

INSPECTION REPORT

FURZEHAM PRIMARY AND NURSERY SCHOOL

Brixham

LEA area: Torbay

Unique reference number: 113190

Headteacher: Mr A Kinder

Lead inspector: Dr Colin Lee

Dates of inspection: 18th – 21st April 2005

Inspection number: 266860

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3-11 |
| Gender of pupils: | Mixed |
| Number on roll: | 270 |
| School address: | Higher Furzeham Road Brixham Devon |
| Postcode: | TQ5 8BL |
| Telephone number: | 01803 853347 |
| Fax number: | 01803 853377 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs Sue Milner |
| Date of previous inspection: | 1 st February 1999 |

CHARACTERISTICS OF THE SCHOOL

Furzeham Primary and Nursery is larger than the average-sized primary school, with 247 pupils in Reception to Year 6 and 46 children attending part-time in the Nursery; 28 in the morning and 18 in the afternoon. Nearly all pupils are of white British heritage and the one pupil who has English as an additional language is fluent in English. The socio-economic backgrounds of pupils' families are average. A significant number of pupils join or leave the school during the course of the school year. The level of this mobility is close to 25 per cent per year and this is higher than in most primary schools. While the proportion of pupils on the school's register of special educational needs is below average, the proportion with a statement of special educational needs is higher than in most schools. The special needs cover a spectrum of general and specific learning and physical difficulties and a number of pupils have additional social, emotional and behavioural difficulties. Attainment on entry to Reception is average, overall, but the overall attainment of those pupils who join the school in later years is most often below average. Pupils in Reception to Year 6 are taught in nine classes which are a combination of five single-age and four mixed-age classes. In recent years, aspects of the school's work have received special recognition through awards for School Achievement, Computer Education and Healthy Eating.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------------|----------------|---|
| 21854 | Dr Colin Lee | Lead inspector | Science Art and design Design and technology English as an additional language |
| 31754 | Mrs Charlotte Roberson | Lay inspector | |
| 22856 | Mrs Kath Campbell | Team inspector | Mathematics Music Physical education Religious education The Foundation Stage curriculum |
| 10204 | Mr David Vincent | Team inspector | English Information and communication technology Personal, social and health education Geography History Special educational needs |

The inspection contractor was:

Criterion School Inspections

*Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Furzeham Primary and Nursery School is a very effective school, with some excellent features in teaching, leadership and management. Pupils' personal development is very good and they achieve well academically. Teaching and learning are good overall and this helps pupils to attain standards that are often above national expectations. All staff work very effectively as a united team and are highly committed to ensuring that all pupils receive an ever-improving quality of education that fully meets their needs. Very good leadership and management, by the headteacher, other key staff and the governing body have a significant impact by improving the school's overall effectiveness. The school is providing very good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good because of the consistently good teaching and learning throughout the school.
- Standards in English, mathematics and science are above national expectations in most year groups.
- The headteacher and other senior staff provide excellent inspiration and motivation for staff and pupils.
- Leadership and management of the school are very good, although the lack of a co-ordinator for the Foundation Stage¹ means that expertise in this area is missing from the senior leadership team.
- Pupils' attitudes and behaviour are very good, due to the very good provision for their personal development.
- Lack of rigorous assessment in science contrasts with otherwise very good procedures for assessment.
- Partnerships with parents, the community and other schools are very good.

The school was previously inspected in February 1999. The main weaknesses identified at that time have been fully rectified. There has been very good improvement in the provision and pupils' standards in information and communication technology. Pupils' personal and social development is similarly much better. New guidelines for the teaching and learning of speaking and listening skills are being implemented successfully and this work continues to be a high priority. A wide range of minor issues were identified for the school's attention and all these issues have been improved. There has been a steady rise in pupils' performance in national tests since the last inspection. Together, these factors are the major reason for the good improvement in the school's effectiveness.

STANDARDS ACHIEVED

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

Pupils' achievement is good overall. Results in national tests over time show good improvement, particularly in mathematics and science. English results have fluctuated, largely because of increasing numbers of pupils with special educational needs relating to language and literacy learning difficulties. This contributed to the failure, in 2004, to reach the challenging target that had

¹ The Foundation Stage caters for children from the age of three to the end of the reception year.

been set for the percentage of pupils gaining the expected Level 4 in the English tests. However, the targets set for the percentage to attain the higher Level 5 were met successfully in both English and mathematics. The percentage gaining Level 5 in science placed the school in the top five per cent of schools where pupils have similar levels of past attainment. The targets for the pupils currently in Year 6 are equally challenging for a group that has seen very significant changes during the past four years in terms of higher-attaining pupils leaving and lower-attaining pupils joining. A very high quality of teaching is resulting in very good achievement overall by pupils in Year 6. Their standards match the national expectations in English and mathematics and exceed expectations in science. In Year 2, the pupils' standards continue the rising trend that has occurred in the national test results. They are above the national expectations in reading, writing, mathematics and science. Standards are, similarly, above expectations for the age group in these subjects in Years 3, 4 and 5. Standards in information and communication technology are at nationally expected levels in Years 2 and 6, which is a significant improvement on the well below expected levels at the time of the last inspection. Pupils with special educational needs achieve well and the high quality of the support for these pupils, from an excellent group of teaching assistants, is a major reason for the pupils' good progress. The progress and achievement of higher-attaining pupils is similarly good, due to their particular needs being met well.

Throughout the school, standards in religious education match the levels set by the locally Agreed Syllabus for religious education. Art and design is a major strength, with standards exceeding expectations throughout the school. Standards in history are above expectations in Year 6.

Children in the Foundation Stage are also making good progress and achieving well. They start school with average attainment. They are on track to exceed the goals in personal development that children are expected to reach by the end of the reception year, and to attain the goals in linguistic and mathematical development, knowledge and understanding of the world, and physical and creative development.

Pupils develop very good personal qualities and the overall provision for their spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are very good. Attendance rates are satisfactory, while punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good, reflecting good teaching and learning. Assessment has many very good features but is notably lacking in rigour in science. A good curriculum is taught and this is enriched well by a full programme of activities outside school hours, many educational visits and good input from visitors. Equality of opportunity for all pupils is very good. The school shows good concern for the care, health and safety of pupils. There is very good support, advice and guidance for all pupils. The school has developed a very effective, supportive partnership with parents and carers, providing very good information about their children's education and how they can help. Links with the community and with other schools and colleges are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher, deputy and other senior staff provide excellent role models and are a source of inspiration and motivation for staff and pupils. Governance is very good and the governing body ensures that all statutory requirements are met. Management is very good, overall, but senior management lacks representation of the Foundation Stage. Financial management is very good and the administrative staff make an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard. They are unanimous in their praise of the quality of teaching and the fairness with which all pupils are treated. They feel very comfortable about approaching the school with any concerns that they might have. They appreciate the high expectations that the school has of its pupils and they are very pleased with levels of progress and the standard of

behaviour. Pupils are very positive about the school. All pupils say that there is at least one adult that they can go to if they have any worries. Above all else, they enjoy their learning.

IMPROVEMENTS NEEDED

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

- Develop and implement procedures for assessment in science that help the tracking of pupils' progress and identify strengths and weaknesses in pupils' learning.
- Increase the overall expertise of the senior leadership team by including a co-ordinator of the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good and this results in standards that are above national averages in English, mathematics and science in most year groups.

Main strengths and weaknesses

- Pupils of all abilities achieve well in relation to their past attainment.
- Standards in English and mathematics exceed the national expectations in Years 2 to 5.
- Results in the national tests are rising over time, with the latest in Year 6 being well above the national averages overall.

Commentary

1. At the time that children enter either the nursery or reception classes, their overall levels of attainment are close to those expected for their age. Children of all abilities make good progress and the vast majority achieve the early learning goals² by the time they reach the end of the reception year. In personal, social and emotional development, children's achievement is very good and standards are above expectations in this area of learning. Children in the Foundation Stage are prepared well for the next stage of their education.
2. From this secure start, pupils of all abilities continue to achieve consistently well and this is reflected in the school's results in national tests at the end of Year 2.

Standards in national tests at the end of Year 2 – average point scores³ in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 15.8 (15.8) | 15.8 (15.7) |
| Writing | 15.6 (15.7) | 14.6 (14.6) |
| Mathematics | 17.2 (17.0) | 16.2 (16.3) |

There were 31 pupils in the year group. Figures in brackets are for the previous year.

3. The results in 2004 continued the rising trend of recent years and the improvement has been greater than has occurred nationally. In comparison with all schools nationally, the results matched the national average in reading and were above the averages in writing and mathematics. When compared with the results in schools with pupils from similar backgrounds, writing and mathematics were again above average but reading was slightly below average. The performance of boys in this group affected the results in reading, as it was significantly below that of girls in the group and below the average level of boys nationally. In order to raise boys' standards in reading, extra resources and more one-to-one attention from adults are having good effect. Standards in science, as established by teachers' assessment, were well below the national average in 2004. The school's data shows that this is the same each year, but it is a consequence of very cautious assessment by teachers of the pupils at the end of the year. The strategies for ongoing assessment of science throughout the year lack the rigour of assessment of reading, writing and mathematics and in Year 2 most pupils' progress in science is not being monitored closely enough to give the detail required for a final accurate assessment. However, the performance of higher-attaining pupils in science is gauged more accurately and the percentage assessed at the higher Level 3 in 2004

² The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

³ **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

matched the national and similar schools averages. In reading, the percentage at this higher level was average while it was above average in both writing and mathematics.

4. The pupils in the current Year 2 have made good progress in the last two years. They achieve well and their standards are higher than could reasonably be expected when their past attainment is taken into account. Standards are above what is expected nationally in reading and writing and, as this is a better judgement than at the time of the last inspection, it reflects a good improvement over time. Judgements on mathematics and science are similar to the last inspection which indicates a satisfactory improvement that has maintained the above average standards.
5. Pupils' progress in Years 3 to 6 is good. For most pupils, this leads to standards that are at least above the national expectations in English, mathematics and science. The school's results in the national tests for pupils in Year 6 have gradually risen. Factors leading to this improvement include rigorous monitoring and evaluation by the subject leaders for English and mathematics, regular checking of pupils' work across the school by all teachers and the positive influence on the quality of teaching and learning that has resulted from lesson observation and feedback by senior managers.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.5 (27.1) | 26.9 (26.8) |
| Mathematics | 28.7 (27.9) | 27.0 (26.8) |
| Science | 30.9 (29.4) | 28.6 (28.6) |

There were 43 pupils in the year group. Figures in brackets are for the previous year.

6. When the results of all tests in 2004 are combined, they are the best achieved by the school. In the individual subjects, the results in English matched the national average and were above the average for similar schools. Results were well above the averages in both mathematics and science. The same comparisons arise for the percentages attaining the higher Level 5 in each subject. The English result has led to positive action by the school to address the fact that boys' writing standards reversed the rising trend of recent years. This led to the target set for this group not being met in the English tests, while the mathematics target was slightly exceeded. The targets set for the pupils currently in Year 6 are lower than those set last year. This reflects the special characteristics of this year group, which has seen significant changes over the last three years. The school's data shows that there have been high proportions of pupils both joining and leaving each year. This is a common feature of most year groups, but, in the case of Year 6, many of those leaving have been of above average ability while, in contrast, many joining have been of below average ability overall. This has meant a regular revision of predictions of the standards that the pupils will attain at the end of the year. While the school has predicted results will be below average in the national tests in English and mathematics, the inspection judgements are slightly different.
7. Pupils in Year 6 are judged to be on track to attain standards that match the national expectations in English and mathematics and are above national expectations in science. This is good achievement, overall, and very good achievement by a significant minority of the pupils. It is due to the exceptionally high quality of teaching of pupils in Year 6.
8. Achievement is consistently good across Years 3 to 6. The standards in Years 3 to 5 are closer to the school's usual expectations. The pupils in these years are attaining above the national standards expected for their ages in English, mathematics and science. The same is true of information and communication technology where, although standards match national expectations in Years 2 and 6, they exceed expectations in Years 3 to 5. Overall, this is very good improvement in information and communication technology since the last inspection when standards were well below national expectations throughout the school. Improvement is due to much hard work by the subject leader and class teachers. This has increased their own subject knowledge and greatly improved the planning and quality of learning activities for pupils. There has been rigorous monitoring of the information and communication technology

provision by senior managers and the governing body and this has contributed well to the improvement in standards.

9. Standards in religious education, throughout the school, are matching the expectations of the locally Agreed Syllabus for religious education, as they were at the time of the last inspection. Few other subjects have been inspected in full, due to lessons falling outside the period of this inspection. Nevertheless, some strengths have been identified from examining the work that pupils have completed earlier in the year. In Year 6, pupils' standards in history exceed national expectations. More generally, the high quality of work in art and design is another of these strengths, being at least above the national expectations at all ages.
10. The good achievement is common to all pupils. Those with special educational needs benefit from very good provision that is co-ordinated and delivered well. Teachers plan carefully for higher-attaining pupils who are reaching the high standards expected of them. There is good additional provision, both within the school and through links with other schools, that enables the most able and talented pupils to maintain good progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good. Their behaviour is very good. Pupils' spiritual, moral, social and cultural development is good overall. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils show high levels of interest in all opportunities provided for their learning.
- Pupils behave very well and have very sensible and caring attitudes.
- Relationships are very good across the school.

Commentary

11. There were many examples during the inspection when pupils clearly enjoyed lessons when they were learning new and exciting things. Parents talked of sometimes inspirational teaching which keeps pupils highly motivated. Pupils try hard and want to do well. They are developing into very well-mannered and respectful members of the school community. They listen carefully and often work very well together in pairs or in small groups. All pupils understand the rules, which they see as fair, and they like being rewarded and praised when they do especially well or are particularly thoughtful. Pupils have many very positive personal qualities. They are self-assured and considerate; but it is their excitement and interest in many lessons which singles them out. This quality is recognised by staff from the nearby community college, where many pupils from the school go at the age of eleven. They nearly always settle well because of the good experiences they have enjoyed at Furzesham Primary School where important aspects of personal and social development are successfully and strongly promoted and a love of learning develops. This strong emphasis is in place from the start of children's education in the Foundation Stage and they are on track to exceed the early learning goals for personal, social and emotional development by the end of the Reception year.
12. Behaviour during assemblies is very good and pupils enjoy these varied occasions when they listen and join in sensibly. Pupils behave well in the playground, even though its size and layout limits opportunities for a range of activities and games to be fully enjoyed. Pupils behave very well during lessons because expectations for conduct are clearly conveyed. Teachers do not waste time having to discipline and repeat instruction and there were, during the inspection, several examples of outstanding behaviour among the older pupils. Older pupils enjoy helping younger ones, during wet weather playtimes, and all pupils are learning from each other how to improve their behaviour. Pupils are confident that bullying is very rare and, like their parents, they believe difficulties and differences are sorted out promptly and fairly. Racist incidents are recorded properly but these are very isolated occurrences. There were unusually three temporary exclusions, involving two boys last year, when the

headteacher followed appropriate procedures and fully involved parents and outside agencies. There have been no exclusions this school year.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 205 | 3 | |
| White – any other White background | 2 | | |
| Mixed – White and Asian | 1 | | |
| Mixed – any other mixed background | 1 | | |
| No ethnic group recorded | 4 | | |

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

13. The headteacher is instrumental in promoting very positive relationships which impact on many aspects of pupil’s personal development including their spiritual, moral, social and cultural development. Parents appreciate very much the way he speaks to pupils and the attention he gives to each one. Overall, there is very good promotion of pupils’ spiritual, moral, social and cultural development across the school, especially in the way moral and social aspects are developed. Pupils have a very good understanding of right and wrong. They make up their own prayers and respond thoughtfully to world events, such as the recent tsunami. Assemblies provide them with a good opportunity to feel part of a community and to reflect on spiritual matters. They enjoy singing the ‘School Rules’ song. Their understanding of other cultures, faiths and religions is satisfactory, overall, although their knowledge of religions other than Christianity is not broad enough.

Attendance

14. Attendance has improved since the time of the previous inspection when, although judged satisfactory, the reality was that figures were well below national averages. Since then, arrangements for the accurate recording and monitoring have been reviewed and the school has done well to encourage much better rates, overall, which are now very close to similar schools and to schools nationally. The very few who are being supported to attend more often show improvements this year. Last year’s average figures have also been maintained so far this school year. One in three absences are because of holidays, which is acceptable given that many families work in tourism. Punctuality is good and many pupils arrive early for school.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.1 | School data | 0.3 |
| National data | 5.1 | 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 learning and very good assessment. There is a broad, rich curriculum. Guidance, support and advice for pupils are very good, while the overall concern for care, welfare, health and safety is good. There is a very good partnership with parents and carers. Very good links have been established with the community and with other schools.

Teaching and learning

Teaching and learning are good and assessment is very good overall.

Main strengths and weaknesses

- The good quality of teaching has a significant, positive impact on pupils' achievement and standards.
- The teaching of pupils in the Year 6 class is outstanding.
- Pupils' learning is good, overall, because teachers have high, but realistic, expectations of what pupils of all abilities can achieve.
- Teachers' very good use of information and communication technology helps to make lessons stimulating.
- Teachers make very good use of information from assessment, particularly in English and mathematics, to plan what pupils should learn next, although there is insufficient ongoing assessment of pupils' learning in science.
- Teaching assistants are used well to support the learning of pupils, particularly those with special educational needs.

Commentary

15. The quality of teaching and learning is good overall. While all teachers demonstrate some of the key features that make teaching such a significant strength of the school, the teaching of pupils in Year 6 is especially noteworthy because of its outstanding quality. This is the prime reason for these pupils achieving so well and being on track to attain standards much higher than suggested by their past attainment. This inspiring teaching constantly motivates and challenges the pupils. The teacher has excellent knowledge of the curriculum and uses a variety of methods that reflect her total understanding of how individual pupils learn best. There is constant, ongoing assessment of the pupils' progress, through very skilful questioning that is helping pupils of all abilities to improve their knowledge, understanding and skills significantly. The pupils' learning is also aided significantly by the quality of support of the teaching assistant attached to this class.
16. Teaching throughout the school has the characteristics of high expectations, very good class management, and thorough lesson planning. The quality of planning is high because it is generally related very accurately to the needs of pupils of different abilities. By matching learning activities to the differing needs of pupils, teachers ensure that pupils are learning what they are ready for, through activities that have just the right amount of challenge to help them to progress. Pupils know exactly what they are intended to learn from each learning activity because teachers identify this very clearly and specifically when planning and then ensure that this is the first thing shared with pupils before they start lessons and the learning activities. Such detailed planning has very good impact on the quality of learning. Pupils strive to meet their teachers' expectations, have very positive attitudes and sense of purpose, and enjoy all that they are asked to do because they are successful. However, there are a few occasions, specifically in provision for the reception year and in some Year 3 mathematics lessons, where the match of task to ability is not precise enough to challenge the more able.
17. The school's investment in computer technology has provided teachers with tools that have very good impact on the quality of their teaching and pupils' learning. The computer displays, through the use of interactive whiteboards, provide often powerful visual displays that capture pupils' attention and are informative about what is to be learned and how. Teachers have acquired considerable expertise in preparing this material and it is now a feature of almost every classroom lesson, although, just occasionally, it is over-used and teachers need to ensure that such displays always serve a useful purpose.
18. The effectiveness of teaching and learning is influenced positively by the thoroughness of assessment. Most crucially, any information arising from assessment is used very well to help plan the next stage in learning. This is true of the data that is analysed after pupils have taken national tests and the reading and other tests taken throughout the year. However, it is the high quality of day-to-day assessment through observation, discussion and marking that has

the most immediate impact on pupils' progress. One very successful use of this sort of information is the setting of short-term targets. Pupils have a very clear understanding of what they need to do to improve. This comes from varied sources, such as the constructive marking of their work and the guidance given during lessons. The oldest pupils discuss, with maturity, the aspects of their work that they wish or need to improve. Across the curriculum as a whole, strategies for assessment in individual subjects generally match the needs of that subject in terms of the aspects of pupils' learning that need to be checked. This is most effective in English and mathematics, where it is very detailed. It is manageable and very informative in most other subjects, although insufficient in science. Pupils' learning in science is usually only assessed at the end of topics and there is insufficient lesson by lesson monitoring of the pupils' learning and progress. This can give rise to teachers not having sufficient awareness of gaps in pupils' understanding or, conversely, of the pupils who need more challenging work.

19. Teaching assistants play a vital role in all aspects of teaching, learning and assessment and have especially good impact on the life and work of pupils with special educational needs. In all classes, assistants are briefed thoroughly by teachers on the intentions and presentation of learning activities. They have good observational skills that help them to make an important contribution to assessment. However, there is over emphasis, at times, on written note-taking by assistants as they observe pupils' responses during lessons and the purpose or usefulness of these observations is not clear enough. The teaching assistants are well trained and know the pupils with whom they work so well that they frequently show initiative in extending pupils to the next stage of learning, or providing further consolidation of something not fully understood by a pupil. The excellence of relationships between pupils reflects the excellence of the professional partnership between teachers and teaching assistants.

Summary of teaching observed during the inspection in 39 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 5 (13%) | 12 (31%) | 18 (46%) | 4 (10%) | 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.

The curriculum

Provision for meeting the curricular needs of pupils is good. There is good enrichment of the curriculum, through activities outside the school day, and by good use of educational visits and visitors to the school. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The school provides very good equality of opportunity and access to the curriculum for all its pupils.
- Provision for pupils who have special educational needs is very good.
- Provision for personal, social and health education is very good.
- There is a clear determination, demonstrated by the headteacher and shared by all associated with the school, to continue the process of curricular improvement. A number of imaginative and innovative curricular initiatives have been introduced to support this process.
- There is a good level of enrichment of the curriculum through the extra-curricular activities, educational visits and visitors, the development of musical, sporting and artistic talents and through initiatives, such as the 'Family Literacy' scheme.

Commentary

20. The requirements of the curriculum for the Foundation Stage are met fully. In Years 1 to 6, the curriculum covers all the subjects required by the National Curriculum and meets the requirements of the locally Agreed Syllabus for religious education. The curriculum is properly balanced and documentation provides a good structure on which to base content and progression. In most subjects, the programmes are based on guidance published by government bodies but, where necessary, this has been augmented by additional detail so that teachers know precisely what to teach and when. This helps to ensure that knowledge and skills are built incrementally. The school is actively engaged in enhancing the arrangements for music following a period when a lack of teacher expertise has inhibited provision.
21. The subject co-ordinators work through a strong framework for checking planning, scrutinising pupils' work, and monitoring the quality of teaching and learning. These checks help to ensure that the intended programmes are accurately delivered and that agreed initiatives are consistently applied.
22. There is a good level of creative and innovative curricular development designed to enhance achievement, raise academic standards and develop personal qualities. This is exemplified by the 'Family Literacy' project, the use of interactive whiteboards, the introduction of French language teaching, and the initiatives to involve and inform parents about the curriculum. A positive and productive ethos is central to this thinking and everyone associated with the school, including, where appropriate, pupils, are consulted and involved in the process. Detailed planning, careful preparation and specific staff training ensure that each new initiative is introduced with thoroughness and professionalism. The good initiatives to raise standards in information and communication technology and the emphasis upon developing pupils' speaking skills further, exemplify this process.
23. All pupils are given very good access to the curriculum. This is because the school is committed to providing an education which meets the particular needs of each of its pupils. The dedication and hard work of teachers and support staff creates a purposeful and secure environment with equality of opportunity for every pupil. Where appropriate, lessons generally contain separate activities designed specifically for the higher and lower attainers. The curriculum provided for pupils with special educational needs is very good. Particular educational or emotional needs are identified early and appropriate action taken quickly. Targets for pupils with special educational needs to improve their work are precisely defined and easily understandable. When appropriate, lessons contain activities which address and reinforce the individual targets. There is careful balance between the provision of support within the classroom and the withdrawal of groups. Innovative initiatives to address pupils' social, communication and emotional difficulties have been successfully introduced. The quality and success of the provision for pupils with special educational needs are important factors in ensuring such pupils have meaningful access to the general curriculum.
24. The provision for pupils' personal, social and health education is very good. A specific programme is given prominence within the curriculum and is delivered with sensitivity and challenge, but teachers also respond to relevant issues as they arise. The programmes of sex and relationships education, and drugs education are planned thoroughly and taught well. Wide-ranging discussions embrace topics of importance to pupils' understanding and needs. Consideration of relationships, responsibilities and feelings are included in this approach as exemplified in a Year 6 lesson relating to bullying and a Year 1 in which playground activities were discussed. The values are apparent in the life and work of the school and in the very good relationships that exist. Considerable efforts are made to develop pupils' self-esteem, to enrich their experiences and to develop them as capable, responsible people and adults provide very good role models to enhance this approach.
25. There is considerable enrichment of the curriculum that is made possible by the efforts of staff, parents and friends. Provision is augmented by a good range of extra-curricular activities which embrace artistic, sporting, musical and other clubs. In addition, all pupils benefit from the regular visits to places of educational interest and by specialist visitors to the school.

Productions, performances and school assemblies provide further opportunities for pupils to develop self-confidence and a range of talents. Pupils are very keen to participate in these activities and a number of pupils are learning to play a musical instrument.

26. The accommodation provides satisfactory facilities to meet the needs of the curriculum, although parts of the building are inconvenient. Attractive displays of pupils' work help to create a positive learning atmosphere. The quality of display and organisation of the classroom is particularly high in the nursery class. Here, the very stimulating, attractive internal environment contrasts sharply with the poor external condition and appearance of the building in which the class is housed. External play facilities for the nursery have been improved since the last inspection, but remain restricted in size. Facilities, such as the drama hall, information and communication technology room, and the library, make a positive contribution to teaching and learning across the curriculum. The layout of the school building has some limitations. Lessons in certain teaching areas, such as the hall, are constantly interrupted by movement from one part of the school to another. Other parts are currently inaccessible for pupils using wheelchairs. The adjacent playing field is a valuable facility for games and physical education, but has no protected area to prevent fouling by dogs. This results in loss of productive time whilst staff ensure that the field is clean and also constitutes a health and safety issue. There is a satisfactory range of resources to support the delivery of all subjects.

Care, guidance and support

Provision for pupils' care and welfare is consistently good. Provision of support and advice, based on careful assessments and monitoring, is very good. The current impact and involvement of pupils' own ideas and views when planning changes are satisfactory.

Main strengths and weaknesses

- Links and partnerships with many outside agencies are very strong and very effectively contribute to high standards of support.
- This is a school where all staff, under the watchful eye of the headteacher, nurtures every pupil equally.
- Staff value pupils' suggestions and listen to them sensitively, and their collective views are now beginning to be expressed effectively in school council meetings.

Commentary

27. Over many years the school has built up very good relationships with many outside agencies which get involved, sometimes on a weekly basis, in supporting the work of the school. Many representatives of these professional bodies were spoken to during this inspection and were unanimous in their acknowledgement of very open communication and dialogue and willingness from staff to take on new initiatives and ideas. They are certain that there is very good identification of individual needs. They say the school will 'bend over backwards' to resolve issues and above all they state that 'when advice is sought, it is taken'. Since the time of the last inspection this aspect of school has improved. The impact of this can be seen in many areas, for example, in the much higher rates of pupil attendance achieved with the close support of the Education Welfare Service and with the improved behaviour of individuals being overseen by the Behaviour Support Service.
28. Parents told inspectors that they chose this school because they believe staff really nurture and value their children who thrive in its happy and relaxed atmosphere. They are right to say that staff and pupils get along very well and to acknowledge the good standards of care. Helpful policies guide these good standards of welfare, and all adults take their individual roles seriously and ensure that pupils are put first. Appropriate arrangements to support pupils who may be especially vulnerable or at risk are in place. The named person regularly reviews training needs. First-aid is very carefully administered and a range of medical needs understood. Staff generally act as very good role models, when supervising during dinner and at play, and are polite and respectful of pupils. Governors undertake their role in

overseeing health and safety properly and the school seeks to identify and minimise risks when planning new activities and changes to routines. Very good induction arrangements help children to make a smooth transition from home to school when they start in the nursery class. New pupils, who join the school in later years, settle in very quickly and other pupils make them feel very welcome. Pupils turn to teachers and teaching assistants for care and support and readily approach the headteacher who is very accessible to them. Pupils see him as a very friendly figure in the school and he is a key reason why pupils are so happy and settled. Beyond this very effective informal support for pupils, there is rigorous monitoring of each pupil's academic and personal needs that provides them with constant, very effective support, advice and guidance.

29. This year a member of staff has taken over the responsibility of developing a school council. This was established some years ago, but, after a decline, the school council is now back on track enabling pupils' suggestions to be taken on board once again. Members of this council now fully understand their role. They are very keen to make improvements and have already offered and discussed ideas on how for example standards of health and safety can be further improved during the serving of dinner. Discussion of playground routines is also on the agenda and the impact, therefore, of this collective pupil involvement, looks set to improve this term. Staff seek the views of pupils very frequently, during 'circle time'⁴, and older pupils are becoming more involved in self-assessment and target setting and increasingly so when looking to develop their own personal and social skills.

Partnership with parents, other schools and the community

Links with parents, other schools, and the community, are very good and make a very positive contribution to pupils' learning.

Main strengths and weaknesses

- Family learning projects in the school have been very successful.
- A very good range of information is shared with parents.
- The headteacher consults with parents and responds promptly to any concerns they may raise.
- Links with other schools are very good and especially so with the nearby community college.

Commentary

30. The school is one of the first in the area to have become involved in Family Literacy projects in Devon. Family Literacy Groups are run regularly and parents and carers are made welcome and encouraged by staff, even though space is at a premium. Parents speak very highly of the benefits they have received, since getting involved, and say they are much better equipped to support learning at home. The projects have also led to wider return-to-working opportunities for many of the parents. A Parent-Toddler group meets each week at the school. This popular and very well organised session is run by one of the teaching assistants. Community groups use the school out of hours and during the holidays and think well of the school. Church links are established and community links are very good overall.
31. Parents have positive views of the school and see it as one which has moved forward in many aspects in recent years. They recognise many strengths, especially the good teaching and learning. They value the strong leadership. They know their children do well. They also like the information they receive. This has many strengths and is very good, overall, because, for example, of the very good detail within reports and the frequency and content of newsletters which keep parents very well informed about what is happening. In addition, parents have plenty of written information on what will be studied and regular curriculum and parent evenings. Parents of pupils with special educational needs have weekly opportunities to attend a meeting with the co-ordinator. However, the school is never complacent, as the recent appointment of a home school liaison co-ordinator is demonstrating. She is bringing

⁴ 'Circle time' is a session provided for pupils to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

new ideas and enthusiasm to help ensure that parents continue to be kept very well informed and involved in the school. The Friends' Association works very effectively to support the school.

32. The headteacher seeks the views of parents, both informally, when he is available and accessible to respond to any issues which may arise, and more formally, through questionnaires. For example, all new parents were canvassed both in Reception and higher up the school to see how satisfied they were with many aspects of school. In responding to their views, the headteacher then wrote personally to all 21 who answered the questionnaire, explaining further details of specific policy and practice, or merely thanking them for their support. This is a very good way to promote links with new parents who may then be involved with the school for several years. Home-school visits to the youngest children also help the partnership get off to a very good start.
33. Links with many schools are strong and effectively contribute to standards in the school. The Year 6/7 transition programme is particularly successful. Staff work hard to ensure this remains effective. Shared projects in, for example, mathematics and literacy, benefit pupils and staff in both schools. The school has also been closely involved in a pilot Interactive Whiteboard project, which has brought it into contact with other schools in Torbay. A French teacher from a nearby school teaches French to pupils in Years 3 and 4 every week. Students from the University at Exeter and from local colleges complete work experience placements regularly which benefit the pupils. In addition, visitors from schools and the community work with the pupils, especially in the arts. Overall, links with other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher leads the school very well. Governance is very good and key staff lead and manage their subjects very 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 highly effective senior leadership team has many strengths, but currently lacks expertise in the provision for the Foundation Stage.
- A shared vision of the school's ambitions and goals is guided by strategic planning to which a very good governing body makes a significant contribution.
- Successful delegation of subject leadership and other responsibilities has led to very good leadership and management by the staff involved.

Commentary

34. The good improvement in the school's effectiveness since the last inspection is seen particularly in the higher standards being attained by pupils, and the better overall quality of teaching and learning. The very good headteacher and deputy headteacher are the driving forces behind this development of a high quality of education provided by a close-knit team of teaching and non-teaching staff. Central to decision making is a highly effective senior leadership team which guides staff in their collective determination to ensure the promotion of equality and concern for the needs of individuals. This commitment to inclusion is very good and permeates everything that the school does. Aspects of leadership are excellent. Following the headteacher's example, members of the leadership team, not only provide excellent role models for other staff and pupils, but are also outstanding in their inspiration and motivation of others. Improvement happens because the senior managers very successfully develop and use many of the strengths of other members of the school community. The one respect in which this is ready for improvement is in rectifying a gap in the expertise of the senior leadership team in relation to the provision for the Foundation Stage. Responsibility for co-ordination of the Foundation Stage and Key Stage 1⁵ is temporarily held by the deputy

⁵ Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

headteacher in addition to the many key areas that she oversees. She is a senior manager of the highest quality who is held in very high regard by all members of the school community.

35. The headteacher's clarity of vision of the school's short and long term aims is informed by thorough self-evaluation, commitment to raising pupils' standards, and determination to seek constant improvement in the quality of education that the school provides. School improvement planning reflects this by using all available evidence to identify priorities for the next stage in school development. A very effective consultation process precedes annual school improvement planning. This enables staff, governors and parents to review progress and to contribute ideas for future priorities. Governance of the school is very 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. They benefit from the dedicated leadership of a knowledgeable chairperson. She personifies the very good awareness that governors have of the school's strengths and weaknesses. This understanding is also influenced by the constructive monitoring and evaluation of the school's work carried out on a regular basis by the governors. There are effective partnerships between the individual governors and the co-ordinators of subjects to which the governors are linked. This extends governors' knowledge of curriculum development and assists their evaluation of the school's work.
36. All teachers have responsibility for leadership of subjects or aspects of the school's work. The quality of their leadership and management of their areas of responsibility is very good and has significant impact on pupils' standards and the overall quality of education. Subject leaders know their priorities very well, because they have very detailed knowledge of strengths and weaknesses in pupils' work and the quality of teaching of their colleagues. This leads to the setting of clear, specific targets for each year, with insightful action planning that identifies how improvement is to be achieved. Beyond the work that subject leaders do as individuals, the effectiveness of the teamwork of teachers and teaching assistants is very high because there is constant, collective monitoring and evaluation of all aspects of the school's work.
37. The co-ordinator for special educational needs provides very good leadership. She is well informed, has a clear understanding of her role, and has instigated manageable procedures which are focused on improvement. She undertakes her responsibilities in a conscientious and thoughtful manner and maintains a perceptive overview of whole-school provision. The school has carefully analysed how its resources can be used to support pupils with special educational needs most effectively. Data and assessments provide an objective basis for identification of priorities. Consequently, the efficiency with which the school uses its resources to help pupils with special educational needs is very good.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 664,730 | Balance from previous year | 32,378 |
| Total expenditure | 652,388 | Balance carried forward to the next | 44,720 |
| Expenditure per pupil | 2,305 | | |

38. The school's financial management is very good because it ensures that the principles of best value are applied effectively to management and the use of resources. This is achieved through appropriate consultation, comparisons of performance, and the school challenging itself and ensuring the best possible service through competition. The carefully controlled expenditure reflects the school's specific priorities in improving the overall quality of education. This quality, the rising standards and the good, and sometimes very good, levels of achievement by pupils mean that the school is providing very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children throughout the Foundation Stage is good, with some very good features. There has been good improvement since the previous inspection. The introduction of a nursery class has had a very positive impact. Provision for children's personal development has improved significantly and is now very good.

39. Children enter the nursery class after their third birthday. The vast majority move into the reception class in either the September or January of the academic year in which they are five. At the time of the inspection, there were 46 children attending nursery part-time, and 31 children in the reception class. Very good induction procedures, including home visits, and strong links with parents enable children to make a smooth transition from home to school.
40. Attainment on entry to nursery and reception is close to that expected for their age. Children of all abilities make good progress and the vast majority achieve the early learning goals by the time they reach Year 1. In personal, social and emotional development, achievement is very good and standards are above expectations in this area of learning. The children are well prepared for the next stage of their education.
41. The quality of teaching is good and sometimes very good in nursery and reception classes, enabling children to learn well. Planning is detailed and activities relate well to the six areas of learning. Strong teamwork between teaching and high quality support staff ensures successful learning. The generous staffing ratio enables children to make good progress because they receive much one-to-one attention. The curriculum provides an appropriate balance of child-initiated and adult supported activities. Occasionally, activities in the reception class lack a clearly planned purpose and do not match the needs of individual children accurately enough. Inclusion is a very strong area and provision for children with special educational needs is very good. Assessment procedures are very good and informative 'Assessment Books' give valuable insight into progress. Further work remains to be done to ensure activities planned from the assessment information meet the needs of individual children.
42. Currently, there is no Foundation Stage co-ordinator. Interim arrangements are satisfactory and have allowed steady development. The appointment of a co-ordinator in the near future is paramount, if the school is to keep the positive momentum going and build on firm foundations.
43. Nursery staff work hard and very successfully to create an exciting and stimulating environment in a classroom located in a building that, externally, is unattractive and outdated. This is achieved through vibrant displays and well-organised creative areas. Children in the reception class are better served, with more work space. They are, however, housed separately in the main building, making liaison difficult. Play provision has improved since the previous inspection, but it is still far from ideal. In the nursery, children have access to a separate play area, but it is too narrow to allow the use of large wheeled vehicles. The reception class can only use its play area at times when it is not used by other children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Standards are good and children achieve very well through very good teaching.
- Staff provide very good role models.
- All children are valued and quickly become part of a very caring school community.

Commentary

44. Children enter the nursery at various stages of development. Many lack confidence, but make rapid progress because staff ensure their success. Behaviour is very good. Relationships are strong and children quickly learn to be kind and courteous to each other. When children move into the reception class, staff build very well on secure foundations. They have a calm approach, they know the children in their care well and learning is fun. During the inspection, staff were observed, on numerous occasions, tending to the needs of individual children with great sensitivity and good humour.
45. The teaching of personal, social and emotional development permeates all work and is a very strong feature of provision. Classroom routines are well established and children work with increasing independence and maturity. They are confident with adults and welcoming to visitors. Through very good achievement, most exceed the early learning goals by the time they reach Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children throughout the Foundation Stage achieve well through good quality teaching and the vast majority achieve the early learning goals.
- Staff promote language and literacy skills well, particularly during group activities.
- Activities are interesting and exciting, ensuring successful learning.
- Occasionally, activities for children in the reception class lack a planned purpose and do not match the needs of individual children.
- Staff use the interactive whiteboard very effectively to support learning.

Commentary

46. Most children enter the nursery with soundly developed speaking and listening skills. There are, however, several children, attending the afternoon session in the nursery, who are very reticent. One-to-one staff input provides effective support for these children, enabling them to develop secure skills. By the time they move into the reception class, most children are confident and articulate. Paired discussion work develops the children's speaking and listening skills very effectively. Children are well informed and demonstrate a good range of vocabulary when, for example, talking about animals in different countries. They listen well to instructions and are attentive.
47. Reading is taught well. Children develop a love of books right from the start. In the nursery, the children are interested and inquisitive. They enjoy linking pictures to print when, for example, using their interactive whiteboard weather chart. Parents make a good contribution to children's reading development and support the school well. In the reception class, children know a wide range of stories and have a mature approach towards reading.
48. Teaching time is well organised, thus ensuring children make good progress. There is a balanced programme throughout the Foundation Stage of teaching letter sounds and allowing children to write for themselves. Children progress from making marks to writing their names and making recognisable attempts at simple spellings. Some are confident and write independently. Assessment is very detailed and is used well to move learning forward. There are good links to other areas of learning through activities such as writing labels for animal models. Occasionally, there are missed opportunities to develop the skills of more able children in both classes even further.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children in both the nursery and reception classes achieve well through good teaching.
- Children are provided with a good range of problem-solving activities.

Commentary

49. Mathematics is enjoyable and children of all abilities in the nursery are interested in numbers. They show great enthusiasm when, for example, sorting animals into groups. They move into the reception class with sound early numeracy skills. Children in the reception class learn effectively, through good quality activities, and problem solving activities are an important feature of provision. Children use mathematical language well, show a good level of understanding, and some develop a logical approach towards their work. Many are confident with numbers beyond 30, and understand addition and subtraction on a simple level. As with literacy, there are sometimes missed opportunities to provide greater challenge for those children who demonstrate mature mathematical thinking, but the quality of teaching and learning is good, overall. Achievement is good and the majority of children are on track to achieve the early learning goals by the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well through good quality teaching.
- Visits to places of interest enhance children's learning.
- There are good opportunities for children to use the interactive whiteboard.

Commentary

50. Teaching and learning are good and children achieve the early learning goals set for the end of the reception year. Children enter the nursery with a secure knowledge and understanding of the world in which they live. They are well informed about familiar and more unusual animals, such as giraffes and 'hippos'. Stories, such as 'Dear Zoo' are used very effectively to promote successful learning. Children have numerous opportunities to extend their learning through play and exploration. Visits to places, such as the Life Education Centre, and visitors, such as the local policemen, support children's learning well.

51. In the reception class, children receive many exciting experiences, ranging from designing a fruit kebab to looking at minibeasts, enabling them to achieve well. They learn about other religions and cultures and celebrate festivals, such as Diwali.

52. All the children in the Foundation Stage have good opportunities to develop secure information and communication technology skills, through regular independent access to the interactive whiteboard and good quality programs linked effectively to class work.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Staff overcome the limitations of the building, enabling children to achieve well through a balanced range of activities.

Commentary

53. Physical development is similar to others this age when children enter nursery. Adults successfully create an atmosphere of fun and provide an exciting programme of indoor and outdoor activities, enabling children to achieve well. Although staff make the best use of a small nursery play area, children do not have regular access to large apparatus and wheeled vehicles that would promote even greater development of their physical skills. Space in the hall is cramped. In the nursery, children adapt very well and exceed expectations in their awareness of space, control and co-ordination when, for example, developing their work on 'animal movements'.
54. No physical education lessons were observed in the reception class. In the classroom, children develop good pencil and scissor control as they write and cut out during 'free choice' activities. Adults support children well, ensuring they gain greater control in their work.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Through good teaching, children make good progress.
- A wide range of media is available for children to use.

Commentary

55. Adults provide children with numerous opportunities to use a wide range of media. Whether playing in the 'Jungle' or making models of animals and birds, children make good progress and achieve well because they enjoy what they are doing. Teaching and learning are good. Nursery staff pay careful attention to skills' development. Children are encouraged to choose materials and have ample opportunity to explore and experiment when, for example, finger painting or making string pictures.
56. In the reception class, children link their work effectively to other areas of learning by, for example, making diva pots to celebrate the festival of Diwali. Opportunities for acting out stories provide good opportunities for imaginative play and activities contribute well to the development of language and literacy skills. Work is attractively displayed in both nursery and reception classrooms. The early learning goals are achieved by the majority of children by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achievement is good.
- In Years 2 to 5 pupils' standards for speaking, listening, reading and writing are above the national expectations for their ages.
- Teaching and learning are good throughout the school.
- The co-ordinator provides excellent leadership.
- The procedures for assessing pupils' progress are very good. This information is used very well to identify strengths and weaknesses in the English programme and to monitor individual achievement.

COMMENTARY

57. Pupils in Years 1 and 2 achieve well in relation to their capabilities. This is because teaching is consistently good or better and teachers provide a range of tasks that ensure that pupils are working at a level that is properly suited to their capabilities. Achievement in Years 3 to 5 is also good whilst in Year 6 it is very good. Skills such as spelling, grammar, handwriting and punctuation are all developed systematically in both key stages, but this is well balanced by an emphasis upon creative work and a 'feeling' for words. In all parts of the school lower-attaining pupils do well in relation to their capabilities, due to the careful match of work to their needs, the sensitive support from teachers and from teaching assistants and the accurate recognition of what is required to help them improve. Other pupils, including higher attainers, are suitably challenged and they also advance well.
58. Pupils enter the school with a range of language skills which is similar to those typically found. By Year 2, standards have risen to above average levels in speaking, listening, reading and writing. Currently Year 6 contains a much higher number of lower-attaining pupils than has been the case in recent years and this is reflected in the overall average standard in all the elements of English, except listening standards, which are higher. Although this is a lower level than that achieved by pupils in Year 6 in recent years, it does not indicate a diminution of the quality of English provision which continues to be very good and which is evident in the good achievement of this year group and in the above average standards evident in Years 3 to 5.
59. The confidence and complexity of pupils' spoken language develops strongly through the school so that the majority can speak with a confidence and clarity that is above that normally found in Year 2. They are in line with expectations in Year 6, but higher attainers are able to engage the listener using creative ideas and a wide vocabulary. Almost all pupils are attentive and thoughtful and listening skills are above average in both key stages.
60. Reading is systematically developed throughout the school and an average proportion of pupils in their final year is able to read difficult text fluently, to analyse plot and character, and to make inferences beyond the literal meaning of the text. Most discuss what they have read with obvious enjoyment and sometimes with insight. A group of pupils in Year 6, for example, were able to offer mature opinions on the relative qualities of a range of well-known authors.
61. The range of writing for different purposes is good and there is a strong emphasis upon the development of descriptive language and a 'feel' for words. Thus one pupil in Year 6 described an 'intrusive, overpowering wind', whilst another told of 'bruised and violet waves'. The emphasis upon interpretation of text, a 'feeling' for language and the use of expressive prose makes a good contribution to the spiritual development of pupils. Describing international conflict, for example, a pupil in Year 6 likened the impact of war to a red spot

upon the course of history. In Year 4, pupils used phrases such as 'mystical mist' and 'a volcano itching to erupt', whilst in Year 3 a pupil wrote about 'thunder crashing like gunshot'.

62. Teaching and learning are good overall. Very good relationships exist within the classrooms and teachers provide tasks which ensure that pupils are working at a level that is properly suited to their capabilities. All teachers have a good knowledge of the subject, manage the pupils well, and employ a range of interesting techniques in their lessons. This has the effect of motivating the pupils and promoting good levels of achievement within the lesson. Good quality planning means that understanding and skills are built methodically with lesson objectives for specific lessons defined with precision. An excellent session for a group of Year 6 pupils is held before school on a weekly basis in order to boost individual attainment whilst not disrupting their work in other lessons. The observed lesson was conducted at a lively pace, was sharply focused on improving specific phonic and grammatical skills and was a delightful mixture of hard work and fun. The teacher's enthusiasm was clearly communicated to the pupils who worked with high levels of motivation and purpose. In all parts of the school the teachers and teaching assistants work effectively as partners and provide sensitive and helpful support.
63. The subject co-ordinator provides excellent leadership. She has an extremely clear understanding of her role and maintains a sharp focus on raising standards. Her direction for the subject is founded on very good knowledge, thoughtful analysis and excellent organisational skills. Extensive measures are in place to ensure that agreed initiatives are introduced with consistency and rigour and these do much to promote higher standards and better achievement.
64. A very good range of formal assessments and teacher evaluations are used to assess pupils' progress. The school has made good use of this information to analyse the strengths and weaknesses of the English curriculum. As a result, initiatives to strengthen the programme and to raise standards have been thoughtfully introduced. Changes to the speaking and writing programmes and additional help for identified groups exemplify this approach. The measures to improve the English curriculum are having a positive impact on standards and achievement. The setting of specific targets for groups and individuals provides clear goals for pupils to improve their skills. Teachers' marking of pupils' work is of a very good standard and provides helpful and constructive comments that suggest clear ways in which the narrative can be improved. This provides immediate and clearly understood guidance for pupils and contributes positively to their achievement.
65. The last inspection was generally positive in relation to English, although it noted some inconsistency in the quality of teaching. The consistency and quality of teaching is now a prominent feature of provision. In addition, there has been a significant improvement in standards in both key stages in recent years and achievement is now good throughout the school. A spacious library has been created and the stock of books improved. The school has responded well to the changing demands of the subject and has made good improvement in its provision for English since the time of the last inspection.

Language and literacy across the curriculum

66. The use of literacy skills in other subjects is good. In history, for example, pupils write with empathy and imagination about events in the past, such as life in Ancient Greece, and during the Second World War. The more formal recording of their work in science and note-taking and the use of inference in history are other examples of how writing is employed to take a particular subject forward whilst also focusing on approaches to improve pupils' literacy skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Leadership and management of mathematics are very good.
- The school uses tracking and assessment procedures very effectively.
- Some teachers demonstrate outstanding skill in teaching mathematics.
- Pupils in Year 6 achieve very well through consistently high quality teaching.
- There are inconsistencies in the quality of work produced in the lower juniors.

Commentary

67. Results of the 2004 national tests indicated that standards at the end of Year 2 were above average when compared to similar schools and to those nationally. At the end of Year 6, standards in 2004 were well above average, with boys and girls achieving equally well. These results represented a steady improvement since 2002.
68. Inspection findings indicate that all pupils currently in Year 2 are on track to reach the same high standards. Most pupils demonstrate a good understanding of mathematical vocabulary and a high degree of confidence with the subject.
69. Pupils in the current Year 6 are not of the same calibre as pupils in previous years. At best, they will only reach average standards overall, with a smaller proportion attaining higher levels. On the surface, this appears to represent a decline in standards, but well documented evidence reveals a very high turnover and a large proportion of pupils with special educational needs entering this year group. The pupils currently in Year 6 achieve very well, through consistently high quality teaching. Indeed, pupils of all abilities throughout the school are achieving well. Provision for pupils with special educational needs is very good, enabling them to achieve as well as their classmates.
70. Since the previous inspection there has been steady improvement in provision. Focused tracking of the progress of individual pupils has pinpointed those in need very accurately. The school regards the success of each pupil as paramount. Excellent booster group arrangements meet the needs of individuals very effectively. Greater emphasis on target setting, very effective use of data analysis and assessment, focused lesson observations and work sampling have all contributed towards maintaining good quality provision. There is a very structured approach towards overcoming identified weaknesses.
71. By the end of Year 2, most pupils have a very secure understanding across all aspects of the mathematics curriculum. They are well equipped for work in Key Stage 2⁶. Occasionally, more able pupils need greater challenge at the beginning of this key stage, but, in general, there is a systematic approach towards skills' development. As a consequence, many older pupils develop mature mathematical thinking and devise good strategies for solving problems. All year groups make effective use of computers to increase numeracy skills and interactive whiteboards play an important role in class teaching. There are numerous examples of information and communication technology being used very well to support mathematical thinking and this aspect of provision has improved significantly since the previous inspection.
72. Teaching throughout the school is of a consistently good standard, resulting in good learning. There is also some excellent teaching in both key stages. Work is matched well to the needs of individuals and teaching assistants make a strong positive contribution to pupils' learning. Teaching and learning have many strengths, including high expectations of work and behaviour, good development of speaking and listening skills in paired discussion, good consolidation of numeracy skills and good use of mathematical vocabulary. Many teachers have very secure subject knowledge. Pupils apply themselves well to their work and want to

⁶ Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

succeed. Homework is purposeful and is used effectively to support work done in the class. Marking is consistently good, providing pupils with clear guidelines for improvement. Occasionally, some teachers give lengthy explanations, leaving pupils with too little time to complete their work. Where teaching is excellent, the quality of questioning is the most outstanding feature.

73. Very strong subject co-ordination has successfully moved mathematics forward. Documentation is of a very high standard, meticulous in detail. The co-ordinator has a clear sense of what needs to be done and a very accurate view of strengths and weaknesses. She has been instrumental in developing a more consistent approach towards teaching mathematics and is a strong driving force in the school's quest for excellence.

Mathematics across the curriculum

74. Pupils use mathematics very effectively as part of their work in other subjects. The school has focused attention on developing numeracy skills across the curriculum, with a good degree of success. There are numerous examples of mathematics being used effectively, particularly in conjunction with interactive whiteboard work, when, for example, producing line graphs or charts in subjects such as science. There is good evidence that opportunities are purposefully planned, rather than incidental.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement is good overall and very good in Year 6.
- Standards exceed the national expectations in all year groups.
- Pupils in Year 2 do not have sufficient opportunities to plan and carry out practical investigations.
- Teaching and learning are consistently good, with outstanding practice in Year 6.
- The procedures for ongoing assessment are insufficient to monitor pupils' short-term progress.

Commentary

75. Pupils achieve well, overall, in relation to their prior attainment. As a consequence, standards are above the national expectations in all year groups. The attainment of such standards by the pupils in the Year 6 class is a very good achievement. Throughout the school, pupils with special educational needs are achieving as well as their classmates and attaining similar standards. This is largely due to the positive impact of support staff on their learning. Often the levels of knowledge and understanding of pupils with special educational needs are as high as those of other pupils, but the quality of recording is lower amongst those with learning difficulties in writing. However, a consistent feature of pupils' work is the good use of scientific vocabulary. This is evident in pupils' oral work, when answering questions in lessons, and in much of their written work. From clear labelling of diagrams and drawings in Years 1 and 2, to well-structured accounts of investigations in Years 3 to 6, pupils are using and understanding correct terminology.
76. A particular strength in the standards being attained by pupils in Year 2 is the depth of their knowledge across a wide range of topics. They present their work particularly well, taking care with writing, diagrams and labelling. While the volume of work is extensive, there are still insufficient opportunities for these pupils to fully develop their understanding of the principles of scientific investigation. Such opportunities arise approximately twice a term. In contrast, pupils in several other years are carrying out investigations in every lesson, ensuring that their understanding is reinforced by practical activity.
77. Teaching is good overall and a significant feature of the activities planned by teachers that leads to good learning by pupils is the provision of learning activities that are matched well to

the needs of pupils of different abilities. Teachers prepare resources carefully, use teaching assistants effectively, and in the best lessons are constantly challenging their pupils to draw scientific conclusions. Teachers develop pupils' scientific thinking through good questioning and this is a prominent feature of the excellent teaching seen in the Year 6 class. They are always well prepared for extending pupils' knowledge when ready. Thus the higher-attaining pupils are moved forward well in their learning.

78. The contribution of science to the development of pupils' speaking and listening skills is very well developed, because teachers constantly ask pupils to explain their reasoning and use correct scientific vocabulary. The quality of pupils' learning is good overall. In some classes, the pupils' learning is aided by good quality, informative marking, but this is not consistent across the school. Another area of inconsistency is the type and extent of written recording by pupils of the same age, but in different classes. Although there are good arrangements for collaborative planning by teachers, science does not appear to be considered in the detail evident in some other subjects. As a consequence, a topic may be common to two classes but the range of learning activities that pupils experience in that topic can vary considerably between the classes. While there are satisfactory procedures for formal assessment of pupils' learning at the end of a topic, the information from assessment is not used sufficiently in planning future work or for setting specific targets for pupils. The data arising from pupils' performance in national tests is not analysed. Thus, there is no evaluation of strengths or weaknesses in pupils' knowledge that can be used to identify specific areas for improvement.
79. The leadership and management of science are currently satisfactory. During the subject leader's absence, the temporary leader is conscientiously addressing the targets set in the purposeful action plan provided for her. Standards and the overall quality of provision are successfully being maintained at the levels found at the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is good and standards at the end of both Year 2 and Year 6 are matching the national expectations.
- Leadership is very good.
- Teaching is good throughout the school.
- The guidance for teachers has been precisely defined. This is helping to ensure that pupils' skills, knowledge and understanding are developed systematically.
- A significant investment in resources, teacher training and curriculum development is making a good impact upon standards.
- Good use is made of information and communication technology to support learning in other subjects.
- The school has made a very good response to the serious shortcomings identified in the previous report and is in a good position to make further improvements.

Commentary

80. Standards in information and communication technology are at nationally expected levels in Years 2 and 6. Pupils in Year 2 have satisfactory levels of proficiency in word processing and basic keyboard skills. Their ability to save and retrieve information, with support, is sound and pupils can use 'painting' programs with appropriate skill. Pupils know how to give sequential instructions; for example, in order to control programmable devices, can enter and present data satisfactorily, and they have adequate understanding of how information technology is used in the home and their environment.
81. In Year 6, pupils' overall competence in the skills required by the National Curriculum is also in line with the national expectations. Word-processing skills are extended and most pupils

reach above average levels of proficiency. They can save and retrieve stored information independently, are able to combine text and pictures to the expected level, and can print the finished product. Pupils have satisfactory knowledge of how to establish, test, modify and store sequences of instructions to control on-screen events. They have the expected knowledge when entering, sorting and classifying data and in presenting the findings by means of a range of graphical representations. Pupils have some experience of monitoring external events, such as temperature, and display expected awareness of the application of information and communication technology outside the school. The school has installed internet access and most pupils can confidently log on and use the search facility.

82. Achievement is currently good in both key stages. Skills and knowledge are built methodically, and incrementally, as pupils move through the school. The impact of this is not reflected fully in standards because recent improvements have yet to work through a full cycle at Key Stage 2. Nevertheless, standards in Years 3, 4 and 5 are now above the national expectations for these year groups.
83. Leadership of the subject is very good. The school has invested heavily in staff training, resources and facilities. Improvements are implemented with thoughtfulness, care and rigour and are sharply focused upon improving standards. The school's very successful involvement in a national project to promote the development of information and communication technology has supported this process. The measures taken since the time of the previous inspection have effected a very good improvement in this subject.
84. Teaching is good in both key stages. As a result of significant training, teachers have enhanced their expertise. Resources have been improved to a good level and pupils are able to work in a suitably designed computer suite. Lessons contain material which interests and challenges pupils. The pace of lessons is purposeful and consistently stimulates the pupils. In every lesson seen, there was very good balance between the direct, whole-class teaching of skills and opportunities for pupils to consolidate and extend their knowledge by working on computers. The information and communication technology technician brings considerable expertise to the subject and provides valuable support to pupils during lessons. This support, coupled with that from the teaching assistants, helps to ensure that pupils are given help quickly and efficiently. The highly skilled use of the interactive white boards results in purposeful and meaningful demonstrations of relevant skills.
85. The programme for information and communication technology incorporates national guidance which has been augmented by more detailed material. This provides a good basis for teachers' planning, because it determines precisely what should be taught, and when, and ensures that skills are built incrementally. The major investment in a modern computer suite has made an important contribution to the effectiveness of learning. Although some pupils still have to share a machine, the suite allows the direct teaching of skills by the teacher to be followed by immediate, practical experience for pupils. Good records are maintained for charting individual experience and progress and for ensuring that every pupil receives his or her entitlement. The use of self-assessment by the pupils also helps to foster greater responsibility and awareness of their learning.
86. The last report made the provision for information and communication technology a key issue for improvement. It found standards that were well below expectations and that progress was inconsistent and poor. Pupils' attitudes to the subject were only satisfactory. The programme did not meet the requirements of the National Curriculum in a number of key areas. Since then, the requirements and prominence of information and communication technology within the National Curriculum have been considerably increased. A substantial programme of staff training has been instituted and teachers are now confident and assured. The school has precisely defined what should be taught, improved the resources significantly and coverage and progress are systematically assessed. Pupils' attitudes are now very positive. Overall, the school has made a very good response to the issues raised in the previous report and is well placed to make further improvements in standards and achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

87. The use of information and communication technology to support the work in other subjects is good and opportunities are carefully included in the relevant planning. Word-processing in English, data analysis in mathematics and science, the creation of artistic effects, the use of digital photography in geography, and the use of the internet to research historical topics, such as Ancient Egypt, provide examples of how information and communication technology skills can be reinforced whilst also making an important contribution to learning across the curriculum. The excellent use of the interactive white boards makes an important contribution to the effectiveness of many lessons.

HUMANITIES

Geography did not form part of the focus for the inspection as no lessons were observed during the inspection period.

88. Provision in geography was sampled through discussion and the scrutiny of pupils' past work and teachers' planning. The available evidence suggests that standards match national expectations and that pupils have very positive attitudes to the subjects. Pupils in Year 2 understand simple maps, follow routes and identify key features. For example, they are able to identify features relating to Brixham and they show a satisfactory awareness of places beyond this country. Pupils in Year 6 understand scale, keys and grid references in relation to maps and are suitably informed about environmental issues. They understand the key geographical concepts that can be used to compare life in this country with that in places such as India and Nepal.
89. Geography is delivered through a series of topics delivered over the course of a key stage. The current guidance to help teachers plan their lessons provides a sound basis for the content and the systematic development of the programmes. In addition to factual knowledge, geographical skills such as map-work are given due emphasis. Research, visits and the use of the internet usefully supports this balance.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above those expected nationally.
- Pupils achieve well in relation to their capabilities and make good progress in developing historical understanding and knowledge.
- The quality of teaching is good in both key stages.

Commentary

90. Pupils achieve well through Years 1 and 2 and, although the standards reached are no higher than those expected, the assurance of their skills and knowledge provides an important foundation for their work in Key Stage 2. Pupils in Year 2 display typical knowledge and understanding in relation to the topics studied and are able to recognise changes that have taken place over time; for example in children's toys and in playground games. They can discuss some famous people from the past, such as Florence Nightingale and Dr Barnardo and relate these lives to some important contemporaneous events.
91. Pupils continue to achieve well in Years 3 to 6 and, by the end of Year 6, standards are better than those normally found, which is an improvement on standards at the time of the last inspection. Pupils display good levels of knowledge and understanding of various periods in the past such as Ancient Greece and 20th Century Britain.
92. Teaching and learning are good overall. Teachers manage the classes well and have very positive relationships with their pupils. They use imaginative strategies to make lessons meaningful and interesting, for example, through role play, or by exciting visual material presented on interactive whiteboards. This stimulating learning results in pupils' attitudes to

history being very good. Pupils respond with maturity and thoughtful interest to the topics included in the programme.

93. The co-ordinator is leading the subject with enthusiasm and purpose. Action planning identifies clear targets for subject development. This is successfully influencing provision by ensuring that, as well as factual knowledge, historical skills such as deduction, inference and the reliability that can be placed upon such evidence, are well emphasised in pupils' learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Beyond Christianity, pupils do not have sufficient depth of knowledge and understanding of the world religions and cultures.
- There has been good improvement in the use of information and communication technology.
- Pupils in the same age group in different mixed-ability classes do not always cover the same topics.
- The school makes effective use of visitors to enhance pupils' learning.
- There is a clearer distinction between the teaching of religious education and personal, social and health education than in the past.

Commentary

94. In Years 2 and 6, pupils' knowledge and understanding are in line with expectations of the locally Agreed Syllabus. This represents satisfactory achievement and steady improvement since the previous inspection. Pupils of all abilities achieve equally well. The overall quality of provision has improved, because the school has fully addressed the issue of making a clear distinction between religious education and the personal development aspect of provision. The introduction of interactive whiteboards has also proved to be a valuable teaching tool. Other technology, such as digital cameras for recording evidence, and multi-faith computer programs also support pupils' learning well. Further work remains to be done, however, to ensure pupils acquire sufficient breadth and depth of knowledge about world faiths other than Christianity. The current organisation of the curriculum, with long gaps between topics, sometimes discourages pupils from remembering what they have learned.
95. Acts of collective worship and class assemblies follow well-structured themes and make a positive contribution to religious understanding. Pupils enjoy these occasions, particularly when they involve outside visitors, because they are of good quality and have a strong sense of community.
96. The locally Agreed Syllabus provides a firm structure for the balanced coverage of religious education. The programme of work ensures adequate skills' development. Pupils have a good basic understanding of religious symbolism within Christianity and, to a lesser extent, within other world religions. An examination of work and discussion with older pupils, reveal that pupils do not always cover topics such as Judaism in sufficient detail to ensure breadth and depth of understanding. In addition, there is some variation in coverage between mixed-age classes, and older pupils revisiting a topic do not always demonstrate greater maturity in their work. The school is aware of the need to review its curriculum organisation to meet the needs of pupils in mixed-age classes. Simple assessment procedures effectively identify pupils' levels of understanding.
97. Although very little direct teaching was observed, its quality was always at least satisfactory and sometimes very good. Teachers make strong links with personal and social development. They plan well and reflective thinking is encouraged through writing and good quality discussion. A good example of this occurred in Year 6 when pupils wrote very poignant expressions of feelings in response to the poem, 'In Flanders Field'. Work is linked well to other subjects. In Years 5 and 6, pupils linked topic work on Ancient Egypt very effectively, when comparing the Christian and Egyptian view of Creation.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There were very few lessons in **art and design** and **music** and none in **design and technology** during the inspection period, therefore, no overall judgements have been made about provision.

98. The evidence of pupils' work in **art and design**, and the high quality of the broad range of learning opportunities provided, indicate that this area of the curriculum has significant strengths, as it did at the time of the last inspection. The standards attained by pupils of all ages, including those with special educational needs, are above expectations. Their work reflects a well-balanced curriculum that provides good opportunities for pupils to learn specific techniques as well as experience working with a wide range of media. There is strong emphasis on painting and printing in Year 1 and this experimenting develops pupils' confidence well. There is a focus on accuracy in observation in Year 2. This results in pupils developing good control of line and colour in their sketches and paintings, as is evident for example in the good use of shading in observational drawing of shells, and the strong sense of design in the pupils' illustrations for the story of the 'Frog Prince'. A well taught lesson in Year 2 demonstrated the pupils' confidence and enjoyment when they explored shape, texture in pattern in natural objects by producing rubbings with wax crayon. A pupil's cry of delight, as an image grew when the teacher demonstrated the technique, provided a moment of true awe and wonder that stayed with the pupils throughout the lesson.
99. Throughout the school, pupils are introduced to the work of many established artists and the pupils' own work in the style of these artists shows a growing aptitude for capturing the unique qualities, whether it is William Morris, Lowry or Lichtenstein. By Year 6, pupils work boldly in their large landscapes, as well as in great detail in observational drawings of eyes. They use sketch books well for recording initial ideas.
100. Subject leadership and management are carried out satisfactorily by a temporary co-ordinator. The current action plan prioritises the development of procedures for assessment which currently lack rigour. Opportunities for pupils are broadened successfully by the school's involvement in a Devon 'Art in Schools' initiative. This enables pupils to work with visiting artists and recent experiences have introduced pupils to the techniques of batik, the characteristics of Mexican printing and work with a local potter. Teachers frequently integrate art and design activities into pupils' learning in other subjects. For example, clay goblets were produced during a topic on Ancient Greeks in Years 3 and 4, and intricate Roman mosaics have been designed by pupils in Year 6. Through such activities, and studies of faith-related art, the subject contributes well to pupils' cultural development. The previous inspection found limited use of information and communication technology in art and design. This weakness has been rectified fully and computer graphics programs are used throughout the school, commencing with Pop Art and the work of Warhol that is studied by pupils in the upper juniors. An exciting project in Year 3, using a digital art package, involved pupils completing paintings in the style of Matisse, firstly by computer and then by hand. Pupils then wrote very constructive evaluations that compared the two methods.
101. In **design and technology**, a scrutiny and analysis of teachers' planning, pupils' past work and classroom displays indicates that standards are matching national expectations in Year 2. Although work of the oldest pupils was not provided for scrutiny, that of pupils in Years 4 and 5 exceeded the expectations of these age groups in many respects. This latter work was a comprehensive project on 'Shelters' that, in the teacher's planning and the learning activities carried out by pupils, had very good emphasis on the processes of designing and making and the relationship between the two. Pupils considered criteria such as purpose, materials, shape and durability. They designed a test of the strength of a paper frame and investigated techniques and materials for strengthening a frame. They investigated joints, explored designs and in the process of making a shelter they kept an ongoing written record of progress, noting problems encountered and how they were overcome. Pupils' concluding evaluations related all the work back to the original criteria of purpose. Such work is indicative of very good practice in design and technology. Further evidence of such quality is provided by the work on winding mechanisms in Years 1 and 2. A particular feature is the high quality of finish

achieved by pupils in their 'Hickory, Dickory Dock' models. Good links with other curriculum subjects, for example, mathematics, literacy and science are evident in planning and pupils' work in many year groups.

102. In **music**, the standards of pupils in Years 3 and 4 in the one, well taught lesson observed were in line with expectations and achievement was satisfactory. Additional evidence taken from discussion with the co-ordinator, examination of planning and extra curricular activities indicates that pupils receive an adequate range of activities. Pupils sing with enthusiasm in assemblies and the school choir shows a high level of commitment. Pupils of all ages have adequate opportunities to participate in performances, ranging from a nativity in the local church to high profile concerts, such as the Torbay Schools Prom. These events make a good contribution towards pupils' personal and social development.
103. The school has lost much of its musical expertise since the previous inspection and standards are not as high. Music is in a period of transition. Currently, the school is engaging outside support to develop pupils' skills more systematically and provide training for non-specialist teachers. In the infants, pupils receive recorder tuition and some older pupils have the opportunity to learn to play the guitar. Recent initiatives, such as involvement in the Dartmouth Music project, are proving very beneficial. Input is of high quality and provides musical training for both parents and pupils. Visiting musicians, such as the Samba band, also enhance the curriculum. Although there are some opportunities for pupils to experience the music of other cultures, it is not a strong feature of provision.
104. Subject co-ordination is satisfactory. The co-ordinator is enthusiastic and has drawn up an accurate action plan for development. She has not yet, however, been given the opportunity to monitor and evaluate what pupils learn or ascertain whether standards are high enough.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- There are good opportunities for pupils to participate in extra-curricular sport.
- The school uses its sports' links with other institutions well.
- The school successfully delivers a full curriculum despite cramped hall space.

Commentary

105. No dance or gymnastics were observed during the inspection. Standards in games match expectations in both Year 2 and Year 6. Achievement is satisfactory and the school caters well for all ages and abilities. Pupils with special educational needs achieve the same standards as their classmates. There has been good improvement since the previous inspection. The range of opportunities for participation in sport has increased and now includes basketball coaching from the Plymouth Raiders and involvement in hockey and rounders festivals. Swimming arrangements are much improved with the vast majority of pupils achieving at least the requirement to swim 25 metres confidently by the end of Year 6. Strong links with Paignton Sports and Community College have proved beneficial, enabling pupils to develop effective skills in sports such as football. New initiatives, such as the introduction of 'Huff and Puff' successfully promote healthy lifestyles and improve fitness.
106. In Year 2, pupils demonstrate appropriate accuracy in throwing and catching skills. They prepare well for lessons with good warm-up exercises. They have a clear understanding of the effect of exercise on their body, because teachers pay good attention to health related aspects. By the end of Year 6, pupils show good co-ordination when striking a ball and develop secure skills across a wide range of sporting activities.
107. Teaching and learning are good, overall, and sometimes very good. Lessons are well-structured, behaviour is very good and teachers develop skills effectively. Pupils achieve well

in lessons because they enjoy the range of activities and show a high degree of co-operation and collaboration in team games.

108. Leadership and management are good. Information and communication technology is used effectively to record evidence of good practice. Links with other subjects enhance provision well. Assessment procedures are developing well and include a local secondary school's skills' assessment of Year 6 pupils before they leave. There are good opportunities for pupils in Years 5 and 6 to participate in residential outdoor pursuits at Haven Banks.
109. Despite the limitations imposed by cramped hall conditions, the school successfully provides a balanced range of activities across the full physical education curriculum. Support from outside agencies, such as gymnastics coaching for younger pupils, goes some way towards helping teachers to overcome the difficulties imposed by the building. On-going problems with dogs fouling in the area of Furzeham Green used for games have yet to be overcome by the local authorities. Class and visiting teachers work conscientiously to ensure that the area is fit for learning but it is a responsibility that they should not have to carry out.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The fostering of the principles and values of personal, health and social education is very good.
- Personal, social and health education makes a strong and central contribution to the ethos of the school and its ideals are present in every aspect of school life.
- Teaching and learning are good.

Commentary

110. The principles and values of personal, social and health education and citizenship are developed to a very good degree. It is a strength of the programme that these values permeate all aspects of the life and work of the school. They are seen in the very good relationships that exist and in the very good role models that adults present. Very real responsibility is given to pupils in this process. They formally exchange views through representatives on the School Council and are genuinely consulted about initiatives and proposals. They are able to make real choices, such as in deciding matters relating to playground activities and the food provided by the school. This involvement helps to foster a knowledge that this is 'their' school, as well as building a sense of responsibility and involvement. It enhances the pupils' understanding of democracy and why society operates within a structure of rules and laws.
111. Through the well-planned learning opportunities in personal, social and health education lessons, pupils are able to express opinions and to consider the views of others. Their sense of responsibility towards others and to the community is strongly developed. They develop a sense of self-worth through identifying and expressing feelings and, in this way, begin to understand how their actions affect themselves and others. A group of pupils in Years 3 and 4, for example, discussed the emotions involved around conflict with an openness, sensitivity and maturity that suggested thoughtful understanding of the problems and responsibilities encountered by individuals and groups. Overall, pupils have a very good understanding of the values, responsibilities and choices that influence their personal and community relationships. This is the result of teaching and learning that is consistently good and, occasionally, very good or excellent. The latter, with the Year 6 class, was particularly memorable for the dynamic presentation by the teacher and teaching assistant. The quality of the relationships between these adults was a superb role model for the pupils. The theme of 'Bullying' was approached imaginatively and sensitively, with pupils given ample opportunity to share their views with one another and with staff. The high quality of speaking and listening, the interaction between pupils and adults and the maturity of pupils' responses made this an exceptional lesson that had enormous impact on pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|---|--------------|
| The overall effectiveness of the school | 2 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 2 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities (ethos) | 2 |
| Attendance | 4 |
| 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 | 2 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 2 |

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