

## INSPECTION REPORT

### **CANADA HILL COMMUNITY PRIMARY SCHOOL**

Newton Abbot

LEA area: Devon

Unique reference number: 113245

Headteacher: Miss D Knott

Lead inspector: Mr M S Burghart

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> April 2005

Inspection number: 266552

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 – 11

Gender of pupils: Mixed

Number on roll: 283

School address: Abbotsridge Drive  
East Ogwell  
Newton Abbot  
Devon

Postcode: TQ12 6YS

Telephone number: 01626 335595

Fax number: 01626 336548

Appropriate authority: The Governing Body

Name of chair of governors: Dr M Elkington

Date of previous inspection: June 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is a larger than average sized school in Newton Abbot in Devon. There are 283 pupils (21 greater than in 1999) on roll in ten classes, apart from a single age reception class and a single Year 2 class all other classes contain pupils from more than one year group. The school has an average proportion of pupils with special educational needs with three pupils who have statements of special educational need. No pupil requires extra help for having English as an additional language. The proportion of pupils joining or leaving at times other than in reception or from Year 6 is well below average and the school is effectively full. The attainment of children on entry to reception is about average, but represents a range and includes some children well below and some well above average. The school received an achievement award from the DfES in 2001 and became an Investor in People in the same year. It was recognised by the FA with a charter mark for football in 2005. The school is in the final stages of qualifying as a Healthy School. The headteacher has held this post only since September 2004 but was deputy for three years before this. A member of staff currently acts as deputy head pending a new appointment.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Science, Information and communication technology, Art and design, Physical education, Special educational needs. Personal, social, health and citizenship education.
9644	Mr M Whitaker	Lay inspector	
24342	Mrs D Franklin	Team inspector	Areas of learning for children in the Foundation Stage, English.
22578	Mr D G Jones	Team inspector	Mathematics, Design and technology, Music.
32296	Mr W James	Team inspector	Geography, History, Religious education.

The inspection contractor was:

MSB Education in association with Tribal Education

1 – 4 Portland Square  
Bristol  
BS2 8RR

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a very good school where pupils are happy to learn. Children behave extremely well and respond to school with excellent attitudes. Standards are high because teaching is usually very good and the school is very well led and managed. The school gives very good, and improved, value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English, maths and science when pupils leave the school.
- The learning environment is excellent as is the school's ethos.
- Pupils' attitudes, behaviour and personal development are excellent.
- Teaching is always at least good and very often very good.
- Curriculum provision opportunities for enrichment are very good.
- Very good care is taken of all pupils and all are fully included in all activities.
- Provision for special educational needs continues to be good.
- There are strong links with parents, other schools and the community.

The school has made very good progress since the last inspection in 1999. There have been very good improvements in accommodation with two new classes, a new Foundation Stage outdoor play area, a new library, and developments to the information and communication technology (ICT) suite and resources. Improvements to outdoor facilities to encourage pupils to observe nature and learn consideration for the environment are excellent. Considerable improvement to planning and assessment has upgraded the curriculum and has raised the quality of teaching from good to very good. Provision for reception has been improved since being raised as a key issue. Strengths identified in the last report have been consolidated and, although there is still work to do in some subjects, the overall quality of leadership and management has been further developed.

### 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	A	A	B
Mathematics	B	A	A	B
Science	D	B	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.*

The table shows that standards have risen following a dip in the interim gap between inspections. The school's performance in both Year 2 and Year 6 was well above average last year. Presently reading standards are very good by the time pupils leave and are complemented by good writing, and, now, very good speaking and listening. The school does well in helping pupils develop their problem solving and experimental skills in science, which are considered very good. Comparisons in 2004 with similar schools were slightly less successful in English and maths than against all schools but this is being addressed with much more rigorous assessment. Standards for pupils currently in Year 6 are above

average in maths and well above in English and science. Throughout the school pupils achieve at least well. ICT standards are consistent with expectations and those in religious education meet the expectations of the locally agreed syllabus. Standards in other subjects are at least as good as expected nationally with noted strengths in dance and art. Children in reception at least meet all the required early learning goals before joining Year 1. Pupils' personal development is excellent with strong features in moral and social aspects. Behaviour is excellent and pupils have excellent attitudes. Attendance is very good.

## **QUALITY OF EDUCATION**

The school provides a very good standard of education. Very good planning supports a very good, well balanced and relevant curriculum. All pupils are fully included in all activities and work is well matched to pupils' abilities. The Foundation Stage curriculum provision has been improved from satisfactory to good overall. Teaching throughout is usually very good and very effectively enables pupils to learn, make progress and achieve at least well. Highlights in teaching are in excellent relationships, perceptive questioning and, in core subjects, very good use of assessment to prompt improvements. Teaching assistants make a significant contribution to teaching and learning, particularly in special educational needs where provision is good. Very good use is made of very good links with parents and with other schools and good links with the local community to develop pupils' learning. The school takes very good care of pupils.

## **LEADERSHIP AND MANAGEMENT**

Already the new head provides very good management. There are very good features in her leadership which encourage high quality working relationships and a strong sense of teamwork amongst staff. Together with the governors, head and senior staff have created a very good school development plan that gives the school very clear educational direction, and (with the very good contribution of office staff) ensures very efficient use of finance and very good strategic management. Governance is good. Governors are highly committed and give the school very good support. Subject co-ordinators' contribution is good overall with clear strengths in English, maths and science. As a result of very good care and maintenance, accommodation is in very good condition.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The school's reputation is high and it is effectively full. Parents have very positive views especially about high expectations, fair treatment and how pupils are helped to mature. A significant minority feel that they could be better informed about pupils' progress. The school is aware of the unpopularity of last year's move away from individual consultation meetings between staff and parents and is to change back in the autumn term. Inspectors find that reports are excellent and much improved. Pupils clearly like school. They particularly like the staff, extracurricular activities, and how they are treated and listened to.

## **IMPROVEMENTS NEEDED**

In the context of this very good school there are no key issues to address. The school is continually looking for ways to improve further. Provision in the Foundation Stage, further improvements in ICT, and enhancing the roles of subject co-ordinators all feature in forward planning. Inspectors confirm these are appropriate areas for development.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Standards of attainment on entry into school are as expected in all areas of learning. Achievement is good in reception and by the start of Year 1 of the National Curriculum overall attainment is above average in most areas of learning, except in personal, social and emotional development which is excellent. Attainment in creative development is average. Pupils achieve very well in Years 1 to 6. Standards of work seen are above average at the end of Year 2 and well above average at the end of Year 6.

#### **Main strengths and weaknesses**

- Pupils achieve very well in English, science and numeracy, and standards are well above average by the end of Year 6
- The development of pupils' speaking and listening skills is a strength of the school and pupils' attainment is well above average.
- Pupils do not attain as well in the using and applying of mathematics as in other aspects of the subject.
- Pupils' attainment is well above average in art and dance by the end of Year 6.

#### **Commentary**

1. Children start school with levels of attainment that are expected for their age. Achievement is good in reception because the quality of teaching and learning is consistently good. Teaching and learning is extremely good in personal, social and emotional development and children achieve very highly in this area of learning. In all other areas of learning, by the time children start Year 1 of the National Curriculum, many have exceeded the early learning goals. This is better than at the time of the last inspection. Achievement is now good in communication, language and literacy, mathematical development, physical development and knowledge and understanding of the world, and satisfactory in creative development.

2. Achievement is at least good in Years 1 and 2 and by the end of Year 2 standards in English, mathematics and science are above average. Standards in speaking and listening are well above average because the school has successfully focused on this aspect of English. Attainment in ICT, history, geography, music and design and technology are in line with national expectations and those in religious education meet the requirements of the locally agreed syllabus. Standards are similar to those at the time of the last inspection and there is now no significant difference between achievement of the more capable pupils and the rest of the class in mathematics and science, which was a concern in the last inspection.

3. By the end of Year 6 standards are well above average in speaking and listening, reading and science. Achievement is often very good. All teachers are successfully planning specific blocks of work aimed at developing speaking and listening skills and this is having a positive impact on pupils' learning. Standards in writing are above average, which is not as good as test results in the previous year. This is because a small number of pupils, identified by the school, are not anticipated to achieve the expected level 4. However, the school is providing good support for these pupils and they are achieving very well.



Standards in numeracy are well above average by the end of Year 6, although standards in mathematics are above average overall. Standards in using and applying mathematics, although average, are not as good as other aspects of mathematics. Attainment in ICT is as expected nationally at the end of Year 6. Improved resources are having a positive impact on attainment but standards are not yet as good as in some other subjects. Attainment in religious education meets the requirements of the locally agreed syllabus. In design and technology, history, geography and music pupils achieve National Curriculum levels expected for their age. Standards in art are well above average by the time pupils leave the school. No judgement can be made on attainment in physical education because of insufficient evidence, although inspection findings indicate very good attainment in dance. Standards overall have improved since the last inspection in English and science and are similar to the last inspection in other subjects.

4. In National Curriculum test results in 2004 for pupils in Year 2 attainment was well above average in reading and mathematics and above average in writing. In comparison to similar schools, standards were average in reading and writing and well above average in mathematics. The trend in the school's average National Curriculum points for all pupils in reading, writing and mathematics was broadly in line with the national trend. There was no significant difference in the attainment of boys and girls.

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	17.1 (17.9)	15.8 (15.7)
Writing	15.3 (15.3)	14.6 (14.6)
Mathematics	18.2 (18.0)	16.2 (16.3)

*There were 39 pupils in the year group. Figures in brackets are for the previous year*

5. Test results for pupils at the end of Year 6 in 2004 were well above the national average in English, mathematics and science. In comparison with similar schools they were above average in English and mathematics and well above average in science. The performance of pupils was well above the norm for their age.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	29.2 (29.1)	26.9 (26.8)
Mathematics	29.0 (29.0)	27.0 (26.8)
Science	31.2 (29.8)	28.6 (28.6)

*There were 41 pupils in the year group. Figures in brackets are for the previous year*

6. Pupils with special educational needs achieve well, and frequently very well. Many get close to (and some reach) the levels expected of eleven year olds by the time they leave the school. This has a significant effect on the school's overall performance.

7. Pupils are effectively encouraged to use their numeracy and ICT skills well across the curriculum. The use of literacy skills in other subjects is a real strength of the school and developing very well. For example teachers link geography and literacy and organise debate about the plight of Mexicans crossing the borders into the United States of America. Good use is made of writing to develop skills across the curriculum.

## **Pupils' attitudes, values and other personal qualities**

In response to an excellent ethos, high expectations and example, pupils' attitudes, behaviour and personal development are excellent. Their spiritual, moral, social and cultural development is very good (with social and moral development being excellent). Attendance is very good.

### **Main strengths and weaknesses**

- Pupils display excellent attitudes to school.
- Pupils' behaviour is excellent.
- Relationships at all levels are excellent.
- Pupils' spiritual, moral, social and cultural development is very good.
- Attendance is very good.

### **Commentary**

8. Pupils have excellent attitudes to their learning. They are keen and enthusiastic; throughout the school there is a buzz of interested activity. In the lunch break, for example, groups of pupils were seen using the computers to look up details of various wild creatures they have seen, and in a classroom, the recorder group was seen practising. In lessons, pupils of all abilities and all ages focus on their tasks and work hard. The youngest children, in the reception class, are secure and confident in well established routines, and display excellent personal, social and emotional development. Pupils enthusiastically take advantage of the opportunities offered by the school. There is a wide range of extracurricular activities (especially for older pupils, from Year 3 onwards) and the great majority of pupils take up at least one of these opportunities. There is keen interest in standing for election to the school council, for becoming a play leader, or eco-councillor.

9. Behaviour throughout the school is excellent. During the inspection, no instances of unacceptable behaviour were seen. Indeed, there were very few instances in which any child needed to be reprimanded at all. Expectations are high, teachers' classroom management skills are very good, and all staff adopt a consistent approach to behaviour. Behaviour at play is lively but friendly and co-operative. The school (through the parent-teacher association's fundraising work) has provided play equipment for lunchtime use and lunchtime supervisors are encouraged to teach children traditional playground games. Pupils are polite and welcoming to visitors, respectful of the school environment (for the care of which they have specific responsibility), and considerate towards each other. There have been no exclusions over the preceding twelve months.

10. Relationships are excellent. The school has an excellent ethos, of which fairness and inclusion are key components. Adults in school are excellent role models for children. In lessons, teachers value all contributions; pupils know that it is all right to be wrong thus encouraging them to 'have a go'. Pupils have considerable confidence in their teachers. In the Ofsted pre-inspection pupil questionnaire, 98 per cent of pupils felt that teachers were fair and listened to them. Bullying is not seen as a problem. None of the pupils spoken to during the inspection raised the matter, nor was it mentioned on any pupil questionnaires. Pupils themselves try to resolve minor disputes. The school's strong inclusivity ensures that all pupils, regardless of ability, are fully included in all activities.

11. Pupils with special needs show excellent attitudes. They respond very positively to the school's commitment to including them in all activities and form very good relationships with

other pupils and staff. This underpins very good quality learning and very good achievement.

12. Pupils' overall spiritual, moral, social and cultural development is very good. Their moral and social development is excellent. The school's strong ethos ensures that pupils are well aware of right and wrong. Pupils discuss such issues in their personal, social and health education lessons and in agreeing their own class rules. Pupils' social development is outstanding. Pupils are given every opportunity to exercise responsibility: for example the school council interviewed candidates for the post of headteacher. Pupils are responsible for play equipment and for environmental issues (eco-councillors); they collect and recycle scrap paper, they compost green waste, and they ensure that unwanted lights are turned off. Older pupils look after younger ones at lunch. Pupils have mid morning breaks with their class teachers - 'café time' - which encourages social confidence and the ability to talk maturely with adults.

13. Spiritual development is very good and achieved largely through art, music and the environment - pupils are made aware of the spirituality of natural beauty. School assemblies develop social and moral awareness very well but are less effective spiritually, possibly because they are short and lack the space for pupils to reflect.

14. Cultural development is good. A range of musical activities - a choir, recorder group, musical shows - ensures that pupils are aware of their own musical heritage. Literature is celebrated in a book week in which local writers visit the school and pupils enter (and win) poetry competitions. At the time of the previous inspection, pupils' multicultural awareness was deemed unsatisfactory. Since then, the school has appointed a multicultural co-ordinator and pupils' awareness of other cultures and faiths has improved, especially through the medium of art and in some aspects of religious education, to the point where it is now satisfactory.

15. Attendance is very good. At 95.6 per cent, it is well above the national average for primary schools. Unauthorised absence, at 0.1 per cent, is very low. Term-time holidays do not pose the school a problem, although some families who work in the holiday trade do sometimes have to take time off in term time. Lateness is not an issue at this school. The school is strongly supported by the community and children enjoy attending.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
National data	5.4	National data	0.5

*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 very good standard of education.

**Teaching and learning**

Teaching is consistently at least good and for much of the time very good.

**Main strengths and weaknesses**

- Relationships between staff and pupils are excellent.
- Planning and the use of assessment, particularly in the core subjects of English, maths and science, are very effective in helping pupils to learn.
- Special needs teaching and support are consistently good.
- Teachers' classroom management is very good.
- Expectations of work and behaviour are high.

## Commentary

### *Summary of teaching observed during the inspection in 48 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	24 (50%)	23 (48%)	0	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.*

16. All staff were observed unannounced and by a variety of inspectors in a variety of subjects. All had at least good lessons. Very effective teaching was seen throughout. There are notable strengths in literacy, numeracy and science which are confirmed by high standards of achievement.

17. Teaching has been improved since the last inspection through much better planning and assessment, and more careful and systematic monitoring. Staff make a very good team and give each other much valuable mutual support in subject expertise and teaching techniques. There is very good consideration of staff development: for example in planning to support a perceived weakness in how to teach gymnastics, which is having positive effects on pupils' learning.

18. Highlights in teaching feature:

- Excellent relationships which mean pupils know that their contributions will be valued and so are willing to volunteer answers and suggestions even when not totally sure of themselves;
- Teachers perceptive questioning which challenges pupils at their own levels and prompts them to think before responding in more than one word answers;
- Very good and improved use of assessment to trigger improvements: for example analysing national test results, involving pupils in self assessment, and marking work in such ways that explain to pupils how they can do even better;
- Lessons that are well paced and offer a variety of activities to keep pupils interested and make learning fun.

19. Teaching assistants make a significant contribution to teaching and learning, particularly with regard to special educational needs. They mirror the teachers' high expectations of work and behaviour and are prepared to listen to pupils. Assistants are very well briefed, and as valued members of the staff team, are involved in first hand evaluation of the success of planning and teaching.

20. Aspects of teaching criticised in the last report regarding reception have been addressed with better planning for learning through hands-on activity through the implementation of the Foundation Stage curriculum. The school is aware of the need to further develop Foundation Stage provision, particularly with the prospect of 45 children in next year's reception year compared with 30 this year.

21. Staff make good use of homework which is well managed to extend and consolidate learning and prepare pupils for later stages of education.

22. Aspects, which even in this very good profile of teaching (and have already been drawn to individual teachers' attention), could still be improved include improving the use of time in some lessons, further developing Foundation Stage opportunities to learn through structured play, and making even more use of ICT to develop other subjects.

### **The curriculum**

The school provides a very good, and improved, curriculum.

### **Main strengths and weaknesses**

- Provision for speaking and listening across the curriculum is very good.
- Provision in ICT is good and it is used effectively across the school.
- Provision for SEN pupils is good.
- The equality of access and opportunity for all pupils is excellent.
- The school's accommodation is very good and it is used very well to support the curriculum.
- Some aspects of provision for the Foundation Stage require further development.
- Monitoring of the curriculum by subject co-ordinators could be further developed in some areas.

### **Commentary**

23. The school provides a very good curriculum that is broad, balanced and energetic. Teachers have a strong commitment to an integrated curriculum that makes effective links between subjects. Teachers' planning is a real strength and opportunities for pupils to use skills learned in one area of the curriculum and apply them to another are highlighted and encouraged. Provision for speaking and listening in different subjects is very good and the school has a commitment to provide pupils with the opportunity to use their skills in a variety of contexts. This focus has only been in place since September 2004 but it has had a significant impact on the development of the curriculum as a whole. There were many examples throughout the inspection when this approach was used very successfully in a variety of curriculum areas. As a consequence, pupils were confident, enthusiastic and made very good progress during lessons. Pupils were able to articulate, hypothesise and answer questions confidently. This approach to the curriculum made pupils adaptable, provided them with the opportunity to work co-operatively, to follow thought processes independently, and feel valued. This had a very positive effect on pupils' behaviour and their ability to learn.

24. The curriculum is very well planned and very well delivered by staff. As a result pupils are motivated to achieve and are stimulated during their lessons. The use of ICT as a tool to aid learning is a developing feature of the school. Opportunities to support learning in all curriculum areas are identified and this, together with staff commitment, encourages pupils to integrate ICT into all curriculum areas.

25. Provision for SEN pupils in the school is good. Teachers have a very good understanding of pupils' individual needs and learning styles. Learning support assistants are very well utilised and provide significant support for learning. As a result pupils' learning

is well managed and this has an impact on achievement during lessons. The school provides a very inclusive curriculum where all pupils are valued and have equal access to learning. The school has a sex education policy and sex education is taught in all year groups at the appropriate level.

26. Provision for curriculum enhancement is very good with an emphasis on enriching the learning experience; it includes class visits and visiting guests. There is a good range of activities for older pupils and a developing range for younger children; about 80 per cent of the older pupils attend one of the lunchtime or after school clubs. Evidence from the inspection illustrates that provision for homework is good, it is consistent and pupils understand what is expected of them.

27. The school's accommodation is very good and is put to very good use, including extensive use of the school's outdoor environment to stimulate and complement learning. Resources are very good and teachers make very good use of them during lessons. The new school library and updated ICT equipment support further development of the curriculum and pupils' skill levels.

28. The school has identified further development of the role of subject co-ordinators to take more formal responsibility for monitoring their subjects as an area for future improvement, most notably in subjects in addition to English, maths and science.

### **Care, guidance and support**

Pupils' concerns are central to the school's philosophy. Arrangements for pupils' security and welfare are very good, as is the provision of informed support and guidance. The extent to which pupils are involved in the life of the school is excellent.

### **Main strengths and weaknesses**

- Staff know pupils well and provide a very good level of informed guidance and support.
- Pupils' views are sought and taken into account in the day-to-day running of the school to an excellent extent - pupils have a voice and they know that it is heard.
- There are very good arrangements for ensuring pupils' health safety and welfare.

### **Commentary**

29. Adults in school have a very good knowledge of children. Relationships between adults and pupils are excellent and assessment procedures are good across all classes in English, maths and science, as well as being developed in other subjects. As a result, all pupils are very well supported with very good advice and guidance. The very good detail provided in pupils' excellent annual reports is evidence of the depth of staff knowledge. Pupils themselves are confident in the support available to them - in the Ofsted pre-inspection questionnaire, 94 per cent said that there was an adult in school to whom they could turn if they felt the need.

30. The extent to which pupils are involved in the life of the school, and in the management of their own learning, is excellent. Pupils are involved in discussing their progress and, ahead of parent consultation meetings (which pupils attend), they discuss and agree targets with their class teachers. Pupils contribute to the daily life of the school in a wide variety of ways; the school council discusses play arrangements and more weighty matters such as behaviour. The school is sufficiently confident to allow the council to

interview candidates for the post of headteacher. Eco-councillors have responsibility for the grounds and play leaders have responsibility for play equipment and supporting younger children. Most importantly, pupils feel that their voice is heard and that their views matter. As a result, they behave with commensurate maturity.

31. Procedures for ensuring health, safety and welfare are very good. The headteacher is the designated person for child protection purposes. As a recent appointment, she is awaiting the relevant training course. There are clear procedures for dealing with cases of concern. All parent volunteers have been subjected to the necessary enquiries. All the necessary health and safety procedures are in place. There are regular safety inspections of electrical, fire and physical education equipment. Fire drills are carried out, risk assessments are made on all activities and there are clear procedures for handling medical emergencies. Health and safety are emphasised in the curriculum, for example in physical education lessons or when pupils use the extensive grounds for environmental enquiry. The wildlife and pond area is securely locked. The school's ethos of care extends to matters such as diet and healthy living. The school has prepared a portfolio of evidence for its pending Healthy School award. Pupils are encouraged to snack on healthy fruit, and free access to water is allowed. Older pupils are encouraged to walk or cycle to school.

### **Partnership with parents, other schools and the community**

The school sees parents as important partners. The quality of information provided for them is excellent and parental involvement in school is very good, and actively sought. Very good links with partner institutions enrich pupils' experiences.

### **Main strengths and weaknesses**

- The quality of information for parents about pupils' progress and school events is excellent.
- Links with parents, and parental involvement in school life, are very good.
- Very good links with other schools enrich pupils' learning and ease their transition from stage to stage.

### **Commentary**

32. The school provides an excellent range of information about school events and pupils' progress. The school prospectus and the governors' annual report are clear and written in plain parent-friendly language. Regular newsletters keep parents informed of forthcoming events and the school website is lively, accessible, interesting and frequently updated. Parents have termly opportunities to meet their children's class teachers and discuss progress. A week or two before these meetings, parents are invited to examine their children's work. Some parents were unhappy that the autumn individual consultation was replaced by a group meeting for the whole class. The school has listened to those concerns and reinstated a one-to-one consultation midway through the autumn term whilst retaining the class meeting at the beginning of the term. Pupils' reports are excellent; they address the child's attainment in progress in all subjects, they evaluate effort and achievement, and they provide targets for future endeavour. They are issued in the spring term, thus enabling the current class teacher to address any parental concerns. In the Ofsted pre-inspection questionnaire, 17 per cent of parents were unable to agree that the school kept them well informed. Inspection evidence does not support this view.

33. The school sees parents as important partners and links with them are very good. Links with the community are good. All parents spoken to during the inspection felt that staff were happy about informal access and 92 per cent of questionnaire respondents said that they would feel comfortable about approaching the school with a problem. Parent volunteers are welcome in school. The friends' association is a very effective fundraiser - parents contributed £5,000 towards the new information and communication technology suite. Parents are welcome to attend school events, such as sports day, drama productions and class assemblies. Parental views are sought by means of questionnaires and the school puts on curriculum workshops - a recent one on mathematics was attended by 70 parents.

34. There are very good links with partner institutions. Close links with the village pre-school group ensure a smooth transfer to the reception class. Parents are entirely happy with good induction procedures, which include home visits by reception teachers. Through the local academic council (the area's secondary schools and its feeder primary schools) there is considerable co-operation that works to the advantage of both pupils' wellbeing and staff professional development. Pupils use the secondary schools' facilities and teachers from both secondaries visit to take lessons. The secondary schools consult over issues such as friendship groups and pupils undertake transitional units of work (that they start in Year 6 and carry over into Year 7). Pupils from the secondary schools visit Canada Hill with their drama productions.

## **LEADERSHIP AND MANAGEMENT**

The school is very well led and managed by the headteacher, very well supported by her senior management team and well supported by governors.

### **Main strengths and weaknesses**

- The headteacher has a very good vision of the development needs of the school focused on pupils' highest achievements.
- All staff, but especially the senior management team, share this vision and succeed through teamwork.
- Inclusivity is at the heart of the school's work.
- Governors have a very good understanding of the strengths and weaknesses of the school.
- Some subject co-ordinators still need of further support and training in order to improve their leadership and management skills.

### **Commentary**

35. The leadership and management of the headteacher are clearly dedicated to the highest achievement for all pupils. This has been a major factor in consistently maintaining the high standards of work in English, mathematics and science since the last inspection, when leadership and management (featuring the previous headteacher) were judged as very good too.

36. In order to promote this further, the headteacher, along with her strong senior management team, is constantly looking for ways to improve, with innovations and carefully planned developments. For instance, the headteacher created a fourth mathematics set in each junior year group, so that groups would be smaller and individual pupils would be supported more directly in achieving their potential. This has been very largely successful.



At the same time, she has employed an ICT technician in order to support staff who could then use the suite with either whole classes or groups in order to receive good support from the technician.

37. Members of the senior management team are team leaders in their own right. They lead small groups of teachers in year groups. They organise and support planning across their classes, a real strength in the teaching across the school. They meet with their teams very regularly with teamwork being crucial to their success. The very good overall management in the school inspires a sense of commitment, purpose and calm throughout.

38. The system of setting in mathematics, the good use of the ICT technician, the beginning of work with gifted and talented pupils, and the good work with pupils who have special educational needs, underline the school's very good inclusive approach to the education of its pupils. All pupils are valued and all receive some type of support in order to achieve at their best level.

39. The staff have a reflective approach to their work and sometimes suggest innovations in their annual subject reviews. Whilst co-ordinators in some subjects such as English, mathematics, science and art provide very good leadership, the leaders of some other subjects, for example design and technology, still have some way to go before reaching this level.

40. Governors are committed to their roles and provide challenging support for the headteacher and senior management team. They are very aware of the school's strengths and weaknesses and meet their own statutory responsibilities well. They take an active part in the school improvement plan, which is drawn up by the headteacher with the support and input from all subject co-ordinators. It is linked well to its own financial needs which the school then prioritises. Overall governors give very good support and their governance is judged good.

41. The school manages its finances very well, which helps it to achieve its educational priorities. The recommendations of the most recent financial audit have been actioned by the school and its governors. The school now gives very good value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	665,873
Total expenditure	64,0946
Expenditure per pupil	2621

Balances (£)	
Balance from previous year	21,345
Balance carried forward to the next	24,927

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **good** and children achieve well. Children's levels of attainment on entry to the school are average overall, although this varies from year to year. Many children are on line to exceed the early learning goals for pupils entering Year 1 in nearly all areas of learning. Achievement in personal, social and emotional development is excellent and in creative development it is average. Teaching and learning in personal, social and emotional development is excellent and good in most other aspects of the Foundation Stage curriculum. Planning is detailed indicating activities planned for each area of learning. However, on a few occasions some activities lack structure and clear objectives, and children are not always clear about what is expected of them. Leadership and management are good. The co-ordinator effectively implemented the Foundation Stage curriculum and initiated improvements in the outdoor area and resources. She works closely with the class teacher and provides good support.

#### **Main strengths and weaknesses**

- Many children exceed the early learning goals by Year 1 and achievement is good.
- Children's behaviour and attitudes are excellent.
- The quality of teaching and learning is good.
- Teaching assistants make a very good contribution to children's learning.
- The accommodation indoors is cramped and not as good as in the rest of the school.

#### **Commentary**

42. Achievement in **personal, social and emotional development** is excellent and most children achieve very highly in this area of learning. As a result of excellent teaching and very high expectations of all adults, behaviour and attitudes to learning are excellent. Children clearly know routines and build excellent relationships with adults. Children take their responsibilities in and around the classroom very seriously. For example monitors bring the boxes of book bags in from the playground and take the registers to the office. The 'star of the week' has special responsibilities. Children work really well together and are willing to share equipment: for example in the post office they take on various roles and play happily together.

43. By the end of the Foundation Stage many children exceed the early learning goals in **communication, language and literacy** and are achieving well. Lots of good opportunities are provided for children to develop their language and communication skills. For example each morning a child tells the rest of the class about the adventures he or she had with 'Mike' the cuddly toy at home. In the post office children play imaginatively and confidently take on various roles. They have a good understanding of initial letter sounds and eagerly join in phonic jingles. Learning support assistants provide very good support by working closely with individuals and small groups of children. Voluntary helpers contribute well to this area of learning by regularly hearing children read and changing books for children to take home. Reading skills are good. Many children are expected to exceed the early learning goals by Year 1. They enjoy listening to stories and respond well to a range of texts. Most children are confident to use familiar letters to write. More capable children are using some familiar simple words well to produce a simple sentence.

44. Achievement in **mathematical development** is good and many children are expected to exceed the early learning goals by Year 1. They accurately count to 20 and can explain clearly how they know certain numbers are in the wrong place on the number line. They use specific mathematical language such as 'between' and 'middle' to support their explanations. More capable children count to 10 in twos. Children begin to find objects that are heavier and lighter than a shoe. During the inspection some children experimented with a bath of buttons as part of the school's commitment to learning through play. Eventually, with further instructions the children sorted them according to different colours. This session was an example of when children were not given enough guidance to achieve the objective of the activity fully. Consequently some children were unsure what to do and did not make the best use of their time. Children are capable of making patterns using a range of shapes, repeating them using smaller shapes.

45. In **knowledge and understanding of the world** achievement is good. Children discuss people who help them at various times of their lives, with a particular focus on people who help them in school. They are able to relate to the various roles within the school and how this impacts on the school's community. They explore texture and shape using clay and investigate the most suitable tools to use in designing and making. Most children are confident to use the mouse to select the correct functions on the computer and complete a program without adult support.

46. Children's achievement in **physical development** is good and many are expected to exceed the early learning goals by Year 1. Children use tools well when playing with the sand and select the appropriate tools to cut, mould and shape clay. Outside children race on the 'roadways' confidently using bikes and other wheeled vehicles. The outdoor facilities are very good and this has a positive impact on the standards achieved in this area of learning.

47. In **creative development** children achieve satisfactorily, although no direct teaching was observed during the inspection. Children enjoy taking on various roles in the post office and keenly deliver parcels and letters to adults in the room. They eagerly join in singing rhymes, accompanied by the teacher on his guitar. Children paint pictures and talk confidently about what they have painted. There is an attractive display of Humpty Dumpty with all the king's horses and men in the classroom to which all children have contributed.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Achievement is very good.
- Standards are well above average in speaking and listening by the end of Year 2 and Year 6.
- Reading skills are above average at the end of Year 2 and well above at the end of Year 6.
- Writing skills are well developed through all areas of the curriculum.
- The quality of teaching and learning is very good.
- The subject is very well led and managed.

## Commentary

48. Standards in English have been maintained since the last inspection and improved in reading by the end of Year 6. All pupils, including those who find learning difficult, and gifted and talented pupils, are achieving very well. National test results for Year 2 pupils in 2004 were well above average in reading and above average for writing, although average when compared with similar schools. Test results for Year 6 pupils were well above average and above average when compared with similar schools. All pupils achieved at least the expected level 4 and a creditable 37 per cent gained the higher level 5.

49. The standard of speaking and listening skills throughout the school is well above average. Teachers provide very good opportunities for speaking and listening in all subjects and this is having a positive impact on standards. This area has been a major focus for the school and planned opportunities for developing these skills are clearly identified on teachers' planning. For example in Year 6 pupils discussed whether they felt Mexicans should be trying to cross the borders into the United States of America illegally. Younger pupils in Years 3 and 4 use a range of information very well in order to discuss whether animals should be kept in zoos. Teachers effectively demonstrate the language they expect pupils to use and as a result pupils speak with confidence and maturity in both formal and informal situations.

50. By the end of Year 2 standards in reading are above average and well above at the end of Year 6. Many pupils have very good attitudes to reading and they are all achieving very well. In Years 1 and 2 pupils thoroughly enjoy listening to a range of nonsense poems and the more capable pupils conscientiously prepare to perform their favourite nonsense poem to the rest of the class. They explained why they chose the particular poem. In Years 3 and 4 pupils read a wide range of leaflets, letters, articles and books when gathering information as to whether animals should be kept in zoos. Older pupils demonstrate an interest in reading a wide range of both fiction and non fiction text. They identify key features, themes and characters and select sentences, phrases, and relevant information to support their views. For example they read a wide range of information about cars to prepare a brochure for a particular audience. All pupils use the new school library regularly and this is having a positive impact on reading standards.

51. Writing standards are above average at the end of Year 2 and Year 6. Throughout the school pupils have very good opportunities to write for a wide range of purposes. Very good teaching of writing skills enables pupils to achieve very well. Younger pupils in Years 1 and 2 enjoy making up nonsense words to use in their poems. In Years 3 and 4 pupils begin to separate arguments for and against zoos by making notes, and older pupils prepare an interesting car brochure for a particular audience. Vocabulary choices are imaginative and words are used precisely. Pupils understand how to use a range of simple and complex sentences to provide impact and interest for the reader. The school has recognised that test results are unlikely to be as good in 2005 as last year when all pupils achieved the expected level 4. Appropriate support has been provided for a very small number of pupils who find writing difficult and this is having a positive impact on their learning.

52. The teaching of English is consistently very good and this is having a positive impact on the standards achieved by pupils. All teachers have very good subject knowledge and plan a wide range of activities that stimulate and really capture the interest of pupils. They insist on very high standards of both attainment and behaviour and pupils respond extremely well. During lessons support staff are very well deployed working with pupils who find learning or conforming difficult and the pupils clearly know when the teacher is working with a specific target group. All pupils are well able to work independently when required. In

an excellent lesson the teacher was extremely well prepared and shared a piece of her writing with the pupils very effectively. This not only demonstrated her expectations but developed the use of language extremely effectively. Marking is comprehensive and homework tasks are relevant to work being completed in school. Assessment procedures are very good and used effectively to support pupils' learning. A writing assessment book has recently been introduced and, once its use and purpose are consistent across the school, will be a useful assessment tool.

53. The subject is very well led and managed. The temporary co-ordinator has managed the subject very well during the absence of the permanent co-ordinator who, until very recently had been seconded to work with the authority as a literacy consultant. Both co-ordinators have been in close contact with each other and provided very good support for each other. Monitoring has continued to be effective and the temporary co-ordinator has developed new initiatives such as planning for speaking and listening skills development, and has introduced a book week for pupils. During this week pupils were engaged in a wide range of activities such as designing and making books for younger children, role play activities, paired reading, a fancy dress parade and poetry competitions. Members of the community were involved in the competitions, talking to pupils about their work in publishing, telling stories and sharing books with pupils. An author visited the school to talk about his work and to open the new library. This initiative effectively raised the profile of literacy and was enjoyed by all. Resources are good.

### **Language and literacy across the curriculum**

54. The school has identified this as one of its next priorities for development. Teachers are beginning to plan effectively and identify key areas where literacy skills can be developed in all areas of the curriculum. For example pupils debate issues concerning the environment and there is evidence of literacy skills being used very well in history and science. There are very good links between ICT and English through research using the Internet and the production of the school newspaper. This initiative is supporting the curriculum well and ensuring that literacy skills are being taught through interesting and relevant activities for all pupils.

### **MATHEMATICS**

Provision in mathematics is very good and consequently standards are high.

#### **Main strengths and weaknesses**

- Standards have been above the national average for the last five years.
- Teaching overall is very good.
- The system of setting for pupils in Years 3 to 6 gives very good support to pupils of all abilities.
- The subject is well led and very well managed.
- Standards in numeracy are very good.
- Pupils' use of their mathematical skills, knowledge and understanding is a little underdeveloped, when compared with other aspects of maths work.

### **Commentary**

55. At the last inspection standards of work seen, for pupils aged seven, was above average. The National Curriculum tests of 2004 show standards in this year group to have improved to well above average. Standards for eleven year olds at the last inspection were above average. The National Curriculum tests for 2004 show standards to have been well above average. This has been the pattern of standards for the last five years.

56. Current standards in these two year groups are above average. The school knows, through its good assessment procedures, these groups will not quite reach the standards of the previous year, but will still be above average. In lessons, whilst work in progress showed virtually all pupils working very capably at the expected level, there were not quite enough pupils working at a higher level, when compared with previous years.

57. The continuing success of mathematics in the school owes a great deal to the very good quality of the teaching and learning. In the eleven lessons seen, five were good and six were very good. Significantly, planning in all lessons was of a very good quality as was the level of knowledge and understanding of the subject by the teachers. Their control and management of their classes was excellent and based firmly on excellent relationships with their pupils.

58. The school makes very good use of a setting system for mathematics in Years 3 to 6. It has been upgraded this year, by the headteacher, so that an extra set has been introduced, making groups smaller and opportunities for challenging the range of different abilities within the year groups even better. This has been particularly supportive of the least and most able pupils. This approach has helped the vast majority of pupils achieve well and a very significant minority achieve very well in their mathematics. At the same time very good use is made of the ICT suite, giving small groups of pupils opportunities to work on individualised mathematics support programs, thus contributing to raising standards.

59. The setting system and the very good step by step systematic teaching of skills have meant that numeracy work is of a particularly high quality. On the other hand, the use pupils make of their skills and knowledge is not tested enough through problem solving and open ended investigations.

60. The subject is very well managed and well led. Teaching has been carefully monitored and the subject action plan is well considered. The co-ordinator, who is very well qualified for the position, realises that whilst the assessment system in place is of good quality, it does not feed well enough into a clear tracking system which in turn could provide the school with more individualised target setting. At the same time, pupils themselves are not sufficiently involved in their own assessment and target setting, something which very many of these pupils could accomplish.

### **Mathematics across the curriculum**

61. Pupils make good, and often very good, use of their mathematical skills, knowledge and understanding in a range of subjects. For example, in design and technology, several topics require pupils to note the weight of items in their recipes. Pupils have to measure weight accurately. In geography, whilst acquiring mapping skills, older pupils know and understand how to use co-ordinates, work which once again draws on skills in mathematics. In science, many investigations require pupils to note time or temperature then draw appropriate graphs for what they have seen.

### **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Experimental and investigative science is very well taught.
- Standards are well above average by the time pupils leave.
- Very good use is now made of the site as a resource for science teaching.
- The subject is led and managed very effectively.

### **Commentary**

62. Standards as measured by teacher assessment at the end of Year 2 and by national testing at the end of Year 6 are well above average by comparison with all and similar schools. This represents improvement since the last inspection, especially as expectations for science have been heightened.

63. Pupils achieve well and frequently very well to reach these high standards. Pupils with special needs and those considered more able often do very well as the result of good support and very good teaching. Recent analysis and very good monitoring by the very good subject co-ordinator of both the quality of provision, and of pupils' performance, has very successfully helped pupils to make very good progress as well as make learning interesting. This has had the biggest impact on experimental and investigative work with pupils being encouraged to speculate and test their hypotheses. For example Years 5 and 6 pupils investigating conditions most congenial to germination of seeds carried out fair tests and devised experiments.

64. Pupils respond very positively to science. For example Years 3 and 4 obviously thoroughly enjoyed working together to evaluate different habitats. Teaching in the few lessons seen was at least good and often very good. Staff are confident and use questioning very well to challenge and involve all pupils regardless of their ability.

65. There is real strength in the way in which the subject is managed and led. The co-ordinator is well qualified and very much committed to raising and maintaining standards. His very thorough approach to analysing assessment data to identify areas for development before supporting colleagues in order to make improvements is very successful. The school has made good progress since the last inspection, particularly in the quality of planning and assessing what pupils know, understand and can do.

66. Very recent initiatives to make much more use of the fine site are proving very effective. For example the very popular science week earlier this year raised the subject's profile, captured the imagination of pupils and staff, and made the most of the excellent outdoor facilities.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**, with much recent improvement.

### **Main strengths and weaknesses**

- Resources and the ICT suite are good and very effectively support learning.

- Standards are in line with national expectations and fast improving as a result of new resources and facilities, and better planning embedded throughout the curriculum.

## **Commentary**

67. Following negative comments in the last report the school has made very good progress (particularly in the last year) in developing and improving facilities and resources. ICT is now taught as a discrete subject to every class each week, more often than not in the suite. An ongoing programme of staff development to raise knowledge and understanding of the subject and support teachers' confidence with new equipment is proving effective. As a result standards are in line with what is expected of seven and eleven year olds despite much more rigorous requirements. There are signs that pupils lower down the school who will have the benefit of the new resources over the longer term are on course to reach above national expectations by the time they leave. For example, a significant proportion of children in reception is already capable of what is considered normal for Year 1, and Year 1 pupils are able to access and control programs as if they were in Year 2.

68. Teaching in the few lessons observed was at least good and showed a good partnership between teachers, learning support assistants and the new ICT technician, whose appointment has enhanced provision and resulted in equipment and software being more reliable. Pupils are very keen to participate in ICT activities and treat equipment with respect. Working together as they frequently do makes a significant contribution to personal development. That all pupils regardless of special needs are fully included in all ICT activities is a real strength of the school.

69. The subject is well managed and led by a knowledgeable and enthusiastic co-ordinator who monitors planning, runs a budget to protect provision and supports colleagues in planning and delivery. He maintains good links with outside agencies and staff in other schools. Consequently the school is aware of new initiatives and makes good use of advice and guidance. The school receives good support from governors especially in terms of planning for future improvements to resources and from the parents' association who regularly raises money to fund new initiatives.

## **Information and communication technology across the curriculum**

70. Notwithstanding that the co-ordinator would like to see even more use of ICT, and that this forms part of the school development plan, ICT is utilised well to support other subjects. Good examples are in the use of word processing and publishing techniques in producing class newspapers linking literacy to geography, digital photography used in art and physical education to illustrate and preserve pupils' work, interactive whiteboards used very effectively in most subjects, and the use of digital thermometers and sensors in Years 3 and 4 science work on habitats. Pupils make good use of the Internet for research and from Year 3 pupils are (under supervision) able to communicate using e-mail.

## **HUMANITIES**

### **GEOGRAPHY**

Provision in geography is **very good** overall.



## **Main strengths and weaknesses**

- Achievement by the end of Year 2 is good.
- Achievement by the end of Year 6 is good with some very good features.
- Pupils' attitudes to geography are very good.
- The subject is effectively managed by the co-ordinator.
- The monitoring of the subject still needs further development.

## **Commentary**

71. Provision in geography is very good and this is an improvement since the previous inspection. During the inspection only two lessons of geography were able to be observed. Therefore judgements are made as a result of evidence provided by senior staff and pupil outcomes. This evidence suggests that the teaching of geography is good and that standards are slightly above the national expectation both by the end of Year 2 and Year 6.

72. Geography is planned by the teachers in teams with a focus on making links with other subjects where appropriate. The link with literacy is particularly strong and very well developed. In addition the school environment is very well utilised and as a result pupils have very good geographical knowledge of their school and their local environment. Pupils have a very well developed sense of where their locality is, and detailed knowledge of their locality. While using a mapping program in ICT pupils were able to identify key features of their locality and place these in an area with respect to their school. A focus on speaking and listening has allowed pupils to articulate their knowledge and understanding. This was a feature of both the lessons observed where groups of pupils at different ability levels could explain their thoughts, provide hypotheses and explain their reasoning to one another and the class teacher. Geographical concepts are successfully reinforced by good quality displays throughout the school.

73. The co-ordinator provides good leadership for the subject and has clear ideas on the development and direction of the subject. She is a good role model for other members of staff and provides a good point of contact for the other teachers. There are satisfactory procedures for assessment that are currently under review.

74. Pupils' attitudes to geography are very good, as is the quality of opportunity. Monitoring of the subject by the co-ordinator is an area that the school has identified for future development.

## **HISTORY**

Provision in history is **very good** overall.

## **Main strengths and weaknesses**

- Pupils' achievement by the end of Years 2 and 6 is good.
- Attitudes to history are very good.
- The co-ordinator manages the subject effectively, but there is scope to develop monitoring further.

## **Commentary**

75. Provision in history in the school is very good and this has improved since the previous inspection. Pupils' standards are good and slightly above national expectations and pupils achieve well overall. During the inspection only one lesson of history was observed but evidence provided by the headteacher, the history co-ordinator and pupils' outcomes would suggest that teaching is at least good overall. History is evident throughout the school with good quality informative displays in both classes and shared areas.

76. The history curriculum is formally planned using a thematic approach. Planning is undertaken in teams and teachers have a strong commitment to the development of links with other subjects. As a result pupils' skill level is enhanced and pupils can apply their knowledge gained in other subjects to develop their learning and understanding. Teachers' use of resources, as identified in their planning, is a strong feature allowing concepts to be put into context and in so doing make the learning accessible for all pupils. The links with literacy are particularly strong and work scrutiny provided an abundance of evidence to support this judgement.

77. Work scrutiny and pupil interviews illustrated that pupils have a well developed sense of chronology. This was illustrated perfectly when during the observed history lesson in Year 1 pupils could successfully sequence different types of telephones and explain their criteria for doing so.

78. The co-ordinator provides good leadership for the subject, is very experienced, and has very good subject knowledge. She is a good role model for other members of staff. There are satisfactory procedures for assessment which are currently under review.

79. Pupils' attitudes to history are very good as is the quality of opportunity. The history curriculum encourages pupils and engages them to learn.

80. In line with the school development plan the school is seeking to develop the role of the history co-ordinator to focus on monitoring as a vehicle for improvement.

## **RELIGIOUS EDUCATION (RE)**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils' attitudes to religious education are very good.
- Pupils are provided with very good opportunities to discuss religious themes.
- The subject is effectively managed by the co-ordinator.
- The monitoring of the subject needs further development.

## **Commentary**

81. Provision in religious education in the school is good and meets the statutory requirements of the locally agreed Devon syllabus. Standards of work seen illustrate pupils' achievement in religious education are in line with expectations throughout the school. Work scrutiny, lesson observations and the co-ordinator interview confirm that pupils are making good progress in their knowledge and understanding of religious education.

82. Pupils have a good understanding of Christian beliefs and have a developing understanding of the other major world religions. They are able to recognise the different faiths and say what similarities and differences exist between them. Teachers provide opportunities for pupils to explore religious themes in a variety of differing contexts. These include responding to photographs, role play and group discussions. During the course of the inspection three lessons were able to be observed and, in all three, teaching was judged to be good. Planning was detailed and opportunities for discussion were a key feature of the planning throughout the religious education curriculum.

83. The co-ordinator provides good leadership for the subject, is experienced, and has very good subject knowledge. Resources are good and are well used to support the subject; formal assessment takes place and this feeds into planning for improvement. Pupils' attitudes to religious education are very good and this is reflected in the respect they have for their peers and teachers. Acts of worship that were observed reflected respect for others and reinforced pupils' ability to discuss and interact within the religious themes being explored. Resources are satisfactory and are well used by teachers.

84. The monitoring role of the co-ordinator is an area of development identified in the school development plan.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **ART AND DESIGN**

Provision in art and design is **good** with very good features in standards achieved.

#### **Main strengths and weaknesses**

- Standards are well above what is usually expected.
- Work is very well displayed throughout the school.

#### **Commentary**

85. Although too little art could be observed in order to judge attainment, teaching and learning in lessons, evidence from work past and present, school records, talking to staff, parents and pupils indicates that standards are well above what is normally expected for this age group. Throughout the school basic skills, for example in observational drawing, painting and modelling in clay, are very well developed. Work is very well displayed and teachers not only show they value pupils' art but use display effectively to improve the skills and appreciation of others.

86. There are some very good examples of pupils' work in both two and three dimensions. These include:

- Years 1 and 2 paintings to illustrate Easter;
- Years 3 and 4 Roman shields, and fired clay animal heads;
- Years 5 and 6 Aztec designs and tile prints;
- Excellent fine brush work in paintings of Buddleia flowers;
- Felt cross of St George segments which form part of a whole school Asante sheet;
- Paintings in the style of Matisse which complement work to support other subjects;
- Greek masks and illustrations for work in geography and literacy.

87. An area for further development is in how ICT is used to create artwork and reproduce pupils' efforts.

88. A good feature of the subject is the co-ordinator's recording of pupils' work using the digital camera. The subject is well led and managed, with the co-ordinator promoting assessment, keeping records, ensuring resources are available and confirming that the profile of art is high. It is clear that the positives reported in the last inspection have been built upon and that improvement has been good.

## **DESIGN AND TECHNOLOGY (DT)**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Some individual topics are well planned and work here is of the expected standard.
- The new co-ordinator has made a good start in getting to grips with the development of the subject.
- Assessment is not yet developed sufficiently to show pupils' standards against those expected by the National Curriculum.
- The school does not yet have a plan for the development of skills and knowledge for both designing and making.

### **Commentary**

89. Very few lessons were seen during the last inspection and standards were noted as being average. During the current inspection although only one lesson was seen, in a Year 1 class, displays of recently completed work in both infant and junior classes give the strong impression that standards are still satisfactory across the school.

90. Some individual topics on display were well planned and covered all the necessary elements of both designing and making. For example, in a Years 3 and 4 topic on creating a fruit drink, the topic covered elements of other curriculum areas. Initially pupils gathered information about the types of fruit that their friends liked. They put this in the form of a graph, making good use of their numeracy skills. The whole topic was further linked with the class geography work, where pupils were looking at St Lucia and therefore had to work only with the fruits which grew on that island. Pupils worked in groups and prepared the fruits, whilst taking account of health and safety requirements. They further linked the work with science and the topic of healthy eating. Pupils wrote out their recipe, ingredients and methods using their literacy skills. They then evaluated the drinks they had made. This showed very good links with other areas of the curriculum, together with good development of both the designing and making elements of the subject. This type of topic could well be used as a pattern for work across the school.

91. The new co-ordinator has only been in post for a few months, but has already familiarised herself with the current position of the subject and where its areas for further

improvement might lie. She understands that whilst the school adopted a scheme of work, there is a need to extend this further in order to ensure that the development of skills is seen alongside the enhancement of knowledge. At the same time, the current collection of previously completed work does not yet show the standard pupils have reached when compared against the levels of the National Curriculum.

## **MUSIC**

Provision in music is **good** with notably very good features in the way the subject is led and managed.

### **Main strengths and weaknesses**

- The subject co-ordinator teaches music in most of the school.
- Very good use is made of peripatetic music specialists.
- Pupils have good opportunities for performance.
- Standards are above expectations in singing and composition.
- The subject is very well led and managed.

### **Commentary**

92. At the last inspection no lessons were seen in the infant classes and very few elsewhere. Standards were satisfactory. Although only two lessons were seen during this inspection, there was sufficient photographic, video and audio tape evidence to secure the judgement that, in at least singing, composition and performance, standards are above those expected of this age group. This is as a result of the consistently good teaching of the subject co-ordinator who teaches almost all classes in the school. Where she does not teach music, class teachers swap expertise so that another teacher, who has expertise in music, teaches in two classes.

93. Singing was seen in a Year 1 class and in a number of assemblies. Standards were good, pupils sang clearly, in tune and with good diction. Pupils clearly enjoyed singing and could remember the words of the songs well.

94. In a Years 5 and 6 lesson, following well directed teaching, pupils were given the opportunity to experiment with a good range of untuned percussion instruments and to emulate an African nonsense song by using its rhythms in their own rhythmic compositions. They improvised well, worked well in pairs and had opportunities to perform their pieces before their classmates. Audio tapes confirm that other classes have had similar opportunities to compose, relating to a range of topics and stimuli.

95. The school is well served by visiting instrumental music teachers. Approximately 80 pupils receive regular music tuition for piano, flute, clarinet, violin and recorder. Whilst this does mean that children miss occasional class work, instrumental tuition gives good support to their learning in music in general.

96. Many pupils have had good opportunities to perform at various levels. All pupils have performed in school when taking part in school productions at Christmas time, for example. At other times, pupils have performed in assemblies, both as soloists and in groups. Again, others have taken part in the Devon Schools Prom, the Torbay and South West of England

Festival and the local village summer fair. Pupils have had equally exciting experiences of visiting musicians, such as a folk singer from Zimbabwe, and the Devon Youth Music Roadshow. These all help to give good support to pupils' learning and their cultural development.

97. The very enthusiastic and well qualified subject co-ordinator has been instrumental in organising pupils attending the above events. She is fully committed to the development of music in the school and has recently been given the opportunity to increase her teaching of music in other classes in spite of the school having no dedicated space for music teaching. Improvement since the subject was criticised in the last inspection has been good.

## **PHYSICAL EDUCATION (PE)**

Physical education was a not a major focus of the inspection and too little evidence was available to make detailed judgements about provision, standards, teaching and learning.

### **Commentary**

98. A review of planning shows the full range of the National Curriculum is taught including a block of swimming provision for Year 5. Records show that all pupils can swim at least the required 25 metres before they leave. There is a good range and number of sporting extracurricular activities which are very popular with pupils. Highlights are tag rugby and provision for football which promote the games well. The school received the FA award in 2005 in recognition of success.

99. In the lessons seen teaching was very good resulting in pupils being very well challenged mentally as well as physically. In the dance sessions observed standards were well above expectations. and there are indications that good progress has been made since the last inspection in this area. Pupils much improved their performances by observing others and because of the very good input of staff interpreted the music very expressively (although a remote control for the CD player would have made it even better!). Working as part of a group to create dance sequences makes a very good contribution to pupils' personal development. Pupils responded very well and clearly enjoy dance.

100. PE is well managed by an enthusiastic co-ordinator who is in the process of revising planning. She has formed very good links with other schools and local sports clubs and ensures that the school is well resourced and that all required elements of PE are covered. For example good use is made the site and local opportunities such as Dartmoor to present pupils with adventurous activities.

101. The school is very aware that gymnastics provision is currently limited by what it perceives as risks to health and safety following advice from outside agencies. This is an area highlighted for further improvement in the school development plan.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

Provision in personal, social, health and citizenship education is **good** with very good features in its impact on pupils' personal development.

### **Main strengths and weaknesses**

- Pupils' involvement in the school, as members of the school council, as eco-councillors and as play leaders makes a significant contribution to their excellent personal and social skills.
- PSHCE lessons provide good support for pupils' personal and emotional development.

### **Commentary**

102. There is a good PSHCE programme. It is well developed, well led and well delivered. PSHCE lessons are timetabled for each class and considerable effort is devoted to exploring relationships through discussions on friendship, acceptable behaviour and bullying.

103. The scheme of work covers sex and relationship education, personal safety and drugs awareness. Provision for pupils fully meets statutory requirements. Good use is made of visitors such as the Fire Brigade and the school nurse to support learning in these areas.

104. The arrangements for election to the school council, including election addresses and secret ballots, contribute well to pupils' understanding of the democratic process.

105. The PSHCE programme includes a study of healthy lifestyles. Older pupils are encouraged to walk or cycle to school and the school has prepared a submission seeking an award as a Healthy School.

106. The subject is enthusiastically led, well supported by all staff and well resourced.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).*