

INSPECTION REPORT

BERRY POMEROY PAROCHIAL CE PRIMARY SCHOOL

Totnes

LEA area: Devon

Unique reference number: 113388

Headteacher: Mr Hugh Edwards

Lead inspector: Dr Colin Lee

Dates of inspection: 4th - 6th October 2004

Inspection number: 266417

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary
School category: Voluntary controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 67

School address: Berry Pomeroy
Totnes
Devon
Postcode: TQ9 6LH

Telephone number: (01803) 863 519
Fax number: (01803) 863 645

Appropriate authority: The governing body
Name of chair of governors: Mr David Smith

Date of previous inspection: 17th May 1999

CHARACTERISTICS OF THE SCHOOL

Berry Pomeroy is a small primary school with 67 pupils on roll. It serves a wide catchment area with pupils attending from several villages in the locality. Very few pupils join or leave the school at times other than the start of a school year so mobility is less than in most schools. The broad mix of housing and backgrounds of pupils results in their socio-economic circumstances being slightly above average. All pupils are of white British heritage with English as their first language. The proportion of pupils with special educational needs is above average and two pupils have statements of special educational need. The special needs cover a spectrum of general and specific learning and physical difficulties. Attainment on entry is average overall, but this varies annually and has shown slight improvement in recent years. Pupils are taught in three classes in the mornings but reorganised into two afternoon classes when younger pupils in the Year 2/3 class join those in the YR/1 class and the Year 3 pupils join those in Years 4 to 6.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------|----------------|--|
| 21854 | Dr C Lee | Lead inspector | Mathematics Science Art and design Design and technology Music Physical education Personal, social and health education |
| 19338 | Mr G Ellis | Lay inspector | |
| 20846 | Mr A Wilson | Team inspector | English Information and communication technology Geography History Religious education The Foundation Stage curriculum Special educational needs |

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 4 - 5 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 6 - 8 |
| Standards achieved in areas of learning and subjects | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 8 - 13 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 13 - 14 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS | 15 - 24 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 25 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Berry Pomeroy Primary is an effective school that is a vital part of the local community. Pupils achieve well. Good teaching helps them to attain standards that are above the national expectation. All staff work very effectively as a united team and are highly committed to ensuring that all pupils receive a high quality of education that fully meets their needs. The headteacher's very good leadership and management have a significant impact by improving the school's overall effectiveness. As this is a very small school, funding per pupil is comparatively high but the school is providing good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good because teaching and learning are good overall, and very good at the Foundation Stage. However, there is too little planning for the development of writing or the use of information and communication technology (ICT) in other subjects.
- The headteacher's leadership and management are very good.
- In Year 6, standards are above the national expectation in English, mathematics, science and art and design.
- In Year 2, standards are above the national expectation in speaking and listening, reading, mathematics, art and design and dance.
- There is inconsistency in procedures for the formal assessment of pupils' learning in subjects other than English and mathematics.
- Pupils' attitudes and behaviour are very good and the school has very good links with parents and with the community that benefit pupils' learning.

The school was previously inspected in May 1999. The main weaknesses identified at that time have been partially rectified by improving the overall quality of teaching and raising pupils' standards in information and communication technology (ICT). Issues still remain about the delegation of some of the headteacher's management roles and responsibilities. However, there has been satisfactory improvement in the school's effectiveness due to pupils' achievement being consistently good.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | C | C | A | C |
| mathematics | B | A | A* | A* |
| science | C | B | A | C |

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

Pupils throughout the school **achieve well**. Results in national tests must be treated with caution due to the small numbers of pupils taking the tests each year. Nevertheless, in 2004, pupils in Year 6 exceeded nearly all the challenging targets that had been set for them in the

tests. Current Year 6 pupils also have suitably challenging targets for the 2005 national tests, particularly for the percentages to achieve the higher Level 5. However, the teaching that they receive is so good that they are on track to attain above the national average standards in English, mathematics, and science and above national expectations in art and design. Standards match the national expectation in ICT, physical education and religious education. In Year 2, standards are above the national expectation in speaking, listening, reading and mathematics and exceed national expectations in art and design and the dance aspect of physical education. Standards are at the national expectation in writing, science, ICT and religious education. Pupils with special educational needs achieve well. The high quality of the support for these pupils from the learning support assistants is a major reason for the pupils' good progress. Children in the Foundation Stage are also making good progress. They are on track to exceed the goals children are expected to reach by the end of the Reception Year in personal, linguistic and mathematical development, and reach the goals in other areas of learning. The quality of pupils' spiritual, moral, social and cultural development is **good**. Their attitudes and behaviour are very good. Attendance rates are well above average and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**, reflecting **good teaching and learning** and the richness of many learning opportunities. Teachers' planning is satisfactory overall but lacks some necessary detail on learning intentions, how different subjects are used to develop pupils' literacy and ICT skills and how pupils' learning is to be formally assessed in subjects other than English and mathematics. The school shows good concern for the care, health and safety of pupils. There is good support for pupils with special educational needs. The school works very well with parents, providing very good information about their children's education and how they can help. Links with the community are very good and links with other schools and colleges are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership and management and other staff perform their subject leadership roles well. Governance is **good** and the governing body ensures that all statutory requirements are met. Management is good overall. Financial management is good and the administration officer makes an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold very positive views of the school. They particularly appreciate the high expectations that the school has of its pupils. They are pleased with levels of progress, the standard of behaviour and the fairness with which all pupils are treated. Above all else, there is unanimous appreciation of the headteacher's influence on the school. Pupils are very positive about the school and enjoy their learning.

IMPROVEMENTS NEEDED

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

- Improve teachers' planning so that learning intentions are clear in all subjects and lessons.

- Provide more opportunities for pupils to use and extend their literacy and ICT skills in other subjects.
- Extend assessment procedures to all subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all ages and abilities achieve well. They make a good start to their education in the Foundation Stage. This is built on successfully and standards rise to above the national expectation by the time pupils are in Year 6.

Main strengths and weaknesses

- Children's good achievement in the Foundation Stage results in standards exceeding expectations by the end of the Reception Year in personal, linguistic and mathematical development.
- In Year 2, standards are above the national expectation in speaking, listening, reading, mathematics and dance.
- In Year 6, standards are above the national expectation in all aspects of English, in mathematics and in science.
- Standards in art and design throughout the school are higher than are found in most schools.

Commentary

1. Most pupils started school with levels of attainment as expected for their age. However, over time attainment on entry is rising and for the small group who have just started in Reception, it is higher than expected. In a short time, these children have settled extremely well and are already making good progress in their learning. Very good teaching is helping the children to achieve well. They are on track to exceed the early learning goals, which are the standards that are set for the end of the Foundation Stage in personal, social and emotional development and in communication, language, literacy and mathematical development. They are also on track to at least attain the early learning goals in knowledge and understanding of the world and in creative and physical development.

2. Upon transfer into Year 1, or before the end of the Reception Year for higher attaining pupils, good planning of learning activities helps pupils to progress into the National Curriculum Programmes of Study when they are ready. Their achievement remains good during Years 1 and 2. In Year 2, standards are generally above the national expectation in speaking, listening, reading and mathematics. Standards in writing and science are in line with the national expectation.
3. The school's past results in the national tests at the end of Year 2 show fluctuations from year to year. However, the results have generally reflected at least satisfactory progress during the pupils' time at the school, bearing in mind the average starting point of many of them. All test results must be regarded with caution due to the very small numbers of pupils involved. The 2004 Year 2 test results were in line with predictions based on the pupils' past attainment, being above the national averages in writing and mathematics and average in reading.
4. Pupils continue to achieve well in Years 3 to 6. This reflects teachers' high expectations and good provision for pupils of different ages and abilities. The standards seen in the work of the pupils now in Year 6 are above the national expectation in English, mathematics and science.
5. The school's records of pupils' progress and national test results at the end of Year 6 confirm the good progress in Years 3 to 6. In 2004, the school's results met the targets set for the pupils in English and were just below the target set for mathematics. The eight pupils involved did well in the tests and results were well above the national averages in English, mathematics and science. The mathematics result was very high compared with that of other schools. When compared with those in similar schools, that is where pupils had similar results in national tests at the end of Year 2, the 2004 results were average in English and science but, again, very high in mathematics. The current Year 6 pupils are not quite as able overall as their predecessors. Nevertheless, challenging targets have been set for them and the standards seen in their work are above the national expectation and they are on track to reach the targets set for them in the 2005 tests.
6. Standards in ICT have improved since the last inspection and are now securely in line with the national expectations for pupils in Year 2 and Year 6. This is due to improvements in the breadth of learning opportunities given to pupils. Standards in religious education (RE) at the end of both Year 2 and Year 6 are in line with the expectations set out in the locally agreed syllabus, as they were at the last inspection.
7. Since the last inspection, the very good provision that the school makes for creative and physical subjects has raised standards in art and design in particular. Pupils' work is of a high quality and the employment of specialist teachers has contributed significantly to this improvement in standards. In Year 2, pupils' standards in dance are above the national expectation. Although this matches the last inspection's findings, the maintenance of such standards in unsuitable accommodation is a commendable achievement by the teacher responsible. In view of the fact that they work in a hall that is totally unsuitable for gymnastics, the fact that standards are in line with the national expectation in Year 6 is another good teaching achievement.
8. The evidence of pupils' work in design and technology, music, geography, history and personal, social and health education is limited by the fact that most lessons in these subjects were scheduled outside the inspection period. A scrutiny of displayed work and the very small

volume of work in pupils' books indicates both strengths and weaknesses but is insufficient to make firm judgements about standards overall. Pupils' literacy, mathematical and ICT skills are sufficiently well developed to enable them to make progress in all areas of the curriculum. However, teachers' planning does not include enough detail about exactly how such skills are to be promoted and used in different subjects.

Pupils' attitudes, values and other personal qualities

The school successfully promotes **very good** behaviour and attitudes to work. Pupils' spiritual, moral, social and cultural development is promoted well. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils' behaviour is very good because the school sets high expectations for their conduct.
- Pupils have very good attitudes to work because the school successfully stimulates their interest in learning through the range of activities it offers.
- Spiritual, moral, social and cultural development is good.
- Relationships are excellent.
- Attendance and punctuality are very good.

Commentary

9. The very high standards of pupils' behaviour described in the previous inspection report continue to be maintained, reflecting the school's high standards of conduct, which are conscientiously and consistently reinforced by the staff. This has resulted in the creation and maintenance of a very positive learning environment that enables pupils to achieve well. Pupils' behaviour is very good in lessons, around the school, in the playground and on formal occasions, for example, in assemblies. No bullying or aggressive behaviour was observed and the school has good procedures to deal with incidents should they arise.
10. Pupils enjoy school and speak well of it with pride and enthusiasm. The staff's clear expectations of pupils' good behaviour motivate learning very well. Pupils have a strong sense of commitment and are willing to take on responsibilities and show initiative. For example, older children assist with assemblies, lunch arrangements and the library, putting out physical education equipment and answering the telephone.
11. In lessons, pupils are focused on their work, pay attention to their teachers and enthusiastically join in activities and discussions. The school promotes their sense of achievement with the celebration of personal as well as academic performance. As a result, pupils are keen to talk about their work and achievements, expressing themselves openly and confidently.
12. The school's provision for pupils' spiritual, moral, social and cultural development is good and their personal development is fostered well during their school life. The very good provision for their social and moral provision set out in the previous inspection report has been maintained. The school's ethos is inclusive and caring. Members of staff are good role models and their reinforcement of moral standards is reflected in pupils' good understanding and respect for the feelings, values and beliefs of others. The school has a

very strong sense of community and shared values, which successfully stimulate a spirit of mutual support and cooperation. Boys and girls and pupils of differing ages mix very well together. Tolerance and respect for all forms of life are strongly promoted while activities in science, art and drama have positive effects on pupils' spiritual development. The creative arts are well developed and are major contributors to pupils' awareness of their own and other cultures, for example, the work in pottery and the performance drama, which involves all the children.

13. The excellent relationships are major strengths and strongly underpin pupils' learning. The school's warm, family atmosphere permeates its whole life and is a decisive factor in pupils' personal development. They are encouraged to explore their own and others' feelings and concerns in an environment that appreciates their opinions. Pupils feel valued by teachers and other adults and they reciprocate accordingly. Pupils are polite, courteous and show a developing maturity.

Attendance

14. Attendance is well above the national average and unauthorised absence is well below average. The school successfully promotes attendance by its wide range of good quality activities so that pupils are keen to attend school and most have good attendance records.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.0 | School data | 0.0 |
| 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 school provides a good quality of education through good teaching and a broad, very rich curriculum. Care, guidance and support for pupils are good. There is a very good partnership with parents and carers and very good links have been established with the community. Links with other schools are satisfactory.

Teaching and learning

The quality of teaching and learning is **good** overall. Assessment is satisfactory.

Main strengths and weaknesses

- Good teaching is successfully meeting the needs of pupils of different ages and abilities in class.
- Teaching assistants have good levels of expertise and make a significant contribution to pupils' learning, particularly that of pupils with special educational needs.
- Although assessment procedures are satisfactory overall, they are not sufficiently formalised except in English and mathematics.

- Although very clearly presented in the Foundation Stage, learning intentions are not always made as clear to pupils in the other classes.

Commentary

15. The particular demands of teaching mixed-age classes are met very successfully by teachers. Teaching and learning are good overall, as they were at the time of the last inspection, but very good in the Foundation Stage, which is an improvement. Here, the learning activities planned for children in the Reception Year dovetail very well with the work of pupils in Years 1 and 2. At times, Reception children's activities are related to the general topic of a lesson and this enables them to be very much part of the class and contribute to phases of a lesson such as introductory or concluding discussions. On other occasions they experience separate activities planned to address very specific aspects of the Foundation Stage curriculum. A particular strength is the attention given at the start of lessons to the specific learning to be achieved by the different groups in each lesson. These learning intentions are both displayed and discussed and groups are consequently clear about what they are to do and why. This focus on what is to be learned is far less evident in the way lessons are introduced in the other classes.
16. In all lessons there is a very good match of learning activities to the ability level of each group and this is resulting in good learning because pupils work at tasks that have just the right level of challenge. This requires teachers to manage time carefully and pupils to organise themselves so that they work purposefully without the teacher's close attention. This works particularly successfully in the class of Year 3 to 6 pupils. Pupils' very positive attitudes and very good behaviour contribute significantly to the creation of a purposeful learning environment. They work well with others when required to do so, displaying mature levels of collaboration.
17. The quality of pupils' learning is enhanced by teachers' very good use of resources. These include visitors to the school who bring a 'real-life' dimension to learning. For example, in both geography and history lessons during the inspection, older pupils interviewed local people about geographical features of the area and about life in the school in the past. These very good opportunities for pupils to practise speaking and listening skills showed them to be well developed in pupils' thoughtful questioning. There was also an absolute fascination in the experiences being recounted by the visitors. Such well-planned experiences for pupils were typical of the imaginative activities that teachers provide across much of the curriculum. These are fostering a very obvious love of learning that is evident in pupils of all ages and abilities throughout the school.
18. Part of teachers' success at meeting the challenge of mixed age classes is due to the contribution of learning support staff. These staff have significant levels of responsibility. They are briefed well on the activities that they are supervising but not always given sufficient detail about the actual learning that pupils should achieve. However, their very good relationships with the pupils and their good behaviour management contribute well to pupils' overall progress. There is far more consistency across the school in the identification of learning intentions for pupils with special educational needs. There are clear, precise targets for every pupil with special educational needs, and support staff know these targets well. Consequently, the work of the support staff is very effective and has a good impact on the pupils' learning. Staff members act promptly on the advice of outside agencies to refine interventions when necessary.

19. Assessment of pupils' learning is satisfactory overall. Very effective ongoing, day-to-day assessment of pupils' work in literacy and numeracy is evident in the Year 3 to 6 class. Discussions with individual pupils during lessons and very constructive marking ensure that they have a good understanding of how they can improve their work. They are therefore confident about how they can meet the teachers' high expectations. Procedures for assessment in other subjects are less standardised and consequently less effective. Whilst extensive photographic records are kept of pupils' work, these tend to show what pupils have done but not how well they have done it. Staff recognise that more detailed procedures for assessment are an essential requirement of the extensive review of curriculum planning that is currently being undertaken. They have set themselves the target of identifying appropriate opportunities for assessment in future planning.

Summary of teaching observed during the inspection in 19 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 8 | 6 | 5 | 0 | 0 | 0 |

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

THE CURRICULUM

The school provides a satisfactorily broad and balanced curriculum to promote the academic and personal development of its pupils in Years 1 to 6 while the curriculum for the Foundation Stage is good. There is a strong commitment to ensuring that all pupils have equal access both to the day-to-day curriculum and to the very good range of enrichment activities that the school provides. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- There is a strong team of teaching and support staff who are dedicated to providing interesting and exciting activities for pupils of all abilities during and beyond the school day.
- Provision for pupils with special educational needs is good.
- There is too little emphasis on the development of writing or ICT skills across the curriculum.
- Classroom space is very restricted and it is only very good organisation by teachers that overcomes the negative impact that this could have on pupils' learning.

Commentary

20. There has been satisfactory improvement in the curriculum since the last inspection. Good quality has been maintained or new strengths have emerged in several areas, whereas weaknesses have developed in others. For example, the school has successfully maintained a good curriculum in the Foundation Stage and is implementing the National Literacy and Numeracy Strategies very successfully. These strengths are contributing well to pupils' achievement and raising standards. The emphasis placed on the creative arts is also raising standards, particularly in art and design. In addition, inspectors share the parents' view that pupils enjoy an inclusive curriculum which emphasises individuality and creative development. To this end, it provides very good

enrichment activities through adventurous residential visits and specialist teaching in art, pottery, music, drama, French and German, supported by a good range of clubs, sports and visits to places of interest. There is also appropriate planning for personal, social and health education and citizenship which enables pupils to explore moral and social issues, guides them towards a healthy life style and gives them opportunities to discuss their own physical and sexual development.

21. The school has placed considerable emphasis on maintaining or improving standards in the key areas of English, mathematics and science in recent years. This has, on the other hand, diverted teachers' attention from its intention to create imaginative links between subjects through detailed long-term planning, an aspect which was judged as very good in the last inspection. The main consequence of this change of emphasis is that teachers do not include the development of writing skills or the use of ICT in their planning for all subjects. The absence of sufficient writing in history, geography and religious education has additional importance because it significantly reduces the evidence available to teachers to measure progress or confirm that all aspects of the curriculum have been successfully covered. To address such weaknesses, a full review of curricular planning has recently commenced. Curricular provision for pupils with special educational needs is good. Learning support assistants work well with teaching colleagues to plan work and create realistic and achievable targets for pupils who need extra help.
22. The headteacher, teaching and support staff form a well-qualified and capable team whose excellent relationships with the pupils and the community have a positive impact on the quality of education the school provides. They take full advantage of the best features of a closely-knit community and a beautiful rural environment to create a positive ethos for learning and prepare children well for the next stage in their education. Accommodation and resources are satisfactory overall. However, while external facilities are good and act as a good stimulus for pupils' learning, the internal accommodation has severe limitations. Classroom space is very restricted, most especially in the Year 2/3 classroom. Teachers are often reliant on fine weather as in some lessons the only way to provide the space needed by different groups of pupils for their learning activities is to have some indoors and others outdoors. A particular problem in the Year 2/3 classroom is that pupils have only restricted use of computers throughout the day and this has a negative impact on their progress. Resources for teaching and learning are good for music, games and the outdoor learning environment. Resources are satisfactory for other subjects but some ICT equipment is out of date and the quantity and quality of library books is barely satisfactory though there are firm plans for extending the stock. The accommodation is well maintained by the school caretaker and this is important to staff as it helps them in their efforts to minimise the negative effects of restricted space on the quality of pupils' learning.

Care, guidance and support

The school has good procedures for care, welfare, health and safety. Pupils receive good support, advice and guidance on their personal development. Induction is good and the involvement of pupils in the school's work and development is good.

Main strengths and weaknesses

- SUPPORT, ADVICE AND GUIDANCE TO PUPILS ARE GOOD.
- THE SCHOOL PROVIDES GOOD STANDARDS OF CARE, WELFARE, HEALTH AND SAFETY.
 - INDUCTION ARRANGEMENTS ARE GOOD.
 - PUPILS' VIEWS ARE SOUGHT AND VALUED WELL.

COMMENTARY

23. PUPILS ARE VERY HAPPY IN SCHOOL. THEY ARE PART OF A CARING COMMUNITY, IN WHICH THEY ARE CONFIDENT, TRUST THE STAFF AND ARE AWARE HOW THEY CAN OBTAIN HELP. THIS HAS A POSITIVE EFFECT ON THEIR LEARNING AND THEIR PERSONAL DEVELOPMENT. THE SCHOOL'S SMALL SIZE IS GENERALLY A POSITIVE FACTOR IN PUPILS' WELFARE. TEACHERS AND OTHER STAFF KNOW THEM VERY WELL. THEIR PERSONAL DEVELOPMENT IS INFORMALLY BUT WELL MONITORED SO THAT STAFF CAN QUICKLY RECOGNISE THEIR NEEDS AND THEREBY PROVIDE GOOD STANDARDS OF PASTORAL SUPPORT AND CARE. STAFF ACT QUICKLY TO ASSIST ANY PUPIL WHO IS CONCERNED OR IN NEED OF SUPPORT.
24. THERE ARE GOOD POLICIES AND PROCEDURES RELATING TO HEALTH, WELFARE AND FIRST AID. THERE ARE ALSO GOOD PROCEDURES IN PLACE FOR CHILD PROTECTION. THERE IS GOOD CO-ORDINATION WITH OUTSIDE AGENCIES SO THAT FURTHER SUPPORT MAY BE PROVIDED IN APPROPRIATE CASES. THE SCHOOL RECEIVES REGULAR PROFESSIONAL SUPPORT ON HEALTH AND SAFETY FROM THE LOCAL AUTHORITY. THE SUPERVISION OF PUPILS IS GOOD. THESE POSITIVE ARRANGEMENTS REFLECT THE SCHOOL'S STRONG COMMITMENT TO CARE AND WELFARE. PUPILS FEEL SAFE AND CARED FOR AT SCHOOL AND THIS IS THE FOUNDATION OF THEIR POSITIVE ATTITUDES TO SCHOOL AND TO LEARNING.
25. Staff work closely with parents and there is effective liaison with staff of pre-schools. The school's caring environment ensures that children entering Reception and those transferring from other schools are supported well. As a result children settle in quickly and happily to their new school. This helps them to achieve well.
26. The school's overall arrangements for involving pupils in the work and development of the school are good. There is an openness in which pupils' views are valued. They are encouraged to fully express themselves in lessons and contribute to the running of the school. Their views are actively sought. They are encouraged to comment on school matters in assemblies and on specific issues in classes, for example on school spending decisions and on the residential visits.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has very good links with parents and the community and satisfactory links with other schools.

Main strengths and weaknesses

- The very good relationships between parents and the school ensure strong parental support.
- The school has established very good links with the community.

Commentary

27. The school adopts an open door policy in its relations with parents and this is very successful in ensuring that parents feel the school is accessible, that they are welcomed and that members of staff are approachable. Parents hold the school in very high regard and are very appreciative of its achievements, providing very good general and financial support. A significant number of parents provide direct support in classes with activities such as reading, for example.
28. The school communicates frequently with parents and as a result, they are productively engaged with the school's educational direction and are better able to support their children, for example, with homework. Both the prospectus and the annual governors' report are well produced and informative.
29. Parents are kept fully informed about their children's progress through the consultation meetings with staff and informal contact throughout the year. Meetings are well supported by parents. The pupils' annual reports are very good, providing detailed informative guidance for parents. They also include targets for future development. The information in reports has good impact on pupils' progress and standards.
30. The school has established very good links with the community. There are excellent links with the church, which enable the school to use its facilities for musical and dramatic productions. The village hall and the adjoining playing field are also valuable community assets, which are used extensively by the school and thereby extend well the range of learning opportunities. A local village fete committee has provided additional financial support for creative arts and its teaching. Local residents regularly visit the school and talk to pupils about the local area. There are good commercial links, which have resulted in valuable sponsorship for residential visits, sports day and a covered play area. The school has satisfactory links with the main secondary school, other local primary schools and pre-schools. All of this very effectively contributes to the pupils' learning and personal development.

LEADERSHIP AND MANAGEMENT

The headteacher leads the school very well. Governance is good and key staff lead and manage their subjects effectively.

Main strengths and weaknesses

- The headteacher's very good leadership is held in the highest regard by all members of the school community.
- A shared vision of the school's ambitions and goals is guided by good strategic planning.
- Successful delegation of subject leadership responsibilities has led to good leadership and management by the staff involved.

Commentary

31. In their responses to the questionnaire and at the pre-inspection meeting, parents unanimously showed their admiration for the headteacher's leadership of the school and this was echoed throughout the inspection by school staff, governors and visitors. His caring style of leadership shows itself particularly in the strong commitment to the continuing professional and personal development of staff and in his thorough knowledge of each pupil in the school. His very good leadership was recognised by the previous inspection, which also stressed the need for more delegation of responsibility to other members of staff. This remains a priority, although some progress has been achieved recently by the division of responsibilities for subject leadership amongst teaching staff, all of whom are part-time. Whilst the headteacher remains highly effective as a leader, manager and teacher, his workload remains very high. This is not lessened by his decision to teach full-time during the long period of absence of the teacher who normally teaches his class for one day per week.
32. There is a clear vision of the priorities for school development and improvement that is shared by all members of the school community. A very effective consultation process precedes annual school improvement planning. This enables staff, parents and pupils to contribute ideas for consideration by the Governing Body's School Development Group. Governance of the school is good and ensures good strategic planning for the medium and long term. The governing body reviews constructively the school's performance in national tests and has a good awareness of recent trends. The governors ensure that all statutory requirements are met.
33. A move towards a more corporate management structure has resulted in all teachers having responsibility for leadership of several subjects. Although a recent development, this is having a positive impact through the good leadership and management being achieved by these staff. Their action planning identifies clear targets for a year, with appropriate success criteria against which to measure progress. Beyond the priorities that they have established for their subjects, staff are collectively undertaking a major review of the curriculum. This is due to initial audits of present curricular planning indicating areas that need developing. As a result of this good, constructive self-evaluation, staff are in a good position to improve further the already good quality of education. The good relationships between staff, and the effective communication between teachers who share the teaching of individual classes, lead to a generally good awareness of the quality of teaching and pupils' standards.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|--|-------|
| Total income | 220,831 | Balance from previous year | 2,177 |
| Total expenditure | 223,912 | Balance carried forward to the next year | - 904 |
| Expenditure per pupil | 3,343 | | |

34. The school's financial management is good because it ensures that the principles of best value are applied effectively to management and the use of resources through appropriate consultation, comparisons of performance, the school challenging itself and ensuring the best possible service through competition. Through carefully controlled expenditure, the school is currently able to maintain the present staffing levels and include items such as any necessary subsidy for the programme of residential visits. Such expenditure is viewed as a reflection of specific priorities in maintaining the overall quality of education. This does mean that all the school's funding is fully accounted for in

the budget for a year. The small overspend last year was due to early payment of large items of expenditure that had originally been planned for the following financial year. The school has an above average proportion of pupils with special educational needs (SEN) and supplements the external funding for these pupils from its own resources. The quality of support for these pupils, and the good progress that they make, indicate that this is good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the children in the Foundation Stage is **good**.

Main strengths and weaknesses

- Very good teaching and learning result in children achieving well.
- Children are on track to exceed the early learning goals set for the end of the Reception Year in their personal, social and emotional development, communication, language, literacy and mathematical development.

- A high standard of care is provided by the teacher and learning support assistant and relationships between children and adults are very good.
- Current arrangements for assessing children's attainment when they start school do not provide enough information for detailed tracking of progress.

Commentary

35. In recent years, children have entered the Reception class with average levels of attainment overall. More recent indications are that attainment on entry is beginning to rise, particularly in relation to language, literacy and personal and social development. Children come from a wide range of pre-school providers and benefit from a staggered intake into school. Parents receive useful information and value the smooth and well organised transition into school. As a result of consistently very good teaching, the children admitted this term have made a positive start and are progressing well. Even at this early stage in the term, pupils' personal, social and emotional development and their communication, language, literacy and mathematical development are above expectations overall. They are on track at least to attain the early learning goals in knowledge and understanding of the world and in creative development.
36. Daily sessions are very well prepared and carefully organised by the Foundation Stage leader. The major strength of her teaching is that she chooses imaginative activities which fully engage the interest of the children and has an excellent ability to communicate at precisely the right level for children of this age. She has a very good working knowledge of the Foundation Stage curriculum and ensures that, in this mixed-age class, children are not introduced to the National Curriculum until they are properly ready. Similarly, her knowledge of children's individual strengths and weaknesses and her good assessment of their day-to-day progress ensure that all children learn at the rate most suitable to their needs and ability. There is room for improvement, as there is currently insufficient detail in the medium- and long-term planning for each area of learning of the Foundation Stage curriculum. However, the current lack of detailed overall planning would make it difficult for a colleague or replacement teacher to plan lessons or measure children's progress in the event of the class teacher's absence. In order to improve the tracking of children's progress from the outset, the Foundation Stage leader is liaising with pre-school providers to gain a clearer understanding of the children's attainment on entry to the school.
37. The learning support assistants provide very good care, work conscientiously and have a positive impact on children's progress. However, they have had little training in the management, assessment and teaching of groups of children on their own, particularly when working away from the direct supervision and influence of the class teacher. This means that they are not always as perceptive as they might be in ensuring that all children are making the progress of which they are capable at all times. There are very good relationships between the class teacher and the learning support assistants and together they form an effective team which consistently provides a day filled with interesting and exciting activity for children in the Foundation Stage. Consequently, children are keen and interested and enjoy coming to school. They behave very well, are very clear about what is expected of them and quickly and readily adapt to the daily routines. For example, as soon as they arrive in school after the weekend they are eager to get started and quickly settle to share and talk about a book with a partner or get on independently

with other activities. Because relationships with staff and other children are so good, children in the Reception class work happily with children of their own age and with pupils in Years 1 and 2. This has a very positive impact on their personal and social development.

38. The teacher's strong awareness of the principles underpinning the Foundation Stage curriculum ensures that she organises a good range of practical sessions to develop their **communication, language and literacy** skills. Through imaginatively planned activities such as the 'old fashioned car' role-play, children are successfully encouraged to express themselves clearly and to listen closely to each other. In small, teacher-directed groups they are encouraged to respond in sentences and sufficient time is given for individual children to reply. Even at this early stage, they are rapidly developing their knowledge of initial sounds and quickly associate them with pictures or the written word. Some write their names and words which they find in the word banks around the room, with many letters formed accurately.
39. Children make good progress in their **mathematical development** as a result of the well planned, practical activities provided for them, which are also great fun. For example, in an extremely well prepared session, children thoroughly enjoyed a game where they were shown part of a coin and had to name it, and were then asked to find and count coins hidden in sand by a partner. When 'shopping' for toys the more able children added to the value of 10 pence or more, which is well above expectations for their age.
40. Teaching also demonstrates the use of imaginative links between subjects in order to promote children's **knowledge and understanding of the world** as well as their **creative development**. This was clearly reflected in the work children were doing on old and new vehicles during the inspection. For instance, talking about, sorting and examining old and new cars had a positive impact on their appreciation that the world was different before they were born. At the same time, their bold paintings, prints and clay models of cars and the role-play they took part in contributed strongly to their creative skill and to their knowledge and understanding of the world. Religious education is an integral part of the curriculum for the Foundation Stage children.
41. There were no opportunities to observe the school's arrangements for promoting **physical development** through the use of apparatus or outdoor activities. However, children's previous work and the lessons seen during the inspection demonstrate that they have at least adequate opportunities to develop manual dexterity through activities involving cutting, sticking, drawing and using a computer keyboard.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall, standards are above national expectations in Years 2 and 6 and pupils achieve well.

- The co-ordinator provides good leadership for the subject.
- There are too few opportunities to develop pupils' writing skills through teaching in other subjects.

Commentary

- Standards in Year 6 are securely above the national expectation in all aspects of the subject due to the consistently good quality of teaching that those pupils receive. In Year 2, standards are above the national expectation in speaking, listening and reading even at this early stage in the year. In writing, standards are at the national expectation and fewer pupils than in previous years are working at the higher level. This is because, while the overall quality of teaching in English lessons is good in Years 1 and 2, there are too few opportunities for pupils to write at length in subjects across the curriculum and this slows down the pace of development. Overall, pupils achieve well throughout the school and the good quality of support for pupils with special educational needs enables them to progress as well as their classmates. There has been satisfactory improvement since the last inspection.
- Teachers throughout the school make good use of the introductory sessions at the beginning of lessons to ask sharply focused questions and use a range of good strategies, such as asking pupils to prepare clear answers with a partner or in groups. Year 2 pupils are entirely confident about addressing pupils or adults during lessons or while at play, and do so with consistent clarity. Very few need to be prompted or helped by an adult at this stage. The school's good use of the local community as a resource for teaching and learning has a very positive impact on the development of speaking and listening skills as pupils grow older. In a very good history lesson for pupils in Years 3 to 6, for example, they all spoke confidently to the visitors who had come to be interviewed about changes in Berry Pomeroy School over the years. The majority of Year 6 pupils asked thoughtfully-framed and articulate questions, in some cases reflecting standards well above national expectations for their age.
- The school establishes secure reading skills in the Reception/Year 1 class through carefully structured teaching of the various letter sounds and blends. This is supported by regular group reading sessions and, by Year 2, most pupils confidently read familiar stories without help. Many more capable pupils exceed the expected levels for their age because they read with expression, are developing an interest in a favourite author or are comfortable reading non-fiction books as well as stories. This is because they develop the habit of sharing and enjoying books from an early age and enjoy a lot of help from teachers, support staff, volunteer helpers and from parents at home. The vast majority of pupils in Year 6 have developed healthy attitudes towards reading and all are familiar with books by at least two authors. Research skills are well developed at this stage and pupils are used to finding information on the Internet or from reference books. Higher-attaining pupils make clear and sophisticated comparisons between the styles of story-telling employed by different writers and have reached the stage where they are collecting sets of titles by their favourite author. Good additional support is provided for pupils with special educational needs which builds confidence and self-esteem.
- Standards in writing match the national expectation for pupils in Year 2. Most pupils place events in their correct sequence and write them as clear, recognisable sentences

with capital letters and full stops. A small minority write accurately at greater length, for example to retell a familiar story, reflecting standards just above the national expectation for their age. Most pupils' handwriting is clear, consistently formed and well presented. Standards are securely above the national expectation in Year 6. The vast majority of pupils write stories independently, organising their work into paragraphs and are familiar with writing for different audiences. They adapt their style accordingly, for example, to write informally as in, "After that we went to Ianni's Ices to taste the best ice cream in Keraki", or to introduce tension into their story writing, as in, "She walked in the door and directly to her left there was a shelf full of puzzling books".

46. The quality of teaching is good overall and some very good lessons were seen during the inspection. A strength of teaching throughout the school is that teachers have a good knowledge of pupils' individual strengths and weaknesses. This is supported by regular assessment of written work which provides further information about progress. The excellent relationships which exist throughout the school provide a good platform for discussion between adults and pupils about how they can improve their work. There is also an emphasis on encouraging pupils to research independently and to discuss ideas in groups, which has a very positive impact on the development of speaking, listening and reading skills. By the same token, however, this sometimes leads to too little time being left for written work and the expectation of the pace and productivity of pupils' work is sometimes too low.
47. The leadership of the subject is good. The school gives a high priority to promoting good attitudes to literature through very positive initiatives such as 'Shakespeare for Kids', drama, links with a local poet and regular book weeks. The quality and range of fiction and non-fiction books in the school library are limited but the school has good plans to update them as soon as finance becomes available.

Language and literacy across the curriculum

48. The school successfully promotes the development of speaking, listening and reading in all subjects across the curriculum. However, teaching in subjects other than English provides far too few opportunities for pupils to practise and improve their extended writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching helps pupils to achieve well.
- Standards are above the national expectation in Year 2 and Year 6.
- Assessment is well developed and pupils' progress is carefully tracked.
- Pupils' mathematical skills are developed well in other subjects.

Commentary

49. The good provision at the time of the last inspection has been maintained, with improvement in aspects that needed attention such as the quality of teaching of Year 2 pupils and subject leadership. The consistently good teaching and learning are founded on teachers' good attention to the needs of pupils of differing abilities. Pupils are grouped more by ability than age and this helps them all, including those with special educational needs, to achieve well because their work is set at the right level for them as individuals. Teachers constantly encourage pupils to explain answers to calculations and working methods. This develops well their ability to think mathematically. Lessons proceed at a brisk pace and pupils work conscientiously. The buzz in lessons is a sign of pupils enjoying their work and it reflects the enthusiasm that teachers have for the subject. The format of the National Numeracy Strategy is implemented successfully and good use is made of appropriate computer programs to reinforce pupils' learning.
50. Pupils' good achievement results in standards that exceed national expectations in Year 2 and Year 6. Year 2 pupils count confidently in twos, fives and tens. They use this foundation of a secure knowledge of numbers to aid mental and written calculations. In other aspects of mathematics they understand that three-dimensional shapes differ in the number of edges, faces and vertices. By Year 6, pupils are working accurately with large numbers and use a variety of methods to perform operations such as long multiplication and division.
51. The targets set for pupils, whether long-term for performance in national tests or short-term for the learning to be acquired during a lesson, are challenging and motivational. Pupils also gain good understanding of what they need to do to improve from constructive marking of their work. This is particularly helpful for pupils in the class of pupils in Years 4 to 6. These pupils additionally carry out a simple form of self-assessment by writing comments in their books about what they found easy and/or difficult in a topic. Such feedback by the pupils is additional information to support the teachers' good records of pupils' progress. The subject leader's thorough knowledge of individual pupils' progress is a strong feature of the good leadership and management of the subject that has developed since the last inspection.

Mathematics across the curriculum

52. Mathematics supports work in other subjects well and teachers plan imaginative learning activities that consolidate and extend pupils' mathematical understanding. Examples seen during the inspection illustrate this well. Pupils in Years 4 - 6 investigated the Biblical reference to Goliath's height and successfully compared this measurement in units of cubits and spans to the corresponding metric measures. They also delighted in showing how much higher their lifesize painting of Goliath is than the height of pupils and adults in the school. Goliath's significant height advantage over the headteacher particularly impressed them. In science, pupils in Years 3 and 4 successfully collated a wide range of data from accurate measurement of sunflowers that they had grown and pupils in Year 2 recorded data on birth weights.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 achieve well and standards are above the national expectation.
- Teaching and learning are good but assessment is satisfactory.
- The strong practical element of lessons captures pupils' interest and enthusiasm.

Commentary

53. Pupils achieve well in Years 3 to 6 and satisfactorily in Years 1 and 2. Standards are above the national expectation in Year 6 and match the national expectation for pupils in Years 2. Throughout the school, pupils with special educational needs are making the same progress as their classmates. This is largely due to the positive impact of support staff on their learning but the pupils themselves are also very supportive of each other. For example, in one lesson seen the quality of learning of a pupil with special educational needs was seen to benefit from the quiet encouragement and help of a fellow group member.
54. Teaching is good and a significant feature of the activities planned by teachers that leads to good learning by pupils is the emphasis placed on developing pupils' good understanding of scientific enquiry through a consistent 'hands-on' approach. In all science lessons seen, pupils were involved in exploration, experiments and challenges which encouraged their thinking and evaluation skills. Such provision is occasionally hampered by cramped classroom conditions that prevent groups of pupils from having sufficient space to set up investigations. This was very evident when pupils in Years 1 and 2 were trying to find out the effect of distance on sound travelling through air. Teachers prepare resources carefully, use teaching assistants effectively, and constantly challenge their pupils to draw scientific conclusions. Pupils frequently work in small groups and, as their interest is constantly sustained by the challenges, their behaviour and personal development are often good. Pupils in Years 5 and 6, challenged to design practical methods of testing the insulating properties of different materials, demonstrated their very good understanding of the principles that make a test fair and valid. They explained well the importance of changing only one variable at a time. The teacher constantly challenged and developed their scientific thinking through good questioning. The contribution of science to the development of pupils' speaking and listening skills is generally well developed because teachers constantly ask pupils to explain their reasoning and use correct scientific vocabulary. Such features of lessons aid teachers' assessments of pupils' ongoing progress satisfactorily but the procedures for more formal assessment of their learning, for example, at the end of a topic, are not consistent.
55. The leadership and management of science are satisfactory. The new subject leader has produced a purposeful action plan for gaining an overview of teaching and pupils' standards throughout the school. Priority in curriculum development is rightly given to developing the use of ICT to aid pupils' learning in science because there is too little evidence of this in the present planning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Standards have been maintained in Year 2 and improved in Year 6 since the last inspection.
- The use of ICT is not included in the planning for subjects across the curriculum.

- Some equipment is out of date and access to computers for pupils in Years 2 and 3 is restricted by the size of their classroom.

Commentary

56. Standards in Years 2 and 6 meet the national expectations for pupils in those age groups. Pupils use computers regularly, in particular to edit and publish stories they have written and to a lesser extent to help them in activities such as designing puppets or creating images for their artwork. Keyboard skills are adequate and pupils competently save, file and access their work. Pupils in Year 6 have regular opportunities to use computers, in particular for research and this has a positive impact on their overall confidence to solve problems for themselves and to quickly access the information they need. They are familiar with the wider uses of technology, for example to send electronic mail, control and operate objects they have made such as Victorian fairground rides, or to program desktop robots.
57. Leadership of the subject is satisfactory. Since the last inspection, the subject leader has improved the overall quality and range of equipment available to pupils in the Year 4 to 6 class. This has resulted in better standards for pupils in Year 6 and reflects good improvement in the subject overall since the last inspection. However, some equipment currently in use is becoming outdated and inhibits staff being able to keep abreast of curricular requirements.

Information and communication technology across the curriculum

58. Whilst pupils sometimes use computers to help them with aspects of their work in other subjects, the use of ICT is not fully integrated into long-term curricular planning. Additionally, because space in the Year 2/3 classroom is very limited, it is difficult to ensure that pupils in that class have regular access to computers as an integral part of their day-to-day learning in all areas of the curriculum.

HUMANITIES

59. Too little evidence was gained from the inspection to make secure judgements about provision in **geography and history**. Through self-evaluation, the school has established that gaps exist in pupils' learning and this has led to priority being given to these subjects in the whole-school review of curriculum planning that is currently being undertaken.
60. Pupils' work in **history** was sampled during the inspection, pupils were spoken to about their work and one lesson was seen. Teachers' planning confirms that the subject is taught on a regular basis. In the lesson seen, which was very good, pupils' were enthusiastic and keen to learn, asked thoughtful questions and showed good knowledge and understanding of the topic under discussion. On the other hand, analysis of past work strongly suggests that far too little time is devoted to teaching the skills of selecting and recording information from a wide variety of different historical sources.
61. One geography lesson was seen and, again, there was too little written evidence to enable an accurate assessment of overall provision and standards. Curriculum

guidelines are in place and the lesson seen, which was good, confirmed that the school makes positive use of strong links with the community to promote very good attitudes to learning. In this case, pupils' questions to visiting friends of the school who had lived in the village since childhood showed good awareness of the economical and physical changes that had taken place in the area over time. The evidence gathered from analysis of previous work indicates that the technical skills such as map making, using ICT to help in geographical investigations or recording information in different ways are sufficiently developed.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are useful links with the community which support pupils' understanding of different religions.
- There are too few opportunities for pupils to record thoughts and ideas in writing.

Commentary

62. Pupils' attainment is broadly in line with the expectations of the locally agreed syllabus. This reflects the findings of the previous inspection. The coverage of the curriculum, the quality of teaching and learning and the achievement of pupils of all abilities are satisfactory.
63. Teachers make good use of strong links with the local church to promote the school's Christian ethos and pupils gain an adequate understanding of Bible stories and Christian beliefs as they grow older. Similarly, they use the very positive relationships with the local community to enable pupils to compare Christianity with other religions. For example a Jewish friend of the school visits on a regular basis to demonstrate and discuss Jewish beliefs and celebrations. These occasions provide pupils throughout the school with opportunities to develop a respect for the beliefs of the others in the same community and the experience makes a positive contribution to their personal development. Appropriate use is made of other resources such as video recordings to explore and compare other religions such as Hinduism.
64. Lesson observations show that teaching provides reasonable opportunities for pupils to develop knowledge and understanding through discussion and role-play, which also contribute to the development of speaking and listening skills. On the other hand, scrutiny of previous work shows with equal clarity that there are very few occasions where pupils are encouraged or expected to record feelings, beliefs, stories and ideas in writing and this limits the pupils' long-term progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. No judgements have been made about provision in **design and technology** and **music** due to lack of evidence of pupils' work and only one lesson, in music, occurring during the inspection period. A photographic record is kept of each pupil's work in **design and technology** which indicates satisfactorily the quality of products being made. In Years 3 to 6 teachers'

assessments note pupils' acquisition of skills and attitudes to their work. However, there is insufficient firm evidence of how pupils develop ideas, design and plan or evaluate the product that they make. While discussion with pupils indicates that their work involves all these processes, the school's failure to retain any of this work makes it difficult to track pupils' progress over time. Teachers' planning shows that the full National Curriculum Programme of Study is taught. There is some good use of ICT, for example, in the computer-controlled fairground roundabouts that have recently been made by older pupils.

66. A specialist teacher is employed to teach **music** throughout the school. A rich variety of learning opportunities is provided that are often linked to the classroom topics but also ensure that there is a step-by-step progression in pupils' acquisition of the knowledge and skills that form the foundations of music making. Parents report pupils' standards to be very high but the school has produced no evidence to support this view other than a short filmed extract of an end-of-year performance. There are good resources for music. The subject leader's action planning has a range of appropriate targets for the current year that aim to improve still further the range of learning opportunities by focusing on composition and raising standards of singing.

ART AND DESIGN

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils' very good achievement results in standards being higher than the national expectation.
- A wide range of stimulating learning opportunities is provided.
- Teaching and learning are very good.

Commentary

67. Within the curriculum as a whole, the school places particular emphasis on providing pupils with a rich variety of experiences in art and design. Specialist teachers of art and pottery have worked at the school for a number of years. Pupils respond to this provision by producing artwork of a high quality and very good achievement is evident in all groups of pupils, including those with special educational needs. The effectiveness of provision has improved significantly since the last inspection with pupils' standards, teaching and learning and the planning of the curriculum all being of a higher quality.
68. Work in progress was observed in Years 1 and 2 and displayed work of older pupils was scrutinised. Pupils in Year 1 demonstrate a strong sense of pattern, good control of line and colour in sketches, paintings and prints. Large collage landscapes being created by Year 2 pupils show a good understanding of composition. The first lesson on this project also illustrated how well these pupils work collaboratively. The displayed work of pupils in Years 3 to 6 indicates that the range of media used for art-making broadens as pupils get older and they are successfully learning techniques such as a variety of methods of printing, the use of charcoal, chalk, ink and water pastel. Pupils also work confidently in three dimensions and their clay work is particularly impressive in its control of form and the quality of glazing and decoration.

69. Very good, skilful teaching by both a class teacher and the new, specialist art teacher produced very good learning by pupils in the two lessons observed. With pupils in Year 1, the teacher very successfully balanced teacher guidance on printing techniques with creating opportunities for pupils to experiment. Pupils in Year 2 were given an excellent range of materials for their group collage landscapes. Their decision-making about the best materials for different features of their work showed that much has been learned about colour and texture. The stimulus for both lessons was the class topic on 'Vehicles' and a good community link has been established by the pupils' work being scheduled for display in a local gallery. This is some compensation for the fact that the school's accommodation severely limits teachers' opportunities for effective display and celebration of pupils' work.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The subject leader provides very good leadership.
- Teaching and learning are good.
- Good opportunities are provided for participation in sport outside the school day.

Commentary

70. The good features of provision at the time of the last inspection have been maintained. The headteacher, as subject leader, leads and manages the subject very well. This leadership is a very effective source of support and guidance for colleagues. His guidance has also, over time, helped the school to provide a stimulating learning environment that has very good impact on pupils' physical development and education. By developing playground facilities and leasing the adjacent playing fields and village hall, a broad range of learning opportunities is made available to pupils. Even so, the hall is too small and also lacks the necessary range of apparatus to enable the teaching of the full National Curriculum Programme of Study for gymnastics. The dance programme is also adversely affected by this lack of space. Even so, pupils' standards in dance are above national expectations by the end of Year 2. The standard of gymnastics attained by the end of Year 6 is broadly in line with national expectations. Such standards are the product of good teaching. All pupils, including those with special needs, are achieving well.
71. Teaching and learning are good overall. Lessons have well-structured periods of warming up and cooling down and there is good emphasis on the principles of health-related exercise in teachers' questioning and in pupils' activity. Such features were present in the good teaching seen in a Year 2/3 dance lesson. Here, pupils' learning was also good because they had frequent opportunities to observe one another in order to develop their understanding of the characteristics of good performance. The teacher's good observational skills identified what pupils needed to do to improve and, through appropriate guidance, they were helped to improve their performance. This resulted in pupils who moved confidently and imaginatively, using the limited space well. Pupils were interpreting a theme of 'Colour' and this was a good link to poetry writing on the same theme in literacy lessons.

72. Despite the limitations arising from the small indoor facilities, a broad curriculum is taught. The provision for outdoor and adventurous activities, both water- and land-based, is especially good. This occurs during the annual residential visits that all pupils attend from Year 2 onwards. Pupils also have a good range of learning opportunities outside the school day. In addition to well-attended clubs for the major games, a skiing club is held at a local dry ski slope. One further, very good feature of pupils' physical education is their high levels of activity during lunchtimes. A wide range of games equipment is available for pupils to use and pupils organise themselves well, practise skills with enthusiasm and show high levels of respect for one another's use of space. Creative, structured physical play with milk crates, wooden planks and ropes is especially popular with all age groups. This innovative facility is a never-ending source of stimulus for pupils, who collaborate to create the most imaginative of structures.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

73. No lessons in personal, social and health education occurred during the inspection and an overall judgement on the quality of provision is not possible. Well-structured curriculum guidelines show how most learning activities are incorporated into other subjects and identify the skills, knowledge and attitudes and values that pupils are to learn. Recent national guidance for teachers on aspects of citizenship to be taught in primary schools is fully integrated into the range of learning opportunities being taught.
74. Learning activities are successfully linked to topics in literacy, science, religious education, geography, history and physical education. Additional links with the programme of residential visits, playtimes and assemblies show that the PSHCE programme is an integral feature of life and learning in all aspects of pupils' experiences at school. Through activities such as charity work, conservation and studies of other countries and cultures, pupils are gaining a secure knowledge and understanding of factors that influence their personal development. This is raising their awareness successfully and helping them to become responsible citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 3 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 2 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 3 |

| | |
|--|----------|
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils' needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| 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 | 4 |

| | |
|--|----------|
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

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

