which affected an object moving across the hall floor. Most pupils identified independent and dependent variables. They set up apparatus competently and recorded force and distance accurately. They recorded their results on a teacher-produced chart. Higher attainers produced a line graph of their results. Where teaching is satisfactory rather than good, expectations and the pace of the lessons are not as high. For example, where introductions are overlong, some pupils can become restless and learning falls to satisfactory levels.

78. The leadership and management of science are effective. The curriculum is well planned with good emphasis on providing practical investigations. Self-evaluation procedures for monitoring standards, curricular planning and teaching are good. Overall, the school has made very good improvements since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average throughout the school.
- Teaching and learning are good and pupils achieve well.
- ICT is not yet used consistently well to support teaching and learning in other subjects.
- There have been very good improvements since the last inspection with further improvements planned.

Commentary

79. Standards are above average in Year 2 and in Year 6 and most pupils are achieving well because of the good teaching they receive. This represents a considerable improvement since the last inspection when standards were reported to be below those expected by Year 2 and Year 6 and pupils were making unsatisfactory progress.
80. The quality of teaching and learning are good with examples of very good teaching. Lessons are well planned and structured. Teachers have a secure command of the subject and this is a significant improvement since the last inspection. In the computer suite, teachers use the digital projector and screen well to demonstrate procedures and skills to the class. Pupils watch and listen attentively. They are given good opportunities to acquire and practise a range of ICT skills. In a good Year 1 lesson, pupils created patterns using different geometric shapes such as a circle, triangle and rectangle. They chose different colours and used a fill tool to colour the shapes. In a good Year 2 lesson, pupils entered instructions to control a floor robot. They entered instructions so that the device moved in a given direction across a large grid on the floor. Higher attaining pupils showed a clear understanding of 90, 180 and 360 degree turns. They began to sequence instructions for more complex routes.
81. In a very good lesson in a Year 4 and 5 class, the teacher used the digital projector very well to introduce pupils to the concept of 'Fauvism' where artists use unusual colours for their images. The teacher's enthusiasm and expertise in art motivated and inspired the class. They viewed the works of Matisse and Jawlensky and expressed their ideas and opinions about it. The teacher then demonstrated how to take portraits using a digital camera and to save the image to a floppy disk. Pupils took turns in taking photographs of class members. The image was transferred to the computer's hard drive. Pupils then used graphics software to manipulate their image in the style of Fauve artists. They used loud and outrageous colours for hair, lips and eyes on attractive backgrounds.
82. The study of pupils' work shows that pupils in Year 2 produced a flyer on the artist Matisse. They created sentences about his life and work and imported images from the Internet to enhance their writing. Using a 'paint program', pupils in Year 2 created different pictures using different colours and brush sizes. In Year 6, pupils produced multimedia presentations about topics of interest such as cars or Plymouth Argyle. They used text-editing facilities, imported photographs, and scanned images. They linked screens together and evaluated their work.

83. The leadership and management of ICT are good and this has contributed to above average standards, good teaching and very good improvements since the last inspection. A ten-station network of computers has been set up in the Year 6 classroom with a digit projector and screen. This facility is used well by all year groups. There are clear plans to improve this facility with a dedicated 15-station computer suite.

Information and communication technology across the curriculum

84. Whilst there are some good examples of ICT being used to support teaching and learning in other subjects, this is not consistent and opportunities in a range of lessons are missed. The school is aware of this and has plans to increase ICT across the curriculum. ICT is used well to support work in art and design and pupils in Year 6 used word processing effectively to produce extended space stories. These are enhanced with images from the Internet.

HUMANITIES

85. In humanities, work was sampled in history and geography, with only one lesson observed in history and geography during the inspection. However, discussions were held with staff and pupils' written work was reviewed. The study of pupils' work and discussions with them indicates that standards are above average by Year 2 and Year 6. Across the school, most pupils achieve well in history and geography. There is too little evidence to judge provision or teaching.
86. In **geography**, pupils in Year 2 study their local environment and use geographical vocabulary, diagrams, maps and charts to present information. The quality of presentation in their workbooks is good and work is regularly marked with useful comments which help pupils know what they need to do to improve their learning. In Year 6 pupils develop geographical skills and use suitable geographical terminology to describe environments. Pupils study the Andes mountain range and the Amazon River and produce interesting brochures describing the geographical features of different locations. They use information retrieved from the Internet to assist their geographical investigations and present their work creatively using a word processing software programme.
87. In the one **history** lesson seen pupils' historical enquiry skills were good. Pupils in Year 2 used a good range of secondary resources to support their learning, watching a video and looking at photographs and books to find out about seaside visits in the past. Pupils correctly identified similarities and differences between the past and present and understood that the past can be represented in a variety of ways. Improvement since the last inspection is good in both geography and history. There is now a detailed policy and scheme of work for geography and history to support the delivery of the National Curriculum requirements and ensure that the appropriate skills and knowledge are developed each year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. Art and design was inspected in full and is reported on below. Design and technology and physical education were sampled. Music was not inspected.
89. Only one lesson was seen in **design and technology** during the inspection. The study of pupils' work and the one lesson indicate that standards are above average by Year 2 and pupils are achieving well. In a very good Year 2 and Year 3 lesson, pupils designed puppets and made high quality patterns of their design. The positive and enthusiastic approach by the teacher motivated and inspired the pupils. They were given good opportunities to explore a range of good quality puppets, including string, sock and wooden spoon types, in order to stimulate ideas. By Year 6, standards are average and pupil achievement is satisfactory. This is because the design and technology curriculum is not as strong in Year 6 as other subjects and the learning opportunities are limited. In Year 6, pupils have designed and made slippers. They have also investigated different kinds of shelter. They have designed and constructed

model shelters for a specific purpose. While the designs and products are of an average standard, the range of materials, tools and techniques, which the pupils experience, is limited. There is little evidence of pupils working on projects involving gears, cams, pneumatics or controllable devices. Given the high standards that Year 6 pupils attain in other subjects, standards in design and technology should be higher. However, standards are better than at the time of the last inspection when they were below expectations by Year 2 and Year 6 and pupils were making unsatisfactory progress.

90. Only a few lessons in **physical education** (PE) were seen and the subject was not a focus of the inspection. Teaching seen was good. For example, a good lesson in Years 4 and 5 was seen on the school field where the pupils were effectively introduced to orienteering. Standards were average as pupils orientated the map and in pairs followed a basic course. A volunteer parent helper with specialist knowledge made a good contribution to pupils' learning. Pupils have good opportunities to develop skills in creative dance through the '3D' dance project, a local education authority initiative. Pupils have worked with a choreographer. Clubs enhance the PE programme. A local coach runs football for pupils in Years 3 to 6 and a parent takes a table tennis club. Pupils and parents have commented that they would like more sport in the curriculum and the school plans to address this.

Art and design

Provision in art and design is **excellent**.

Main strengths and weaknesses

- Standards are well above average throughout the school.
- Teaching and learning are very good.
- Extra-curricular activities and participation in community arts programmes are outstanding.
- Art is used very effectively to promote learning in other subjects.

Commentary

91. Standards at the end of Years 2 and 6 are well above average and most pupils achieve very well. This is a significant improvement since the last inspection when standards were judged to be below national expectations.
92. There is an excellent range of high quality artwork on display around the school which shows how pupils use a wide range of media, such as paints, pastels and clay to create wonderful pieces of art. The range of displays also promotes very good links between art and other subjects. In a Year 2 class, pupils wrote sea poems, inspired by Matisse's paintings, and then created imaginative sea creatures using plastic bottles and tissue paper. They went on to produce information booklets about Matisse and presented their work electronically.
93. Throughout the school pupils use sketchbooks very well to record their ideas and designs for future work. Work leading on from pupils' sketchbooks is very good. Pupils are keen to share their work and are genuinely interested in and impressed by others' work. All pupils, including pupils with special educational needs, make very good progress.
94. Art is used to develop pupils' understanding of their own culture and that of others. In Years 4 and 5, pupils successfully create interesting and vibrant Aboriginal art paintings. Art forms an important part of the school's work and pupils thoroughly enjoy participating in an excellent range of art and design activities. The care with which art work is displayed reflects the importance that teachers place on celebrating pupils' creative ability.
95. Teaching is very good overall and during the inspection excellent teaching was observed in Years 4 and 5. Teachers' very good subject knowledge was evident from the way in which

they explained and demonstrated tasks to pupils. Very good questioning by the teacher helps pupils refine their techniques and create high quality work. Teachers also provide constructive feedback and demonstrations to assist pupils with areas of difficulty and, as a result, pupils make very good progress in lessons. Teachers' planning and preparation are detailed and thorough and because of this pupils know what they have to do and settle to their work quickly.

96. The subject is very well led and managed. The co-ordinator is an 'Advanced Skills Teacher' and is passionate about the subject. She has established excellent links with local artists and very actively promotes pupils' participation in a range of community arts projects. Pupils in Year 4 and 5 created a stunning wall hanging using acrylic paint to commemorate the Queen's Golden Jubilee. This piece of work was exhibited in the 'Impressions of Devon' exhibition held at the Exeter Cathedral and at the South West Academy for Fine and Applied Arts. In 2003, the school was awarded Artsmark Gold award: an outstanding achievement. The co-ordinator is aware of the strengths and areas for development in the subject and has developed an action plan for further improvement. She regularly monitors pupils' work and teachers' planning and identifies areas for development. She provides training and support for other teachers in the school and also works with other schools in the community.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

97. Teachers' planning and discussions with staff and pupils indicate that the school provides an interesting and appropriate range of activities, including work on drug and sex education. Whole-school and family assemblies make a good contribution to this area of the curriculum. The school works in partnership with the Totnes Community Family Trust and uses resources provided by the Trust to deliver some of units of work in **PSHE**. Some teachers have received training on how to teach the units of work. This programme has been a great success and pupils enjoy having the opportunity to discuss their emotions and to decide how best to resolve their communication problems. Pupils work very well together in groups during family assembly time and confidently express their opinions on a range of personal issues. Pupils listen attentively to one another and offer sensible and considered advice to their friends. Older pupils encourage younger pupils to contribute to discussions and this creates a very caring and positive learning environment. The very positive attitudes and very good behaviour of pupils indicate that the staff place a high priority on developing pupils' personal skills. This caring and positive ethos is embedded across the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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