

# INSPECTION REPORT

## **HARBERTONFORD PRIMARY SCHOOL**

Totnes

LEA area: Devon

Unique reference number: 113462

Acting Headteacher: Mrs Janet Ronson  
Headteacher: Mrs Susan Miller

Lead inspector: Mr Brian Gosling

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> February 2005

Inspection number: 266954

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	63
School address:	Old Road Harbertonford Totnes Devon
Postcode:	TG9 7TA
Telephone number:	01803 732352
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Graham
Date of previous inspection:	May 1999

## CHARACTERISTICS OF THE SCHOOL

Harbertonford Primary School is smaller than most schools. There are 62 pupils: 31 boys and 31 girls. There has been a fall in pupil numbers since the previous inspection in 1999, when there were 138 pupils. In 2003 there were 109 pupils at the school. A low local birth rate has been part of the cause for this fall in pupil numbers. There is a high level of pupil mobility, with many pupils leaving the school other than at the end of Year 6, and a number of pupils joining the school at times other than the start of Reception. There are three classes: Reception and Years 1 and 2 are in one class, while Years 3 and 4 and Years 5 and 6 form the other two classes. The fall in pupil numbers has led to a number of teachers leaving the school, with consequent disruptions to teaching arrangements. There are, currently, four teachers with a full-time teaching equivalent of 3.4. One teaches part-time and two full-time teachers are on temporary contracts. The headteacher is currently on long-term sick leave. As there is no deputy headteacher at the school, a senior teacher from within the school was appointed as acting headteacher last October.

The school was awarded the Schools Achievement Award in 2001, 2002 and 2003. A significant number of pupils come from outside the local area, and the proportion of pupils who are eligible for free school meals is broadly average. Almost all pupils are from a White British background, and there are no pupils with English as an additional language. The proportion of pupils with special educational needs is above the national average, and one pupil has a statement of special educational need.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2245 3	Brian Gosling	<i>Lead inspector</i>	Mathematics; Art and Design; Design and Technology; Music; Physical Education; Foundation Stage.
0964 6	Geraldine Osment	<i>Lay inspector</i>	
3070 5	Graham Stephens	<i>Team inspector</i>	English; Science; Information and Communication Technology; Geography; History; Special Educational Needs.

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

The **overall effectiveness of the school is satisfactory**. Standards at the end of Year 6 have improved significantly since the previous inspection, and are now good in English, mathematics and science. However, standards at the end of Year 2 have fallen in the same period. This has coincided with a time in which most of the teaching for this class has been conducted by supply teachers during substantial periods of absence of the headteacher and of the part-time teacher who teach this class. Nevertheless, pupils' achievement is good by the time they leave the school, as a result of the good teaching in Years 3 to 6. The acting headteacher has quickly established good teamwork that demonstrates a good capacity for improvement. This is important because there are significant weaknesses in the planning of the curriculum and in the management of the school. The local education authority (LEA) identified the school as causing concern in 2000, and it provided good support and guidance for the school, which was removed from this category in 2002. However, the good systems for the monitoring and evaluation of the school's performance supplied by the LEA have not been put into practice effectively and rigorously. The school provides satisfactory value for money.

#### **The school's main strengths and weaknesses are:**

- Standards in the core subjects of English, mathematics and science are good by the time the pupils leave the school.
- Pupils' attitudes and behaviour are good because the school's provision for their personal development is good.
- Attendance is below average, as a few parents take their children on holiday during term time.
- Teaching is good in Years 3 to 6.
- The acting headteacher has quickly established good teamwork throughout the school community.
- The curriculum is not organised and planned well enough for all subjects and the Foundation Stage.
- Information and communication technology (ICT) has not been developed well enough.
- This is a caring school that actively involves the pupils in decision-making.
- The partnership with parents has not been developed well.
- Although there are good procedures for school management, these are not used effectively to secure improvement. This is a significant weakness.
- Financial management is poor.

The school was last inspected in 1999 and improvement since then has been satisfactory. There has been a significant improvement in the standards achieved by pupils in English, mathematics and science in Year 6 since the last inspection, although standards have fallen in Year 2 and in ICT. There has been insufficient use of the information gained from the monitoring and evaluation of teaching and of the curriculum, in order to secure improvement. The school has not addressed well enough the impact of the significant fall in the number of pupils.

## 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	A	C	B
mathematics	A	B	B	A
science	B	A	A	A*

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

**Pupils' achievement is good.** They enter the school with attainment that varies from year to year but is broadly average, and they leave with good standards in English, mathematics and science. The school's results in Year 6 last year compared well with those of all other schools and very well with those of similar schools. The results in Year 2, where there are fewer pupils, were satisfactory in mathematics and science, but below average in reading and writing. However, there are some indications that standards are improving slowly in Year 2, and pupils' achievement in Years 1 to 2 is satisfactory. Children's achievement is satisfactory in Reception, and they are likely to attain the goals that children are expected to reach by the time they enter Year 1. Standards in ICT are not high enough across the school.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** They show good attitudes to learning and their behaviour is also good. Attendance is below the national average and, therefore, unsatisfactory, but punctuality has improved since the previous inspection and is now satisfactory.

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory. The quality of teaching is satisfactory** overall, although it is good in Years 3 to 6. The quality of teaching and learning in the class that comprises children in Reception and pupils in Years 1 and 2 is satisfactory and has undoubtedly been affected both by the fall in pupil numbers and by the substantial amount of teacher absence. The school does not have effective procedures to ensure that temporary teachers are supported well, and this has a negative effect on the planning of the work pupils are given. Teaching is better in Years 3 to 6, where there are higher expectations of what pupils should achieve.

The curriculum provided is satisfactory, but there are weaknesses in the planning and organisation of the curriculum that lead to inconsistencies in pupils' learning across the school. The school cares for the pupils well, but the partnership with parents is unsatisfactory, because a significant proportion of parents do not think that their views are valued and acted upon.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school is unsatisfactory** overall, though the leadership of the acting headteacher is good; she has quickly gained the confidence of the whole school community. Governance is satisfactory and statutory requirements are met. The governing body has recently taken action to address the school's weaknesses. However, the management of the school is poor, because the procedures to identify

weaknesses and secure improvement have not been put into practice effectively, and expenditure is neither planned nor monitored well enough.



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

Parents are pleased with many aspects of the school, including teaching, the progress their children make, and pupils' behaviour. However, many parents do not feel comfortable in approaching the school nor do they believe that the school values their views and acts upon them. More than half of the parents who expressed an opinion are not satisfied with the way the school is led and managed. However, parents unanimously express their growing confidence in the acting headteacher.

Pupils like coming to school, and they appreciate the way teachers help them to feel happy and secure there.

## **IMPROVEMENTS NEEDED**

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

- Make effective use of the good management systems that already exist in the school.
- Improve the planning of the curriculum to ensure that pupils' learning is progressive throughout the school in all subjects, including the Foundation Stage.
- Improve the provision for ICT and its use.
- Develop the partnership with parents and establish procedures to seek and act upon their views.
- Ensure that the governing body monitors expenditure closely and regularly, and implement fully the recommendations of the most recent audit report.
- Improve attendance.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement in the Reception Year and in Years 1 and 2 is satisfactory, and for pupils in Years 3 to 6 it is good. Girls do better than boys throughout the school, particularly in English. Standards in the core subjects are good by the end of Year 6.

#### Main strengths and weaknesses

- Standards in English, mathematics and science are good in Year 6, and pupils achieve well.
- Standards are rising above the national trend in Year 2 and in Year 6.
- Pupils' achievement is not high enough in Year 2.
- Standards in ICT are unsatisfactory.

#### Commentary

1. Children enter the school with attainment that is generally average but which varies from year to year. This variation is due to the small numbers of children who start at the school in Reception. The children currently in Year 2 arrived with attainment that was below average, and half of this year group has been identified as having special educational needs (SEN). The children in Reception make satisfactory progress. Currently, almost all the children there are on course to reach the Early Learning Goals<sup>1</sup> that are expected of children of this age, and some children are likely to exceed these goals by the time they enter Year 1.

2. The results in the national tests have been rising above the national trend both in Year 2 and in Year 6. The school's results<sup>2</sup> in Year 6 have improved considerably since the previous inspection and they have been generally above or well above average. This has led to the school gaining the Schools Achievement Award for three years consecutively from 2000. Results in Year 2 are considerably lower than they were at the previous inspection. Nevertheless, they have been improving since 2001, when they were very low in English and well below average in mathematics.

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

Standards in:	School results	National results
reading	15.5 (14.8)	15.8 (15.7)
writing	13.8 (14.8)	14.6 (14.6)
mathematics	16.2 (15.5)	16.2 (16.3)

<sup>1</sup> On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

<sup>2</sup> On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum Levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

3. The school's results in the national tests at the end of Year 2 in 2004 were below average in reading and writing, and average in mathematics. It is necessary to be cautious when interpreting the results of small groups of pupils, as the performance of a single pupil can have a considerable effect on overall percentages. Nevertheless, it is clear that standards are not high enough in Year 2, particularly in English, although standards are improving slowly. Most pupils attained the nationally expected Level 2<sup>3</sup> in reading, mathematics and science, but the reason why standards were below average in Year 2 is that few pupils attained the higher Level 3 in any of the tests. This class has been subject to significant disruption over the last few years because of staff absence, and this has created additional difficulties for the school in attempting to raise standards.

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	27.3 (28.7)	26.9 (26.8)
mathematics	28.3 (28.2)	27.0 (26.8)
science	31.0 (30.7)	28.6 (28.6)

*There were 24 pupils in the year group. Figures in brackets are for the previous year.*

4. The school's results at the end of Year 6 in 2004 were average in English, above average in mathematics and well above average in science. The reason for the lower results in English is that some pupils had specific learning difficulties, including one with dyslexia. If this pupil were excluded from the analysis, the results in English would also be above average. These are good results, and pupils' attainment was well above the average of schools in which pupils attained similar results at the end of Year 2 in 2000. Almost all pupils attained the nationally expected Level 4 in mathematics and science; a third of the pupils attained the higher Level 5 in English and mathematics, while almost three-quarters attained Level 5 in science. Consequently, the school's results in 2004 were better than those of most other schools. This improvement in standards has been achieved through revision sessions for pupils in Year 6 to address weaknesses in their learning. The Year 5/6 class has been taken by the acting headteacher and, although she does not currently teach full-time because of her other responsibilities, she maintains responsibility for this class; this stability is helping to maintain good standards.

5. The major area identified for improvement in the previous inspection was the raising of standards in English, mathematics and science by the end of Year 6, which were well below average in 1999. This has been achieved successfully as a result of a clear focus on these subjects, although this has had an impact on standards in other subjects, particularly ICT, where standards are unsatisfactory across the school. The school has set suitably challenging targets for pupils' attainment in English and mathematics, but no pupils have been identified as gifted or talented. The below average English results in Year 2 in 2004 are being addressed by the use of support programmes, and standards are generally satisfactory in Year 2 in English, mathematics and science. The fall in standards in Year 2 since the previous inspection has been accompanied by a drop in the number of children starting at the school, and a significant proportion of teacher absence that has required the use of a number of temporary teachers over the last few years. The school's leadership has not addressed these difficulties well enough to ensure that standards remained high.

6. Achievement in English, mathematics and science, including that of pupils with SEN, is satisfactory in Reception and Years 1 and 2, and good in Years 3 to 6. However, pupils'

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<sup>3</sup> On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

achievement in ICT is unsatisfactory because not enough time is given to the subject. Girls tend to achieve better than boys, particularly in English, although there is some variation from year to year due to the small numbers of pupils. The school is exploring ways of improving boys' learning.

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

Pupils' attitudes and behaviour are good. The provision for pupils' spiritual, moral, social and cultural development is good. Most pupils arrive at school on time, but the rate of attendance is unsatisfactory.

### **Main strengths and weaknesses**

- The school expects high standards of behaviour, and the pupils' response to this is positive.
- Pupils' personal development is promoted effectively and their attitudes to learning are good.
- The school promotes high attendance, but attendance is below average.

### **Commentary**

7. In response to the questionnaire, a number of pupils said that other pupils do not always behave well. Bad behaviour has been an issue in the past for the school, but this has been addressed effectively and firmly, as illustrated by the two temporary exclusions last year. Pupils behaved well around the school and in lessons during the inspection. This was especially so when lessons were planned well. For example, a well-planned literacy activity in Years 3 and 4 involved all of the pupils, and they showed interest and behaved well as they performed their poetry. However, there were some lessons that lacked sufficient pace, and in these lessons the pupils became restless and their behaviour deteriorated. Pupils play together well and happily in the playground, and no incidents of bad behaviour were seen during the inspection. The school promotes high standards of behaviour through the use of star charts, certificates and 'golden time', together with sanctions that include the loss of 'golden time'.

8. Good relationships are evident between teachers and pupils, and pupils work together co-operatively. This was clearly apparent in a mathematics lesson in Years 5 and 6 when the class was converting pounds to a foreign currency. Opportunities to promote pupils' spiritual development have improved since the previous inspection. In assemblies pupils are encouraged to think about themselves and others, by addressing questions such as 'what makes a good friend?' The acting headteacher has forged strong links with the Sharpham Estate, and this is giving pupils the opportunity to conserve and appreciate the beauty of the natural world. The school's good provision for pupils' cultural development is supported by, for example, the book choices for literacy, which include stories involving those from other ethnic groups. History, geography and religious education lessons help pupils to appreciate their own cultures and those of others. This provision is enhanced by the visits that pupils make to Morwellham Quay and museums in Plymouth, and also by visitors to the school, who have included 'Drum Crazy', the 'Multi Story Theatre Company' and the 'Orchestra of the Age of Enlightenment'.

9. Pupils with SEN respond well to the attention and support they receive, either individually or in small groups, and as a result they have positive attitudes to learning. Teachers are skilled at including pupils well in lessons through asking questions that they can answer successfully, which boosts their self-esteem. These pupils are well known by all adults who work in the school, and consequently they feel valued and are supported well.

10. The rate of attendance has declined since the previous inspection. The acting headteacher, together with the secretary, have put good systems in place to monitor and improve attendance. These include close checking of registers, and contact telephone calls to parents on the first day of absence if no reason for absence has been received. There are reminders in newsletters of the importance of regular and punctual attendance, and the rewarding of book tokens for full attendance. The reason for the below average rate of attendance is that a few families take their

children on holiday during term time. This creates unnecessary difficulties for the school and does not help to ensure that pupils achieve as well as they should. The new procedures have not been in place long enough to have a full impact on these rates of absence, but the school reports that parents are getting better at letting the school know why their children are absent.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	1.1
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 quality of education provided by the school is satisfactory. Teaching is satisfactory. The school cares for its pupils well in ensuring that the school is a healthy and safe environment. There are weaknesses in the planning and development of the curriculum as well as in the school's partnership with parents.

### **Teaching and learning**

The quality of teaching and learning is satisfactory overall, though it is good in Years 3 to 6. The use of assessment is satisfactory, overall, and it is good in Years 3 to 6.

### **Main strengths and weaknesses**

- Teachers work together well and are mutually supportive.
- Good relationships help to maintain good behaviour in lessons.
- Teaching assistants provide good support for pupils.
- The pace of lessons is variable, and pupils do not always produce enough work.
- Curriculum planning does not support teachers well enough.
- The monitoring and evaluation of teaching is not rigorous enough to identify weaknesses.

### **Commentary**

#### **Summary of teaching observed during the inspection in 20 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	9	10	1	0	0

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

11. Teaching is good in Years 3 to 6, and seven of the ten lessons observed in these classes were judged to be good, although one lesson was unsatisfactory. The quality of teaching overall is broadly similar to that at the time of the previous inspection, and the inconsistencies noted then remain. There has been much instability in the teaching staff at the school in recent years. At the time of the inspection, two of the four teachers were on temporary contracts and the other two taught part-time. The acting headteacher's duties prevented her from teaching full-time, as she usually does. The school has suffered disruptions to its teaching staff for a number of years; often a number of supply teachers have been engaged, with no clear induction procedures and faced with a curriculum that is not planned well enough to support teachers effectively, particularly teachers new to the school. Consequently, there are inconsistencies and variations in the quality of teaching.

12. Despite the difficulties in the recent past, the teachers currently at the school work together well and are mutually supportive, which is enabling a satisfactory standard of education to be maintained for the pupils. Some aspects of lessons appear to be common to all classes. For example, teachers set clear learning objectives that are shared effectively with the pupils, allowing them to understand what is expected of them in the lesson; expectations of pupils' behaviour are generally high, and good relationships are maintained in all classrooms. This results in calm and orderly lessons that are pleasant and purposeful.

13. While there are common features, there are also variations in the standard of planning and in the pace of lessons. There are too few lessons in which teachers make effective use of the outcomes of assessment to plan tasks. This process is important to meet the wide variety of learning needs which arise from the range of age and ability of pupils in the class. It is particularly so in the youngest class, in which there are three age groups. When there is a brisk pace to the lesson, pupils become involved and they engage in their tasks with greater enthusiasm and commitment. However, in many lessons it is too long before pupils are engaged in their tasks and the result is that they often do not produce enough work. Teaching assistants provide good support when working with pupils, but they are not always deployed effectively. In the class for the oldest pupils the teaching assistant often works with a group of pupils early in the lesson to ensure that they understand the learning intention before engaging in their tasks. However, in many lessons the class is not divided for group work early enough, and the contribution made by the teaching assistant is less effective. This is particularly so in the youngest class. This class has had to combine three-year groups since the previous inspection, as a result of the falling number of pupils. However, there is insufficient curriculum guidance for teachers to help them to meet the different learning needs of the pupils in Years 1 and 2 and the children in Reception.

14. Pupils with SEN have individual education plans (IEPs) that are detailed and regularly updated. These plans indicate that pupils make good progress against their targets and that the majority of parents are involved in supporting pupils towards meeting them. Although planning does not sufficiently match work to these pupils' needs, the small class sizes often mean that tasks can be adapted during the lesson to ensure that they can be successfully completed. Pupils receive additional support with reading and mathematics, when required, from an experienced teaching assistant who works closely with class teachers to ensure that learning objectives are met.

15. The single unsatisfactory lesson seen was in ICT, in which the poor organisation of the computers and the lack of curriculum planning failed to provide effective support for the teacher. This is also indicative of weaknesses in the leadership of the school, which has not ensured that effective monitoring and evaluation of teaching identifies areas for improvement; these have tended to vary as the staff at the school has changed. The school has good procedures for the monitoring and evaluation of teaching. School records show that teaching is monitored regularly, but this has not been used with sufficient rigour to identify weaknesses and to take effective action to raise the quality of teaching and learning.

## **The curriculum**

The quality and range of learning opportunities of the curriculum is satisfactory overall, but curriculum planning is unsatisfactory. Opportunities for the enrichment of the curriculum are satisfactory. The quality of accommodation and resources is satisfactory overall.

## **MAIN STRENGTHS AND WEAKNESSES**

- Curriculum planning does not ensure continuity and progression through the school.

- The accommodation is good and offers a variety of learning experiences that the school is beginning to exploit effectively to support pupils' learning.
- Pupils are prepared well for their transfer to secondary school.

## COMMENTARY

16. The curriculum is broad and meets statutory requirements. The national strategies for numeracy and literacy support teachers' planning well. However, although additional sessions are planned for literacy each day, this does not appear to have been successful in raising standards and it also means that less time is available for other subjects. Consequently, although the statutory requirements of the National Curriculum are met, there is not enough time to cover the work in enough depth for pupils to attain the standards of which they are capable. There are also weaknesses in the planning of the curriculum. For example, during the inspection, a science topic was taught similarly in both Years 3 and 4 and Years 5 and 6. Curriculum planning does not make it clear how pupils' learning tasks will become progressively more challenging as they move through the school. There is also not enough cohesion, continuity and progression in the way in which knowledge, skills and understanding are to be gained by pupils, particularly in ICT. Nevertheless, the skills of the teachers currently at the school have been used effectively in the introduction of opportunities for pupils to learn French, and the school makes good use of assessment information to shape curriculum planning. For example, revision sessions in Year 6 are used to address identified weaknesses in pupils' learning, and additional sessions in Years 1 and 2 are helping to improve pupils' literacy skills. The curriculum in the Foundation Stage is broad and reflects the Early Learning Goals, but weaknesses in its planning and organisation mean that learning opportunities are not focused sufficiently to ensure that these children achieve as well as they might in a wide range of activities.

17. The provision for pupils with SEN is satisfactory and they have full access to the curriculum. Individual education plans (IEPs) reflect specific and measurable targets. They are reviewed regularly and parents are involved in this process. Members of staff know pupils well, which ensures that informal support systems are very effective, and pupils have many adults to whom they can turn for support. Small class sizes ensure that these pupils receive good support with set tasks, but planning for these tasks rarely reflects pupils' identified individual needs. Consequently, tasks are not always sufficiently well matched to pupils' abilities. Teaching assistants have been deployed well to ensure that additional support is given to the younger pupils who require more support with their learning.

18. Additional learning opportunities are offered to all pupils through a range of extra-curricular activities including football, art, computer and recorder clubs. Paid tuition in guitar and violin is available, and pupils also have the opportunity to sing in an ensemble that was very successful recently at the Paignton Music Festival. Pupils learn from being involved in local projects, like the building of the nearby dam, and in conservation activities such as creating willow beds at nearby Sharpham. A range of visits from theatre, dance and drumming groups give all pupils first-hand experiences in many subjects. Preparation for transfer to the next stage of education at the age of 11 is good, and very close curricular links have been established with King Edward VI Community College.

19. The accommodation is good. Outdoor space is good, with a playing field and hard areas, including a newly-established play area for children under five, which contribute well to the range of outdoor activities and physical education. The number of spare classrooms offer space for a range of opportunities, and the use of one classroom for the 'ABC Club' for parents and 'toddlers' contributes well to the school's links with the community. Resources are satisfactory, overall. However, some computers are outdated and the school has recognised the need to review its stock of books in the library.



## **Care, guidance and support**

Procedures to ensure the care, welfare and health and safety of the pupils are good. The support, advice and guidance for pupils is satisfactory. The involvement of pupils in the work of the school is very good.

## **Main strengths and weaknesses**

- The school takes good care of its pupils.
- Pupils feel valued because their views are actively sought and acted upon.

## **Commentary**

20. Parents are happy with the arrangements to settle their children into school. There are high numbers of pupils leaving and joining the school during the year, and they settle quickly into day-to-day routines, assisted by the good relationships within the school. Almost all pupils said in the questionnaire that there are adults to whom they can go if they have worries. The acting headteacher and governors have good systems in place to ensure that pupils are safe. The pupils are well supervised at break times. Child protection and first aid procedures are good, accident records are regularly analysed, and the acting headteacher carefully records incidents of behaviour that do not meet the school's high standards. The good personal, social and health education (PSHE) programme is helping pupils to understand how to keep themselves safe. Sex education and drugs awareness are part of this provision, and it is supported well by the school nurse. The Totnes Fire and Rescue Service visits the school and pupils are given opportunities to take part in a 'junior life skills' event.

21. The school has developed very good procedures to involve pupils in the life of the school, and they are very positive about the role of the school council. The acting headteacher meets with them each week and listens respectfully to their ideas and concerns, such as those regarding the misuse of soap dispensers in the toilets, and she acts upon their views if possible. Council members have asked for portable basketball hoops for use in the playground; they have researched prices and are considering the possibility of organising a fundraising activity. The school council was very involved in the selection process for the new school secretary. All the pupils were consulted about the name for the parents and 'toddlers' group, and they chose 'The ABC Club'. In lessons, pupils are keen to answer questions, because teachers' responses are sensitive and build their confidence and self-esteem. Pupils are encouraged to respond to their own annual report and they are invited to attend parent/teacher consultations.

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

The school's partnership with parents is unsatisfactory. Links with the community are satisfactory, and those with other schools are good.

## **Main strengths and weaknesses**

- Although the school's partnership with the parents has declined since the previous inspection, parents appreciate the improved links currently being established.
- Parents receive good information about their children's progress.
- There are effective procedures for the transfer of pupils to their secondary schools.

## **Commentary**

22. A significant proportion of parents who responded to the questionnaire do not feel comfortable in approaching the school and do not feel that the school seeks and acts on their views. However, parents who were spoken to made clear their support for the acting headteacher and the efforts she is making to welcome them into school. She makes herself visible to parents at the beginning and end of the day and encourages them to meet her to discuss any worries. Parents are invited to music assemblies, and to St. Peter's Church to share Easter and harvest services. They are also invited into lessons to talk to pupils about their jobs, and to support the school through the parent, teacher and friends association. As a result of the last annual general meeting, the governors have a good understanding of the level of discontent amongst parents and have resolved to improve the situation. For example, parents expressed their feeling that there is a limited range of activities outside the school day. Consequently, a governor now runs a choir and is hoping that the school will take part in a local music festival. The acting headteacher has also encouraged a range of after-school clubs to be established by parents and friends of the school, and they include an art club, a computer club and a football club. As a result of these initiatives, parents are gaining greater confidence in the school's willingness to listen to and to respond to their views.

23. Overall, parents receive satisfactory written information about the school. The acting headteacher is improving communication through regular newsletters, written in a friendly style. These celebrate the school's achievements and keep parents informed of events, such as the home/school reading partnership in Reception and Years 1 and 2. The school does not hold workshops for parents or provide specific information about the topics their children will be studying. Nevertheless, the annual reports provide parents with good detail about how well their children are achieving and about the skills they are acquiring. The reports show grades for effort, and attainment levels, and they set targets for improvement. Two formal meetings for parents are held during the year, and these give them suitable opportunities to find out how well their children are progressing towards their targets. Parents of children with SEN sign their children's IEPs and, in doing so, are made aware of their learning targets. In recent months, staff have worked hard to ensure that parents are welcomed into the school to discuss their children's progress, either with the class teacher or with the acting headteacher.

24. Although the school's links with the community are less well developed, good links have been established with other schools. The 'ABC Club' is increasing in size and is helping to build a good partnership with parents. Through the academic council, there are effective links with the main receiving secondary school, whose teachers visit the school to meet the Year 6 teacher and those pupils who will be transferring to the school. Pupils are also invited to attend events and induction days. The school benefits from King Edward VI's art college status, and teachers from the Torquay Boys' Grammar School offer Spanish and French lessons to pupils.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management, overall, is unsatisfactory. The leadership of the acting headteacher is good, and that of subject leaders is satisfactory. Governance is satisfactory, but there are weaknesses in financial planning and the management of the school is poor.

### **Main strengths and weaknesses**

- The acting headteacher is leading the school well.
- The school has good procedures for monitoring its performance but these have not been put into practice effectively.
- The governing body has taken firm action to address the school's weaknesses.
- There are weaknesses in financial management.

## Commentary

25. The headteacher was on long-term sick leave at the time of the inspection, and the school was led and managed by a senior teacher who was appointed as acting headteacher in October 2004. The acting headteacher has quickly gained the confidence and support of the staff, governors and parents, as well as the local education authority, who all speak appreciatively of the manner in which she has responded to the challenges of running the school. Good teamwork has been established and teachers are mutually supportive. This is resulting in a shared commitment to maintain high standards and improve areas of weakness in the school's provision. The acting headteacher is very aware of the strengths and weaknesses in the school, and, with the support of the LEA, she has drawn up a good improvement plan. This demonstrates a clear understanding of the school's performance and a commitment to improve the school's educational provision for its pupils.

26. This commitment to improvement is also shown in the leadership of the special educational needs co-ordinator (SENCO), which is good. Although appointed to the school recently in a temporary capacity, she has already shown commitment in attending relevant training. She has introduced 'provision maps' which staff prepare, detailing how pupils' needs will be met, and these have already had a positive impact, highlighting the needs of these pupils throughout the school. She is currently reviewing the targets in IEPs to ensure that they are relevant, achievable and challenging.

27. The LEA identified the school as causing concern in 2000 and removed it from this category in 2002. The school was given good support and guidance was by the LEA during this period, which included the introduction of very useful procedures for monitoring and evaluating all aspects of the school's performance. However, these procedures were not implemented with sufficient rigour to identify weaknesses in the school's provision and to address them effectively. For example, observations of lessons identify what the pupils actually do, but do not determine weaknesses in teaching and learning so that these can be eliminated. Similarly, procedures have been introduced for subject leaders to monitor provision in their subjects. Again, these procedures have not been put into practice with sufficient rigour for subject leaders to identify and address weaknesses in pupils' learning. For example, secure procedures have not been established to ensure that teaching throughout the school is monitored either systematically or according to need. This failure to implement the procedures for monitoring and evaluation of the school's performance is a significant weakness in efforts to maintain high standards throughout the school. Nevertheless, the leadership by subject leaders is currently satisfactory, because they have analysed assessment data well to identify weaknesses. This is despite the fact that the subject leaders for English and mathematics have taken on this responsibility temporarily and there is currently no leader for the Foundation Stage. There have also been many changes to the teaching staff, with a number of temporary teachers at the school. However, there are no secure arrangements for the induction and support of these teachers, and this, combined with weaknesses in the guidance provided by curriculum planning, works against consistency and continuity in pupils' learning.

28. The school improvement plan has been written with good support from the LEA, to take effect from the Spring Term. It is a very clear document that provides a good focus for school improvement. The priorities established are challenging for a small school, but necessary to secure the improvement of the school's provision and its performance. The procedures to bring about improvement and those responsible for them, are recorded clearly, and are set in the wider context of a three-year improvement plan that is closely linked to the school's aims.

29. The governing body is organised effectively to carry out its duties. There is a suitable number of committees that meet at least once each term, and each governor is given responsibility for a subject. A governor is assigned to each class and reports to the full governing body at each meeting. Governors have a clear understanding of the strengths and weaknesses of the school, and this is shared and agreed by the whole governing body. It enabled the governing body to take effective action to address weaknesses in the running of the school. However, this action was not taken soon enough and, in addition, there remain weaknesses in the monitoring of the school's finances. Statutory requirements are met.

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

<b>Income and expenditure (£)</b>	
Total income	290,375.00
Total expenditure	273,544.00
Expenditure per pupil	2,181.00

<b>Balances (£)</b>	
Balance from previous year	37,482.00
Balance carried forward to the next	54,312.00

30. The amount carried forward is well in excess of the recommended five percent. The reason for this is the intention to maintain three classes despite an anticipated further fall in pupil numbers. This is understandable, but the governing body also needs to give careful strategic consideration to the financial implications of effectively tackling the weaknesses identified in the school's provision. The governing body receives statements of the school's finances regularly. However, budgetary information is not provided in a sufficiently accessible format for governors to be able to determine potential problems quickly and easily. For example, the expenditure on supply teachers has substantially exceeded the intended budget in the last two financial years, but this has not emerged as an issue because this information has not been provided clearly for governors. In addition, few of the recommendations made in the audit report of March 2004 have been implemented.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

#### Main strengths and weaknesses

- Children's personal, social and emotional development are good.
- Children behave well and they show positive attitudes to school.
- The teaching assistant provides good support.
- The planning of the curriculum is insufficiently based on the Foundation Stage curriculum.
- A good outside play area has recently been created.

#### Commentary

31. Children enter Reception in September and January, and there were seven children in Reception at the time of the inspection. There are good arrangements to help children settle into school, and many children have previously attended the 'mums and toddlers' group that is held at the school each week. Children's attainment when they start at the school varies from year to year due to the small numbers, but is broadly average. In contrast, the school's records show that the pupils currently in Year 2 began at the school with below average attainment. The children in Reception are on course to attain the Early Learning Goals in all areas of learning, and some are likely to exceed them, particularly in personal, social and emotional development. The provision for these children is similar to that reported at the time of the previous inspection.

32. Children in the Reception group are taught in a class alongside pupils in Year 1 and Year 2. Teaching is shared between a part-time teacher and, during the headteacher's absence from school, a temporary teacher. The quality of teaching is satisfactory. Most of the lessons for Reception children begin alongside the older pupils, and the teacher skilfully involves them in this session with carefully focused questions. However, this session is often too long for the youngest children and they lose concentration, although they always maintained good behaviour during the lessons observed. Teachers' planning takes account of the Early Learning Goals, but it is not always linked sufficiently to the Foundation Stage curriculum. The teaching assistant provides good support for the children in Reception. The leadership and management of the Foundation Stage have been taken on informally by the two teachers who take this class, and they liaise satisfactorily to plan the work.

33. In **personal, social and emotional development**, children settle into school routines well, and they work and play happily alongside the pupils in Year 1 and Year 2. They show enthusiasm for lessons and their behaviour is good, helped by the good support they receive from the teaching assistant and the positive relationships within the class. In **communication, language and literacy**, children's speaking and listening skills are good and they express themselves confidently. They have a good knowledge of the sounds of letters, and they show a familiarity with books and a fondness for them. All children can write their names and they show good control when forming letters, which are mostly clearly shaped and positioned correctly. The teaching assistant liaises with the class teacher each

morning to plan the literacy session; this is good practice and it focuses on the learning needs of pupils, but it is not adopted for the planning of other sessions.

34. In **mathematical development**, children recognise numerals well and they count up to ten confidently. In one lesson observed, the teaching assistant taught children in an adjacent room. She provided good support and helped the children to count, using coins. However, some of the tasks they were set were too difficult for them, because planning had not been used well enough to match the tasks to the children's learning needs. Children's **knowledge and understanding of the world** is restricted, because too much of the work is linked to the National Curriculum and the needs of pupils in Years 1 and 2. The school has established a good outside play area recently, and children play well with the large toys, which promotes their **physical development**. The children also have access to the adjacent room, which is used by the 'mums and toddlers' group for activities which promote **creative development**. This allows them to use creative play equipment, sometimes alongside the pre-school children and their mothers.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards are good at the end of Year 6, and pupils achieve well.
- Teaching is good in Years 3 to 6.
- Standards are not high enough in Year 2.
- The procedures that exist to monitor the quality of teaching and learning systematically have not been implemented well enough.

#### **Commentary**

35. Standards are above average at the end of Year 6, which represents a significant improvement since the previous inspection. By the end of Year 2, standards are below average in reading and writing, but they are satisfactory in speaking and listening. However, school records show that this small group of pupils entered Year 1 with below average standards in literacy, and half have been identified as having SEN. Pupils achieve well in Years 3 to 6 and satisfactorily in Years 1 and 2.

36. The school has introduced a number of initiatives to improve standards in reading and writing in Years 1 and 2. For example, a more consistent approach to guided reading has been introduced and the way in which phonics are taught has been reviewed. Pupils in Year 2 are encouraged to develop their ability to infer meaning from text. The range of books available, both non-fiction and fiction, is currently being reviewed and new titles introduced. Teachers are aware that the reading skills of boys, in particular, need to improve, and consequently they are searching for titles that will both interest boys and motivate them to read more. The school library has been used more widely as a result of the increased focus on reading, both for pleasure and for information, and of the introduction of 'book tracking'.

37. Teaching is good in Years 3 to 6 and satisfactory in Years 1 and 2. Teaching is good where learning objectives are clear and shared with the pupils, teachers are confident and enthusiastic, and resources are well prepared. However, there are too many occasions when opportunities to challenge pupils to reflect, and to explain and justify their thinking, are not taken, and this restricts the scope to develop their speaking and listening skills further. This is particularly noticeable in Years 1 and 2, when pupils' initial answers are accepted too readily and follow-up questions to encourage further thinking are not forthcoming. Similarly, although teachers spend much time marking pupils' work, marking is inconsistent and comments rarely encourage pupils to redraft or revise their work in order to improve the overall standard. Scrutiny of the timetables shows that much time is devoted to the teaching of English, in addition to that spent on the National Literacy Strategy. In part, the additional time is aimed at improving pupils' reading skills in Years 1 and 2 and also at improving their spelling as they progress through the school. However, there is little evidence of systematic monitoring to judge the impact of this additional time on improving standards. Indeed, national test results in Year 2 and a scrutiny of pupils' spelling in Years 5 and 6 suggest that it is having little impact.

38. Two teachers have very recently taken on the shared responsibility for literacy on a temporary basis. They have responded quickly, trying to raise standards in both reading and writing throughout the school, and undertaking a review of resources for the subject. Subject leaders have a very clear vision for the future development of their subjects; they are aware of the need to improve systems to track pupils' progress, and to monitor and evaluate teaching and learning.

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

39. Teachers are beginning to introduce historical and geographical themes into the literacy hour to create opportunities for pupils to write in different styles, and for different audiences and purposes. However, too much recorded work, in science for example, is teacher-directed, giving pupils few opportunities to practise their reporting skills. In history and geography, too many pre-printed sheets are used, and these give pupils few opportunities to develop their writing skills further.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Test results show that standards have improved in Year 6 and are now good.
- Pupils develop a good understanding of the number system.
- Teaching assistants are not used well enough in some lessons.
- Teachers do not always expect pupils to produce enough work in lessons.

### **Commentary**

40. Standards are satisfactory in Year 2 and good in Year 6. This represents an improvement since the previous inspection in Year 6, but standards are not as high as they were in Year 2. The lower standards in Year 2 are likely to be due to the fall in pupil numbers and also the instability in staffing due to the teachers' absence. The achievement of pupils, including those with SEN, is satisfactory in Years 1 and 2, and good in Years 3 to 6.

41. Pupils in Years 3 to 6 develop a good recall of multiplication facts and they use this to good effect when working on calculations and in solving problems. In Years 1 and 2, pupils' recall of number facts is less secure, although they have a sound understanding of the number system that allows them to 'work out' addition and subtraction facts. This has a

significant impact on the standards that are attained by pupils in Years 1 and 2, which are comparatively lower. Throughout the school, pupils have good opportunities to develop their knowledge and understanding of shape, and the oldest pupils recognise and identify shapes well, showing a good knowledge of the properties of shapes.

42. Teaching and learning are satisfactory in Years 1 and 2, and good in Years 3 to 6. The learning objectives of the lessons are identified clearly and shared effectively with pupils. Explanations and instructions are clear, and this enables pupils to understand what is expected of them and why they are undertaking the tasks. However, the pace of lessons is variable, and sometimes too much time is spent in listening to the teacher and answering questions, leaving too little time for pupils to be actively engaged on their tasks. Consequently, some of the younger pupils in each of the classes begin to lose concentration, and pupils do not produce enough work in the lesson as they are not given sufficient time. The use of teaching assistants is variable. In some lessons, they are used well to explain, to instruct and to support pupils throughout the lesson; this is particularly so in Years 5 and 6. However, in some lessons, teaching assistants are not used effectively until pupils engage in their group tasks, when they receive good support and guidance.

43. The subject leader has taken on this role in a temporary capacity last term. She is knowledgeable and has analysed assessment information well in order to identify weaknesses in pupils' learning in Years 3 to 6, in which she has also observed teaching. However, despite the subject leader having clearly identified the need to raise standards in Years 1 and 2, no similar opportunities have been created for her to monitor standards and teaching in these years.

### **Mathematics across the curriculum**

44. There is little evidence of pupils developing and using their numeracy skills in other subjects. Curriculum planning does not clearly identify opportunities for pupils to develop their numeracy skills. Information and communication technology (ICT) is not used sufficiently to support pupils in using and improving these skills.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average at the end of Year 6 and pupils achieve well.
- Teaching is good in Years 3 to 6.
- Standards in investigative science are not as strong as in the other aspects of the subject.
- Continuity and progression in the curriculum are unsatisfactory.

### **Commentary**

45. Standards are good in Year 6, and this represents good achievement and an improvement since the previous inspection. Standards are satisfactory in Year 2, as is pupils' achievement.

46. No teaching was planned in Years 1 and 2 during the inspection, but a scrutiny of pupils' work and test results indicate that teaching and learning are likely to be satisfactory. However, half of the small group of pupils in Year 2 have SEN, and yet the scrutiny of



pupils' work indicates that the work they are set takes no account of the differing abilities of the pupils. Consequently, more able pupils are not sufficiently challenged, and this significantly restricts the standards that pupils achieve.

47. Teaching in Years 3 to 6 is good, and pupils achieve well. Teachers are skilled at asking questions that encourage pupils to reflect, explain and justify their thinking. They also involve pupils with SEN well by encouraging them to take part and praising them for their responses, boosting their self-esteem in the process. Pupils develop very positive attitudes to science by the time they leave the school. In Years 5 and 6, pupils benefit from additional, revision sessions prior to the national assessments; these focus on using video clips to demonstrate experiments that consolidate pupils' knowledge and understanding of scientific principles. However, the scrutiny of pupils' work indicates that teachers do not plan enough opportunities for pupils to be engaged in investigative science and to apply their knowledge and understanding. There are weaknesses in the way in which the curriculum is realised in the classroom. During the inspection, for example, all pupils in Years 3 to 6 were studying the human heart. There was no noticeable difference in the level of challenge for older pupils, and not enough attention was given in teachers' planning to the different abilities of pupils.

48. The leadership of the subject is good, and its management is satisfactory. The subject leader is knowledgeable and has a clear vision for the development of the subject. She has overseen the rise in standards since the previous inspection, and presents a very good role model for both staff and pupils. However, since assuming the role of acting headteacher of the school, she has not been able to devote as much time to the management of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **unsatisfactory**.

### **Main strengths and weaknesses**

- Teaching is unsatisfactory.
- Although the ratio of computers to pupils is satisfactory, some computers are very old and do not meet current needs.
- No systems are in place either to track pupils' progress or to monitor the quality of teaching and learning.

### **Commentary**

49. Standards are unsatisfactory in Year 2 and in Year 6. The satisfactory standards at the time of the previous inspection have not been maintained, and the school has identified ICT as an area for improvement. However, since the subject leader left two years ago, there has been no development in the subject because nobody had been given responsibility for it until this term. Teachers' skills have not been maintained through a period of change in the teaching staff, and a consistent approach to the teaching of the subject has not been put into practice. There is no computer suite and, consequently, pupils can access computers only in small groups.

50. Teaching and learning are unsatisfactory across the school, predominantly because there is no systematic planning that ensures that ICT is taught in a progressive and systematic way, and too little time is given to the subject. A scrutiny of pupils' work reveals that the use of ICT is incidental and is mostly restricted to word processing, the use of the digital camera, research from the internet, and the use of a programmable toy that gives pupils some experience of control technology. There was little use of computers during the inspection. On one occasion a group of pupils was shown how to access a site on the Internet that would enable them to practise their numeracy skills. However, this lesson was unsatisfactory; the teacher operated the computer from behind the pupils, following their instructions as she moved the mouse. She could not establish eye contact, and several pupils were calling out and talking at inappropriate times. They had no opportunities to practise the skills themselves, though this was planned for later in the week. In a science lesson, the teacher made use of the computer with the support of a visitor, but the software was not sufficiently challenging as it simply repeated what the pupils had already been told.

51. The leadership and management of the subject are currently unsatisfactory, because the recently appointed subject leader does not have sufficient time to address the weaknesses created by a lack of leadership in the past. However, she recognises these weaknesses, and the school improvement plan identifies clearly how the subject is to be developed, reflecting her clear vision for the subject. She acknowledges that action needs to be taken as a matter of urgency and has begun to prioritise what needs to be done to raise standards throughout the school.

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

52. The use of ICT is restricted mostly to word processing, researching the Internet for information to support work in history and geography, and as an aid to revision in mathematics and science. It does not yet contribute sufficiently to learning across the curriculum.

## HUMANITIES

53. One lesson was seen in history, but no lesson in geography was taught during the inspection. Pupils' work and teachers' planning was looked at, subject leaders were consulted, and pupils were asked about their work.

54. Pupils in Year 2 showed that they have a good understanding of events surrounding the life of Florence Nightingale and the Crimea, with one pupil saying that 'Florence Nightingale helped soldiers in the Crimea, which was a war between Britain and Russia, and Russia won'. However, a scrutiny of work in both geography and history in Years 1 and 2 indicates that, although the national guidelines are used well to support planning, the work planned does not take account of the individual needs of the pupils. In Years 5 and 6, there is an over reliance on the use of worksheets in both history and geography, giving pupils few opportunities to write with a purpose or to develop the necessary skills of enquiry and interpretation.

55. The subject leaders acknowledge that both subjects need to be reviewed. Although resources are satisfactory overall, ICT is not used well enough to support these subjects.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56. No lessons were taught in art and design or design and technology during the inspection. One lesson was seen in music; singing in assembly and a number of instrumental groups were observed briefly after school. It was not possible to observe any lessons in physical education. Pupils' work and teachers' planning were looked at and subject leaders were consulted. Pupils were questioned about their work in school, and they were observed at play.

57. In **art and design**, pupils have sketchbooks, and these are used well in Years 3 and 4. These pupils gain experience of using a range of media in creating a collage of Queen Elizabeth I, which makes a good link to their learning in history. In **design and technology**, pupils in Year 5 and 6 enjoyed a visit to the Sharpham Trust last September, where they collected willow that they used to make willow sculptures. Design books are used well by pupils in Years 3 and 4 to plan and evaluate articles such as puppets, which they make and use to perform a play. However, there was little pupils' work in evidence in other classes for these subjects. Curriculum planning shows that the school plans for a coverage of the National Curriculum programmes of study, but across the school too little time is given to these subjects for the pupils to develop their knowledge, skills and understanding fully.

58. In **music**, one lesson was observed in Years 3 and 4 where pupils worked hard and co-operatively to perform confidently a short piece of music they had composed. After school, pupils have the opportunity to learn to play a range of instruments, including recorders, violins and guitars; they show great concentration in these sessions. These pupils perform at the Paignton Music festival each summer. Pupils sing enthusiastically and with reasonable control in assembly. In **physical education**, the whole school goes swimming for most of one afternoon in the spring term, and all pupils in Year 6 can swim the nationally expected 25 yards. No other lessons were taught in this subject during the inspection. However, pupils were observed in the playground, where they showed good co-ordination and an awareness of the spatial needs of other pupils.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

59. One lesson was seen, and teachers' planning was looked at. Pupils were also asked about their life in school.

60. The school is a small and closely-knit community that provides many opportunities in **personal, social and health education** for pupils to learn how to live responsibly with others. Sex education and drugs awareness are taught through science lessons, culminating in a more intensive approach in Year 6, with three lessons on sex and relationships that are supported by the school nurse. The 'Life Skills Caravan' visits annually and this gives all pupils the opportunity to learn more about healthy living and care, and how to live successfully in the wider community. All pupils regularly take part in circle time<sup>4</sup>, and this is organised well to enable pupils to feel secure.

61. Teachers take advantage of opportunities to help pupils to learn about their relationships with others and to explore their feelings. This was observed in a lesson where Year 3 and 4 pupils shared with their teacher how they felt about incidents that occurred at lunchtime. This approach, established throughout the school, is a good one, as it encourages pupils to share their concerns openly in a secure environment and helps resolve issues quickly and effectively.

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<sup>4</sup> On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	4
The leadership of the acting headteacher	3
The leadership of other key staff	4
The effectiveness of management	6

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