

INSPECTION REPORT

ILSINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

Ilington

LEA area: Devon

Unique reference number: 113396

Headteacher: Mrs Tracy Hannon

Lead inspector: Marie Gibbon

Dates of inspection: 14th – 15th March 2005

Inspection number: 267099

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5 –11
Gender of pupils:	Mixed
Number on roll:	60
School address:	Ilington Newton Abbot Devon
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr David Arnold
Date of previous inspection:	28 th June 1999

CHARACTERISTICS OF THE SCHOOL

Ilington Primary School is much smaller than most other schools of the same type. The school has nine pupils on its register of special educational needs, which is below the national average. One pupil has a statement of special educational need, which is also below the national average. Most of the pupils have specific learning difficulties. The school has eight per cent of its pupils who are eligible for free school meals, which is well below the national average. While the school as a whole has similar numbers of boys and girls, in some year groups there are significant imbalances in the number of boys and girls. None of the pupils is from an ethnic minority background and none has English as an additional language. Both of these features of the school are lower than in most schools. The overall rate of mobility in the school is lower than the national rate but in some years, notably the current Years 5 and 6, a significant proportion of the pupils entered the school after Year 2. In the last two years, three new teachers have joined the school and one has left the school. This includes the change of headteacher. Pupils enter the school at broadly average levels of attainment but there is significant variation from year to year. The school serves the local village and increasingly the area around the village. The school is currently in the process of achieving Healthy Schools status.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The quality of education provided by the school is good. Overall achievement is good. This is because of good teaching overall and very good teaching in Years 5 and 6. Standards in mathematics, science are above average and they are above average in ICT across the school. Standards of musical performance in Years 5 and 6 are well above average. Standards in writing are below average across the school. Areas of strength include the good leadership of the headteacher who has created a strong feeling of partnership with the whole school community. There are weaknesses in the provision for Year 2 pupils and in the use of information from assessment to support pupils' development in writing. The school provides good value for money.

The school's strengths and weaknesses are:

- Pupils achieve well in Years 5 and 6 because they receive very good teaching, which provides a good level of challenge and is closely matched to their needs.
- The good leadership of the headteacher, good governance and a very good partnership with parents creates a secure foundation for the school's continued development.
- There are weaknesses in some aspects of the provision for Year 2 pupils in a mixed age class.
- Standards in writing and in the presentation of work are weaker than other subject areas because skills are not developed consistently across the school.
- Very good partnerships with other schools and additional opportunities provided by the school are significantly enhancing pupils' learning.
- The school's good provision for pupils' personal and social development and the strong ethos of the school help pupils to develop mature attitudes as they move through the school.
- Relationships within the school are very good because the school makes all individuals feel valued and respected.
- There are weaknesses in the use of assessment to support pupils' progress.
- The rate of pupils' attendance is lower than that of most schools.

The school has made a good improvement since it was inspected in 1999. The key issues from that inspection included increasing the monitoring opportunities for the headteacher, improving resources and standards of pupils' skills in ICT, improving standards in Years 3 to 6. These have been well addressed. In addition, standards have improved in mathematics and science in Year 6. Improvements have also been found in the leadership of the headteacher, the management of the school and in the provision for pupils' spiritual, moral social and cultural development. Standards in writing are lower across the school and the school has rightly identified them as a priority for development.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	B	C	C	C
Mathematics	B	D	A*	A*
Science	A*	D	A*	A*

Key: A*: top 5% nationally; A: well above average; B: above average; C: average; D below average
Similar schools are those whose pupils attained similarly at the end of Year 2

In the national tests for Year 6 in 2004, standards in English were average and standards in mathematics and science were very high when compared with all schools and in the top five per cent nationally. When compared with schools with similar results in national tests in Year 2, standards were average in English, above average in mathematics and well above average in science. Comparisons between the results of very small schools and other schools nationally should be treated with care, as one pupil in a small school can make a significant difference. These results

are higher than those found in the inspection in mathematics and science but in the current group of pupils in both Year 6 and in Year 2 there is a higher proportion of pupils with special educational needs than in the previous year.

Overall achievement is good. Achievement in the Foundation Stage is satisfactory. Children in Reception are on course to achieve the goals they are expected to reach in all the areas of learning judged by the inspection. Achievement in Years 1 and 2 is satisfactory overall but is stronger in Year 1. In ICT and mathematics achievement is good. Standards are above average in ICT and average in mathematics, science and music and below average in writing and speaking and listening. Achievement is good in Years 3 to 6 but more marked in Years 5 and 6. Achievement in English is satisfactory. Standards are above average in mathematics, science, ICT, speaking and listening and well above average in music; standards are average in reading and below average in writing. In RE, standards meet the requirements of the Agreed Syllabus.

Pupils' attitudes and behaviour are good. Their attendance is below average. Their spiritual, moral, social and cultural development is very good. Pupils enjoy school and are positive about their work. They are interested in learning and behave well in lessons and around the school. Their attendance rate is lower than is found in most schools.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good. Teaching is very good in Years 5 and 6 and good in Year 1 and in mathematics across the school because pupils are well motivated by interesting and varied activities, which are well matched to their needs. Teaching in Year 2 is unsatisfactory. There are weaknesses in teachers' planning and in the management of pupils. Relationships in all classes are very good and promote pupils' confidence well. ICT is used well across the school to support learning in other subjects. The curriculum provides a good range of opportunities and is very well enhanced by the very good range of visits and visitors and after school activities. Assessment is satisfactory overall. Assessment systems are good in mathematics and track pupils' progress across the school effectively. However information from assessment is not used sufficiently sharply to ensure a consistent rate of achievement. Links with parents, the local community and other schools in the area are very good.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and the management of the school are good. The headteacher provides a clear vision for the development of the school. There is a strong partnership between staff at the school, parents and governors which works effectively for the personal, social and academic development of pupils. All staff make a good contribution to the management of the school. The governors have a good understanding of the strengths and weaknesses of the school. Their financial management is prudent and rigorous and ensure that good value for money is obtained. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. Parents supported the school's priority for the improvement in standards in writing. They appreciate the values of a small school and the confidence the school develops in their children. Pupils also value their school and are appreciative of the additional opportunities they enjoy.

IMPROVEMENTS NEEDED

In order to continue to improve, the school should:

- Ensure provision for Year 2 pupils meets their needs consistently.
- Raise standards in writing and the presentation of pupils' work.
- Use information from assessment more effectively to support pupils' achievement.
- Improve the rate of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is good. Achievement is satisfactory in Year R and in Years 2, 3 and 4. It is good in Year 1 and in Years 5 and 6 because teaching is good in Year 1 and in Years 5 and 6 it is very good. Standards in the Foundation Stage and in Year 2 are average. In Year 6 standards are above average. Standards are above average in ICT across the school.

Main strengths and weaknesses

- Pupils in Years 5 and 6 attain above average standards in mathematics, science and ICT because teaching in these areas is very good.
- Well above average standards in music performance reflect effective specialist provision in this area.
- Standards in ICT reflect good improvement since the last inspection.
- The achievement of pupils in Years 2, 3 and 4 is not as good as it could be, in some subject areas, because expectations are not sufficiently rigorous or consistent.
- Standards of writing across the school are below average.

Commentary

1. Achievement in the Foundation Stage is satisfactory. On entry to the school, children's attainment is average for the current group of children and broadly average over the years. However, in a small group there are significant variations from year to year. When pupils in the current Year 2 entered the school their attainment was below average. Children in the Reception class in this year are likely to reach the standards expected of them in all the required areas of learning. Their achievement is better in personal, social and emotional development as their social skills are less developed on entry to the school.

2. In a small school, comparisons with national averages need to be treated with caution. For similar reasons, comparisons between test results year on year do not provide a reliable picture of standards or pupils' achievements as there is significant variation between one year group and another on entry to the school. In the end of Year 2 national tests in 2004 standards were above average in reading and writing and well above average in mathematics compared with all schools and similar schools based on the number of pupils known to be eligible for free school meals. Over the past three years standards in the national tests have been above average and in 2002 and 2003 standards were well above average.

3. The findings of the inspection are that standards in Year 2 are above average in ICT, average in reading, mathematics, science and music. They are below average in writing and speaking and listening. These were the only subjects where sufficient evidence was gathered to make reliable judgements. Where the evidence allows comparisons to be made, similar standards were observed in mathematics and science in the previous inspection. Standards have improved in ICT but are lower in writing, speaking and listening and music. The judgements of the inspection are not as high as the school's results in 2004. This is because a different group of pupils, which has a significantly higher proportion of pupils with special educational needs, is involved.

4. In the national tests in 2004 standards in Year 6 were average in English and very high in mathematics and science when compared with all schools. When compared with similar schools, based on pupils' attainment in Year 2, standards were well below average in English, above average in mathematics and well above average in science. Standards have varied significantly over the past three years. In 2002, they were well above average in English and mathematics and very high in science and in 2003 they were below average in English and well below average in mathematics and science. These reflect the significant differences in the characteristics of different groups of pupils as they enter the school and also the higher than average rate of mobility in the

groups of Year 6 pupils in both the previous and current year. In the current group of Year 6 pupils, half have joined the school after Year 2 and several in Years 5 and 6. This has changed the overall profile of this group, which now has a high proportion of pupils with special educational needs.

5. The findings of the inspection are that standards in Year 6 are above average in mathematics, science, speaking and listening and ICT and average in reading. Standards in music performance are well above average. In RE standards meet the requirements of the Agreed Syllabus. Standards in writing are below average. This represents an improvement in standards since the previous inspection, in mathematics, science and ICT. Similar standards were observed in RE and in English overall but standards in writing are now lower. Improvement in standards of writing has been identified as a priority for the school and the school has appropriate strategies to develop boys' writing, in particular. These are still in the early stages of development and it is too soon for them to have had an impact on the standards pupils achieve. Music was identified as a strength of the school in the previous inspection. This has been sustained through very good development of pupils' performance skills as they move through the school.

6. Pupils achieve satisfactorily in the Foundation Stage. In Years 1 and 2 achievement is satisfactory. Achievement is more marked in Year 1, where pupils receive work which is well matched to their needs. Achievement is good in Year 2 in mathematics, ICT and it is satisfactory in reading, writing and science. In Years 5 and 6 pupils' progress accelerates as a result of very good teaching in mathematics, science and music and good teaching in English and ICT. All pupils make good progress throughout the school in ICT as a result of teachers' planning and well focussed use of the recently purchased laptop computers and interactive whiteboards. The rate at which pupils' achieve in writing in Years 2, 3 and 4 is weaker because teachers' expectations are not sufficiently challenging or consistent.

7. Pupils with special educational needs achieve satisfactorily the goals identified for them in their individual plans because teachers and support staff know their pupils well and pupils' targets are clear and specific. Pupils who have behavioural difficulties achieve well and parents are pleased with the progress their children have made. This is due in large part to the ethos of the school and the care given to these pupils by all staff. The school recognises the needs of more able pupils appropriately and makes good use of the flexibility of mixed age classes to provide challenge for more able pupils. It also recognises the needs of gifted and talented pupils and ensures they are given access to opportunities offered in the area to meet their needs. Parents and pupils feel that the school expects pupils to work hard and that they were doing as well as they could.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes to school and their behaviour are good. Their attendance is below average although the punctuality of pupils is good. The provision for the spiritual, moral, social and cultural development of pupils is very good overall.

Main strengths and weaknesses

- The great majority of pupils behave well, have positive attitudes to work and enjoy being at school.
- The level of attendance is below that of similar schools around the country.
- The school's provision for social and moral development leads to very good relationships in lessons and around the school.

Commentary

8. The table below shows the attendance figures for the school for last year. The school's figures are distorted by the way records are kept for certain pupils. Nevertheless, omitting the details for traveller families, attendance remains below that of other schools around the country and has deteriorated since the last inspection. The absences are mainly due to holidays in term time, which is a reflection of the number of families dependent on farming or tourism. Though the school

ensures that parents appreciate the undesirable effect such holidays have on their child's education, the unsatisfactory level of attendance is continuing in the current school year. The effective procedures in the morning result in the pupils settling quickly in the classroom with registration taking place immediately at the start of the day. Lateness is rare.

Attendance in the latest complete reporting year [%]

Authorised absence		Unauthorised absence	
School data:	8.4	School data:	0.0
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.

9. Pupils are interested in what happens in school and they enjoy their work. Parents confirm what was seen during the inspection; their children like school. They listen attentively, follow instructions well and settle quickly to the tasks given. They maintain their interest even when not being directly supported by adults in the classroom. They have confidence in their own abilities, are eager to answer questions and are prepared to contribute their ideas. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into the lessons. Only occasionally is there restlessness in lessons when teaching fails to engage pupils sufficiently well.

10. Pupils' social and moral development are very good. There has been good improvement in these areas since the last inspection when they were found to be good. The school provides very good opportunities for pupils to interact with classmates in group work, paired discussions and monitor tasks within each class. They are interested in the ideas of others and listen respectfully to the contributions in class discussions. The older pupils have a range of responsibilities around the school. The school council and house system enable pupils of all ages to work together. Their awareness of the wider world is enhanced with the wide range of visitors, meeting people in the village and further afield, inter-school sports matches and collections for charities. Pupils' relationships with their peers and with adults contribute to the quality of work in lessons and to the progress they make.

11. The great majority of pupils behave well in the classroom, at play and lunch times. Pupils have a very good understanding of right and wrong. They are aware of how their behaviour affects others. They are open, well mannered and polite to adults and to each other. Even the youngest pupils sit patiently during assemblies. The school uses a variety of positive strategies to encourage good behaviour and they are used consistently by all the staff. Pupils with special behavioural needs are well supported by the staff. Bullying or similar unacceptable behaviour is rare and both parents and pupils agree that the school deals quickly and effectively with any that may occur. Last year no pupils were excluded.

12. The provision for cultural development is good. Many subjects provide pupils with a fuller understanding of the world around them with, for example, art and music developing aesthetic awareness. Music contributes strongly to pupils' cultural development providing them with a very good range of opportunities to share music making in the community. Pupils appreciate their western cultural background from nursery rhymes and work on, for example, the Ancient Egyptians in history and other places in geography. During the year, the teaching of different faiths in religious education and the celebration of festivals such as the Chinese New Year are used to introduce pupils to different life styles. Nevertheless the opportunities for pupils to learn about life in modern multicultural British society are limited.

13. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are good. As well as providing time for reflection, school assemblies and house meetings help pupils to a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. Circle time helps pupils to appreciate their own worth and to raise their self-esteem. In the classroom they discuss varied topics and accept that others may have a different view or belief from their own. Pupils willingly demonstrate they can act responsibly, taking care when carrying out tasks in the classroom and around the school. Older

pupils provide good role models and are developing a thoughtful maturity in class discussions and in their leadership of house and school council meetings.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education provided by the school is good. The most significant strengths are pupils' good achievement, particularly in Years 5 and 6. This is promoted by very good teaching and supports the above average standards evident in most of the subjects inspected in these years. The pupils are confident and apply themselves to their work well and are developing a secure understanding of how to make their work better. Their very good social and moral development is effectively supported by the very good range of extra curricular opportunities. The headteacher's good leadership, good governance and the school's very good links with parents and the community, provide a secure foundation on which to build for the future. There are weaknesses in standards of writing across the school and in the consistent achievement of pupils' in Years 2, 3 and 4 in this area. These are linked to the use of information from assessment and teachers' expectations of the rate at which pupils should progress.

Teaching and learning

The quality of teaching and learning is good overall. Teaching and learning are good in Year 1, satisfactory in Years R, 3 and 4 and unsatisfactory in Year 2. It is very good in Years 5 and 6. Assessment is satisfactory.

Main strengths and weaknesses

- Relationships of all staff with pupils, particularly in Years 5 and 6, promote positive attitudes to learning and confidence in the classroom.
- Good teaching of mathematics across the school enables all pupils to achieve well in this subject.
- Good use of specialist teaching to support pupils' good achievement in science and PE in Years 3 to 6 and music and ICT across the school.
- Well focussed planning in Year 1 and in Years 5 and 6 provide a good range of activities and a good level of challenge for these pupils.
- Planning for the Year 2 group of pupils does not consistently reflect their needs.
- Expectations for the rate at which pupils progress are not consistent in Years 2, 3 and 4, particularly in writing.
- Effective use of teaching assistants supports mixed age classes well.
- ICT resources are used well to support teaching, to enhance pupils' skills and to strengthen the involvement of pupils in their learning in all classes.
- In some lessons, strategies for managing pupils' inappropriate behaviour in Year 2 are not sufficiently effective to ensure that all pupils learn satisfactorily.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	7	4	2	0	0

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

14. In the school's previous inspection teaching was found to be good with strengths in Years 3 to 6. While the overall judgement is now similar, the reorganisation of class groupings has resulted in teaching being more effective in Years 5 and 6, where pupils are achieving well. Both parents and pupils felt that teaching was good.

15. Strengths of the best teaching include the positive encouragement teachers give pupils to be confident in their approaches and attitudes to learning. This enables older pupils to take part in lesson activities with a mature thoughtfulness. These features were seen in a very good Year 5/6 mathematics lesson where pupils were being introduced to the topic of line graphs. The teacher's subject expertise and personal enthusiasm made a strong contribution to the success of the lesson. There was a constant sense of challenge sustained throughout the lesson in the brisk introductory mental maths activities. The development of a well structured lesson and the teacher's use of effective questions encouraged pupils to explain their thinking and to move them on in their learning. Interesting and innovative activities such as the Archimedes game involved the pupils very well in problem solving. Activities were well matched to the varying needs of pupils in the class including those with special educational needs and enabled pupils to work with enthusiasm and enjoyment. The lesson concluded with a useful evaluative session in which pupils discussed the aspects they had enjoyed and those they had found difficult. The result was that all pupils achieved very well.

16. Teaching assistants work well with teachers to support both individual pupils and groups of pupils. They are effective partners in mixed age classes using their skills and expertise to work well with pupils in both practical and academic activities. As with teachers they have very good relationships with pupils and this helps pupils to feel confident and willing to do their best. The school has responded well to the key issue from the previous inspection, which found there was insufficient support for pupils in Years 3 to 6. This group of pupils has now been reorganised and the school now has a good number of teaching assistants.

17. The school makes good use of the specialist skills of part time teachers and they have a significant impact on the above average standards pupils achieve in ICT across the school, in science in Years 5 and 6 and in music in all years. The specialist provision for PE provides well for older pupils in a small school.

18. As a result of a good improvement in resources for ICT and teachers' skills since the previous inspection teachers now plan effectively for the incorporation and use of ICT across the subjects of the curriculum. This has led to an improvement in standards and in pupils' confidence and skills throughout the school

19. Where teaching is unsatisfactory, weaknesses are evident in the match of teachers' planning and lesson activities to pupils' needs. There are also weaknesses in teachers' expectations of pupils' achievement in writing and in the management of the behaviour of some groups of pupils. These weaknesses have an impact on the learning of Year 2 pupils in some lessons. In an ICT lesson, involving pupils in Years 2, 3 and 4, the organisation of the use of computers and the lack of specific planning for their needs, meant that Year 2 pupils did not have sufficient opportunity to be involved in the lesson activities. Scrutiny of pupils' work over the year in writing and the assessments made of pupils' progress in writing, indicate that in Years 2, 3, 4 the rate of progress is slower than in other years. In a small number of lessons, where there is a high level of special educational need, teachers are not consistently effective in managing unacceptable and inappropriate behaviour so that all pupils in the class have the opportunities to learn and develop as they should.

20. Teaching in the Foundation Stage is satisfactory overall with good features. There are strengths in the teaching of the children's personal, social and emotional development because the teacher and classroom assistants are sensitive to the children's needs. However, there are shortcomings in teaching related to the teacher's knowledge of aspects of the curriculum for this year group and the appropriateness of some activities, particularly in elements of teaching mathematical ideas to very young children.

21. The quality of teaching for pupils with SEN is always satisfactory and for some pupils it is good. Most pupils have work which is well matched to their needs. Those pupils who have behavioural and emotional needs often make good progress against their targets because teachers and support staff know their pupils well and have productive and caring relationships with pupils. This helps pupils to develop their confidence well.

22. Overall assessment in the school is satisfactory. There are good systems in place for assessing pupils' progress in English, mathematics and ICT. In these subjects teachers keep careful records of tests and assignments. Some good uses are made of progress books in writing to maintain an overview of pupils' development as they move through the school and teachers write detailed encouraging comments and outline what pupils have to do to improve further. However in Years 2, 3 and 4 the areas for improvement and the identification of underachievement is not sufficiently sharp to ensure that all pupils achieve as well as they should. This is linked to some inconsistencies in teachers' expectations of the rate at which pupils should develop and improve, particularly in writing and in target setting in science. There is good use of assessment to inform teachers' planning in mathematics to identify group and individual targets to help pupils improve their work. This is because teachers are more effective in this subject in ensuring that targets are achieved and that the rate of progress is sustained. Assessment in the Foundation stage is well organised and effective in informing planning and providing a useful overview of how well children are learning. Assessment in other subject areas is more variable and dependent on informal records and not yet sufficiently linked to clear criteria.

The curriculum

Overall, the curriculum provided is good. The school supports the pupils' learning outside the school day and develops the range of their interests very well. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The pupils' learning is enriched successfully through the very wide range of educational visits and visitors, and the good choice of out of school clubs provided by the school.
- There is an increasing focus on linking skills across each subject and using pupils' ICT skills well.
- Overall, equality of opportunity is satisfactory but the needs of the Year 2 pupils in the mixed age class with Year 3 / 4 pupils are not fully met.
- There are many worthwhile opportunities provided for pupils to participate in music both in school and in the wider community.
- The provision for pupils' personal, social and health education is good.
- The school's staffing in terms of teachers and support staff is good.
- The school's accommodation for physical education is unsatisfactory.

Commentary

23. The curriculum for children in the Foundation Stage is satisfactory overall and provides a sound range of relevant experiences that meets children's needs satisfactorily. The accommodation and resources are satisfactory for the demands of the curriculum and the needs of the children and includes a secure, designated play area which, although rather small, is used appropriately to extend children's learning outside.

24. The curriculum for pupils in Year 1 is well organised and ensures that pupils achieve well. However, this good start does not continue in Year 2 where there are weaknesses in the way the planned curriculum is taught, alongside the Year 3 / 4 pupils. It is better for the Year 3 / 4 pupils in the mixed age class and by Years 5 and 6 the provision is much improved and the teachers are more effective in planning a curriculum that meets the needs of pupils in the mixed age class.

25. The school keeps the effectiveness of its curricular provision under constant review and implements changes well when necessary. In the school's previous inspection a key issue for improvement was the more effective organisation of class groups in Years 3 to 6. Years 5 and 6 are now taught separately and these pupils are achieving well. The school is adopting a new approach to combining aspects of the curriculum, wherever possible, to help pupils understand that what they learn in one subject can be used to help them learn in another. This is especially strong in using pupils' ICT skills to support subjects such as mathematics, history and physical education. The school has recently introduced the teaching of Spanish to all years and all classes receive a weekly Spanish session.

26. The provision for personal, social, health and moral education is good. The school sees pupils' personal development as an important part of its work. Its friendly atmosphere, with good relationships between staff and pupils, supports personal development well. The range of opportunities for this subject area is good and includes work on diet, health, sex and relationships, the dangers of drugs misuse and personal safety as well as emotional health and well being. Pupils' involvement with the school council and house system provides a good opportunity for them to experience aspects of democracy at first-hand and to feel valued as school citizens.

27. The school supports the curriculum well through a very good range of educational visits and visitors. This judgement supports the parents' view that the school provides a very good range of activities. This is a good improvement since the last inspection when the range of extra curricular opportunities was a minor issue. Special focus theme weeks and workshops for subjects such as history, art, music and mathematics raise the profile of subjects and are events that support pupils' learning well. Authors, musicians and artists provide pupils with a very good range of experiences that enrich their learning in the creative arts. Other subjects such as religious education are similarly supported, for example by visits to the local church and Exeter Cathedral as well as a visit to a synagogue. Music is particularly strong, with performing visits to venues such as Widecombe Fair, the Riviera Centre, Torquay and the South Devon School Proms. A highlight was the visit to the Polish community, where pupils played bells and sang a carol in Polish. Pupils in Years 5 and 6 benefit from residential visits to activity centres on Dartmoor or Brixham.

28. There is a good choice of out of school clubs, which are very well supported. These include netball, football and cricket as well as drama, art and a gardening club. At the time of the school's last inspection, a key issue was to meet requirements of the National Curriculum by providing swimming for the junior pupils. There is now a planned programme for the teaching of swimming in which all year groups are involved.

29. There is a good number of well-qualified and experienced staff, both full and part-time, to provide for the needs of the pupils and to support the curriculum. The school makes good use of the specialist skills of part time teachers. Enthusiastic and committed learning support assistants play an important role in working alongside teachers and in ensuring that individual targets and needs are addressed consistently. The school, with the support of the parents, has worked hard to improve the quality of the accommodation. The facilities are now generally good though with a weakness in the provision for physical education. For inside work, the pupils have to walk to the village hall and for a grassed area, they have to walk to a field. Both are at a distance and the time taken to get there reduces the time available for teaching. Resources overall are satisfactory, being good for science, music and information and communication technology.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are good. The provision of support, advice and guidance based on monitoring is satisfactory. The involvement of pupils in the school's work through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The pupils trust the teachers and other staff and know there is always someone to whom they can turn.
- There are effective procedures for ensuring a healthy and safe environment.
- There are good systems in place for tracking pupils' progress in mathematics and ICT.
- The use of information from assessment to set targets for individual and groups of pupils, is not consistently sharply focussed on ensuring a good rate of development in writing.
- The adults in the school are very caring and know the pupils well.
- The school provides a good variety of opportunities for pupils to express opinions about life in the school.

Commentary

30. As at the time of the previous inspection, staff show good concern for the needs of the pupils and provide good role models to encourage development. Parents are pleased with the level of support in the school, seeing it as a caring community, where staff are approachable if there are any problems. In particular, parents agreed that their children are very well supported when they first come into the school. This is because of the very good links with the pre-school provision in the village, the opportunities for those children to get to know the school and the staff before they start in the reception class and the home visits by the Reception class teacher. Pupils consider that they are guided very well by the staff and know to whom they would go if they needed help. They also consider that the teachers listen to their ideas. This happens across the school with the discussions in the house groups and school council and the questionnaires that pupils complete. In addition, pupils can decide what to discuss in the circle times in each class.

31. The school has good, appropriate procedures to ensure health and safety in the school. Risk assessments are in place for visits out and the various activities taking place in the classroom. Staff ensure that pupils are aware of safety issues affecting lessons such as science and design technology. During an information technology lesson, pupils showed they already know that, for example, they should not put their address or telephone numbers in e-mails. The governors are appropriately involved carrying out health and safety tours of the school, using guidelines provided by the local education authority. The school follows the local procedures for child protection and ensures that all staff know how to deal with any concerns that may arise. The arrangements for first aid are good, with several trained staff, records kept of treatment and very helpful letters for parents if children bump their heads.

32. The monitoring of pupils' academic development is used well to inform pupils' reports. There are good tracking systems in place to check on pupils' progress in mathematics and ICT. In these subjects pupils have a good understanding of what they have to do to improve their work. However the use of information from assessments is less effective in science and English. While target setting is in place in English, targets are not sufficiently sharply focussed on the rate at which pupils improve in writing. In English, mathematics and ICT pupils are regularly involved in evaluating their own progress. In science, target setting and pupils' involvement in evaluating their work is at an earlier stage of development. The staff have a good understanding of pupils' attitudes to work and their social skills. They consistently and appropriately use praise and rewards to raise pupils' self esteem and to develop their personal qualities. Attitudes and behaviour are also enhanced by the well-structured personal, health and social education programme.

33. The care and support of pupils with special educational needs are good. The school's caring ethos and the good knowledge staff have of their pupils enable pupils to feel secure in school and to develop their confidence well. This applies particularly to pupils who have emotional and behavioural needs. Pupils and parents are well involved in discussing and reviewing targets, which are clear and specific and identify the next small steps forward. Outside agencies are well involved when required and there are good and effective partnerships between teachers and support assistants.

Partnership with parents, other schools and the community

Links with parents are very good overall. Links with the local community and other schools are also very good. These areas have improved since the last inspection.

Main strengths and weaknesses

- Parents hold the school in very high regard and are very supportive of what the school provides.
- The parents' involvement at home and in school makes a good contribution to pupils' achievement.
- Parents of pupils with special educational needs are well involved in their child's support.
- The school provides an extensive range of information about what happens in school.
- The involvement of a range of organisations and people in the community enhances experiences for pupils' personal, social and academic development.

Commentary

34. This is an area of strength in the school's provision and reflects the strong community ethos in the school and the strong partnerships in a small community.

35. The school sends home weekly news and other letters about general matters, describing what is happening in the school. The termly class letter outlines what is to be taught in each class. The school also runs workshops to explain how different curriculum areas are taught. The home-school contact book provides guidance on how parents can help their children. Formal consultation evenings take place twice a year and these are very well attended. Parents of pupils who need extra support also meet staff on other occasions.

36. The annual reports on pupil progress generally have a very good summary of what the children know and can do in each subject, though the references to science and design technology tend to concentrate on attitudes rather than the knowledge and skills the pupils have gained. Teachers are readily accessible especially at the end of the day, parents are welcome to come into school in the morning and, in the reception class, to stay with their children to help them settle. From the many informal conversations seen during the inspection, it is very apparent that parents feel comfortable talking to the staff.

37. Parents of pupils with special educational needs are well involved in the provision for their children. They appreciate the approachability of staff when informal discussions are requested and feel that they are well informed on how their children are developing. Parents, together with their children are well involved in review processes and in meetings with outside agencies when required.

38. Several parents help regularly in the school in the library, hearing readers, running sports clubs and more help with trips out and at special events. Parents also come to maintenance days to improve the site. Pupils confirm that their parents usually insist on the homework being completed. The consultation evenings with the teachers are very well attended. The Friends' group successfully organises both fund raising and social events. The school sends out questionnaires each year enabling parents to be actively involved in helping to formulate school policies.

39. Community links are wide ranging. The contacts with the local community include retired people talking about the toys they used to play with and people with specialist knowledge such as a thatcher. The pupils are actively part of the community participating in village events. The choir sings and musicians perform at the local church and chapel and in nearby hospitals and homes for older people. There is an extensive range of trips out to museums and other places of interest both locally and further afield. The link with a secondary school provides teachers to enhance the teaching of science and physical education as well as helping to smooth the transfer of pupils at the end of Year 6. Sports matches take place against other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is good. The leadership of other key staff is satisfactory. The management of the school is good. The school's governance is good.

Main strengths and weaknesses

- The leadership of the headteacher has effectively promoted a strong feeling of community and partnership in the ethos of the school.
- There is a clear focus on raising standards and pupils' achievement in the strategic planning for the school.
- The governors have a good overview of the school and its forward development.
- Staff make a good contribution to the management of the school.

Commentary

40. In the relatively short period of time since her appointment the headteacher has worked hard to achieve a vision for the work of the school and its future development which is shared by staff, governors, pupils and parents and in which they have all been well involved. The quality of the head's teaching is a very good role model for teachers and teaching assistants. Priorities for the development of the school are clearly identified in the school improvement plan. These factors contribute well to the strong team spirit in which all members of staff make important contributions to the work of the school. Since the head's appointment the school has been involved in recent initiatives such as the Networked Learning Community and the Healthy Schools' Initiative both of which are developing well and involving both staff and pupils effectively. As the school is small, all members of the teaching staff have significant leadership responsibilities, which are well completed in most cases. However there are weaknesses in the effectiveness of teaching and teachers' planning for small number of pupils in some subjects, which have not been fully addressed. The co-ordination of provision for pupils with special educational needs is well organised and provides an effective overview of their progress and for useful partnerships between teachers and teaching assistants. Pupils respond well to the leadership of the school. They respect and admire staff and want to do their best for them. All of the pupils spoken to felt that teachers treated them fairly and were willing to help them when they needed it.

41. The good management of the school is based on effective self evaluation which clearly identifies the strengths and weaknesses of the school. Writing is acknowledged as one of the major areas for improvement. The analysis of national test results provides a secure basis for pupils' good achievement, particularly in Year 5 and 6. The use of information from the school's own assessment is not yet consistently sharply focussed on the rate at which pupils' achieve in all classes. A key issue in the school's previous inspection was to increase the opportunities for the headteacher to monitor teaching and learning throughout the school. The headteacher monitors teaching and learning regularly and staff are developing their monitoring roles appropriately, supported by the relevant governor with that curriculum area responsibility. Performance management reflects the school's strong commitment to staff development which has resulted in significant improvements in teachers' expertise and standards pupils reach in ICT. However it has not yet been fully effective in ensuring that the quality of teaching and pupils' rate of achievement is consistent across the school.

42. The leadership and management of the Foundation Stage are satisfactory. The coordinator has been recently appointed and is developing her understanding of the role with interest and enthusiasm. The school makes a good contribution to the initial training of teachers and regularly has students on teaching practice. Where new staff are appointed, they are carefully selected to fit in with the school's needs and ethos and are well supported in their new roles. The school's finances are managed with good regard for the current and future needs of the school. The higher than usual balance from the previous year was the part of the school's strategic reservation of funds for the costs of the recently completed extension.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	193,999.00	Balance from previous year	16,445.00
Total expenditure	189,312.00	Balance carried forward to the next	4,687.00
Expenditure per pupil	3,863.51		

43. Governors are well involved with the work of the school and have a good understanding of the strengths and weaknesses of the school. They give good support to their shared vision and ethos of the school. Together with the headteacher and staff at the school they discuss and formulate the shape of the school's future development and its current priorities. They provide a useful and often lively forum for debate on important issues for the school. The effectiveness of their role as critical friends is well illustrated in the recently completed extension to the school building which has significantly enhanced the internal organisation of the school and the purchase of the new laptops which have helped to raise pupils' attainment in ICT.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses.

- Very good induction procedures ensure children settle in quickly and happily.
- The classroom assistants provide good support to the teacher and children.
- Relationships between adults and children are very good.
- There is good teaching of personal, social and emotional development
- Good assessment procedures are in place, which are used well to plan the next stage of learning.
- The activities given to children to support the development of their mathematical ideas are, at times, inappropriate for them.

Commentary

44. Children are admitted to school full-time in the September and January of the year in which they become five. They enter a class that also has a group of Year 1 pupils. There are currently 15 children in the Reception year. Induction procedures are very good and this means that the children quickly get used to the school routines. Teachers meet parents and children and children visit on a regular basis in the term before they start. Children's attainment when they start school spans the full range, but is average overall. By the end of the Reception year, the children achieve satisfactorily and are likely to attain the early learning goals in all areas of learning. In their personal, social and emotional development however, they achieve well as the children enter school with limited social skills.

45. Leadership and management are satisfactory. The recently appointed Reception teacher has made a good start to her time at the school and has taken on the role of co-ordinator with great enthusiasm. Although she is relatively new to the Foundation Stage curriculum, she has worked hard to put a variety of new initiatives in place, such as increasing the opportunities for the children to learn through purposeful play. This was an issue at the time of the previous inspection. Improvements have also been made to the outdoor environment. Although the designated play area has limited space, it is used well and already bringing improved opportunities for the children to extend their learning outdoors. The co-ordinator is preparing a bid to improve the outdoor play facilities further. Teaching is satisfactory overall. There are gaps in the teacher's subject knowledge, which sometimes detract from her teaching, which in other respects has many strengths. The teamwork between the teacher and classroom assistants is effective and ensures that each day's activities are well organised and run smoothly. The use of assessment to monitor the development of the children is good and enables the teacher to plan effectively for future learning experiences. The co-ordinator continues to take advantage of a wide range of training opportunities and has the potential to improve the provision further.

46. In the area of **personal, social and emotional development**, the children achieve well and teaching is good. The children show good levels of confidence when they tackle new learning and when sharing their successes with the rest of the class. They make effective relationships with adults and have formed good relationships with other children. The Reception children work and play enthusiastically with each other and with the older children in the class. Relationships between adults and children are very good, and this helps to promote children's self-esteem and confidence. They are constantly encouraged to feel confident by sharing their successes with the rest of the class. All adults encourage the development of social skills in a variety of ways. The introduction of twice-weekly, 'Plan, Do and Review' sessions is providing good opportunities for children to initiate their own ideas through play and to make choices about what they can do. As a result, their independent learning skills and their ability to make decisions about their work are developing well.

Most children behave well and respond willingly to requests to stop their activities, but a minority of children find it more difficult to sustain attentive listening. Overall, the children are happy, settled and enjoy participating in the experiences that are provided.

47. The children achieve satisfactorily in **communication, language and literacy**, and the teaching is satisfactory. Most are likely to attain the expected level by the end of the Reception year. There is a suitable combination of activities that are led and directed by an adult, such as the introduction to daily literacy sessions and the associated group work. Speaking skills are good and staff are effective in the way in which they pick up incidental opportunities for extending the children's vocabulary. However, there are some children in whole class situations, who need reminding to listen carefully, which slows the pace of learning. Well chosen books are shared with the children as a class, in small groups and individually. Children learn to recognise a number of letter sounds and by the end of the Reception year, many children know about books and understand that writing conveys meaning. They have their own reading books, which they take home regularly. The promotion of early writing skills is sufficiently well developed and the work from pupils in Year 1 showed good achievement, with a number of children successfully writing simple sentences independently.

48. In terms of their **mathematical development**, the children's achievement is satisfactory and the quality of teaching and learning is satisfactory. By the end of the Reception year, most children have gained a sufficient knowledge and understanding of number to count and recognise numbers up to 10 with good levels of confidence and accuracy. The more able children are recording simple addition and subtraction sums to 20. Their use and understanding of everyday words such as 'under', 'next to' and 'beside' when relating mathematical language to position are well developed. However, the children are not always provided with a sufficiently wide range of practical experiences, which help them to learn through first-hand experience. For example, when teaching children about the idea of time, the children were provided with an activity that involved cutting out a clock face, marking in the numbers and drawing the hands to show 12 o' clock. This, the children found difficult and it did not fully support the development of their mathematical ideas regarding time.

49. It was not possible to make an overall judgement of standards in the wide area of learning that relates to children's **knowledge and understanding of the world**, but the evidence of pupils' work indicates that their learning is secure. Work is organised into topics so that learning is made relevant to them. A variety of interesting activities are planned well to stimulate children's curiosity and enhance their understanding. For example, they are given opportunities to investigate and sort different materials; explore batteries and bulbs to make a simple circuit and observe the growth of tadpoles. The children develop an awareness of the past, as they look at old toys and learn about their own environment on walks to look at the church and post office. Role-play is also used well to increase children's knowledge and understanding of everyday life. For example, photographs showed children working in a 'builders yard' outdoors, constructing a shute and mixing cement. During the week of the inspection the play area was imaginatively set up as a science laboratory. A particular strength is the children's use of information and communication technology. Children were seen to be using radio-controlled cars confidently and when working with the laptops were able to use the cursor to select items on screen. Their previous work showed they had used an art program to construct original black and white designs. Children's awareness of religious and the cultural traditions is suitably enhanced through stories. The children are enthusiastic learners who show good levels of interest in all activities.

50. In terms of their **physical development** it was not possible to make an overall judgement of provision, teaching or learning. Although arrangements are in place for them to use the village hall for physical education, this was not observed during the inspection. The teacher provides children with a satisfactory range of experiences to help improve their manipulative skills by handling modelling materials, scissors and small building equipment. Fine motor skills are often taught well, and the children show good control of brushes and crayons and most manipulate small objects well.

51. It was not possible to make an overall judgement of the quality of teaching in the **creative** area of learning. On the evidence of work on display the children are provided with an appropriate range

of art and craft activities and they achieve satisfactorily. They explore a range of materials, paint freely, make models with clay, and use pencils and crayons to draw pictures. In music, children are given the opportunity to explore the percussion instruments and use shakers and tambourines with great enthusiasm and enjoyment. In terms of their creative role-play, although there is a satisfactory range of activities on offer which allow children to use their imagination, there are at times, missed opportunities for adults to become engaged in role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in speaking and listening are above average in Year 6.
- Teaching is good in Years 5 and 6 and Year 1.
- Relationships in classes are very good and help pupils to have very positive attitudes to the subject.
- Strategies for behaviour management in Year 2 do not ensure that pupils learn consistently well.
- Pupils' achievement in writing and the presentation of pupils' work are too variable across the school.
- The use of information from assessment is not sufficiently rigorous to ensure that all pupils achieve as well as they should.

Commentary

52. Overall standards in English are average by Year 6 and pupils' achievement across the school is generally satisfactory. This includes pupils with SEN and more able pupils. Achievement in Years 5 and 6 and Year 1 is more marked than in other years. By Year 2 standards are below average. Similar standards were observed in the previous inspection in Year 6 but standards in writing are lower across the school and standards in speaking and listening are below average in Year 2. While these differences reflect some of the variations in pupils' attainment on entry to the school year on year, the school has correctly identified, as a priority, the improvement of writing across the school. Standards are lower in both Year 2 and Year 6 than those seen in the 2004 national tests but there are significantly more pupils on the school's register of special educational needs in both these small classes. In Year 2 these needs include both behavioural and literacy difficulties. In Year 6 those pupils who were in the school in Year 2 have made steady progress across the years, as have those who have joined the school more recently.

53. Most pupils in Year 2 answer questions confidently in class and a few more able pupils are able to explain their ideas in good detail. This is because teachers and teaching assistants have very good relationships with pupils and give them good opportunities to respond and answer questions. However a significant proportion of pupils have weak listening skills. They do not consistently listen to either their teacher or each other and some call out inappropriately and this affects the rate at which they learn. Better standards of listening and speaking were observed in Year 1. In Year 6 standards are above average and reflect the good range of opportunities given to older pupils to develop their confidence to speak to a range of audiences. During the inspection Year 6 pupils confidently discussed ideas and presented their research findings in their study of Ancient Egypt to the rest of the class. They speak clearly and read their work aloud fluently. While not all pupils use wide ranging vocabulary, most use a competent and appropriate range. Most Year 6 pupils are developing a mature thoughtfulness in their responses to each other, to other pupils and to adults.

54. Standards in reading are average in both Year 6 and Year 2. Most pupils are likely to reach average standards for their age but fewer pupils than is usual are reading at the higher levels.

Indications are that standards are higher in both Year 1 and Year 5. The school has recently had a close focus on reading and emphasised strategies and skills for developing standards of reading across the school. This has resulted in a more consistent pattern of achievement throughout the school. In Year 2 most pupils understand how to use their knowledge of sounds to help them read unfamiliar words. Although they vary in their abilities to talk about their reading in detail, most are able to identify favourite books and give brief accounts of the plot. Most pupils read regularly at home and more able pupils are reading a good number and range of books. In Year 6 pupils have access to a good range of readers which are appropriate to their age and abilities. As a result pupils are interested in their reading and discuss their books with evident enjoyment. More able pupils are able to comment thoughtfully on their preferred genre and give reasons for their preferences. In literacy lessons, discussions of shared texts indicate that most pupils are able to use an appropriate range of strategies to read effectively for information and for research. Pupils make good use of the attractive new library area and are able to develop the necessary skills for finding books and information.

55. Standards in writing are below average across the school. The school has already recognised the need to focus on these skills and, in particular, on boys' writing. As a result, it has recently received funding to become part of a research project to investigate how writing skills can be improved. The development of writing skills in other subjects of the curriculum is appropriately evident in Years 5 and 6, in subjects such as history, but is not yet sufficiently used in other subjects or in the writing of younger pupils. Pupils, therefore, do not have sufficient structured opportunities to practise their writing skills. In Year 2 more able pupils are able to sequence ideas in simple narratives showing awareness of how to use full stops and capital letters and to spell a range of familiar words. However, the writing of lower attaining pupils does not always communicate meaning clearly. Standards of writing are relatively higher in Year 1 where pupils are working at around average standards for their age.

56. In Year 6, the analysis of work showed that pupils write in an appropriate range of forms, including letter writing, biography, discursive writing, narratives, play scripts and poetry. In the best writing pupils use a good range of descriptive vocabulary and narrative writing shows a suitable balance between speech and narration. Pupils' range of vocabulary is generally straightforward and average and lower attaining pupils sometimes use an oral tone inappropriately. While pupils show some awareness of more formal language in writing biographies and discussing the different sides of an issue, these skills are at an early stage and there are sometimes awkward expressions, which do not add to the meaning of their writing. Paragraphing is only secure in a small number of pupils' work. Basic punctuation and the spelling of familiar words are generally accurate but there are weaknesses in the spelling of more complex vocabulary. Analyses of the work of pupils in Year 5 indicate that standards are higher and are around the average for their age.

57. Standards of handwriting and presentation are too variable across the school. Pupils in Year 2 do not always form letters of consistent size and shape and their work is not neatly presented. Presentation continues to be too variable in other years and while older pupils take care with their work they have not always acquired a fluent well formed style of writing, which they can use efficiently in their work.

58. The school has introduced the use of progress books to assess pupils' writing. There are clear links with targets, which identify what pupils need to do to improve their work. Pupils are also involved in evaluating their own work. However, this good practice is not yet consistent across the school in providing clear benchmarks of pupils' progress and in moving pupils on in their learning.

59. Teachers have a secure understanding of the national literacy strategy and implement it appropriately. Teaching in English is satisfactory overall with good teaching seen in Years 5 and 6. One unsatisfactory lesson was seen in Year 2. There are good relationships between pupils and staff in all classes, which encourage pupils to feel positive about their work. Teaching assistants are used well throughout the school but are particularly effective in the Year 2,3,4 class where the range of age groups is at its widest and support for pupils with special educational needs most required. Relationships in the Year 5/6 class are very good and promote mature attitudes in pupils and encourage them to be confident and thoughtful in their work. In the good lesson seen pupils worked

together in pairs and groups to identify key features of a piece of text. There was a good link with pupils' work in history as the text was based on the discovery of the tomb of Tutankhamen. This immediately interested and involved pupils well. The teacher used questions and ICT well to encourage a good level of discussion and interaction and established a secure basis for pupils to begin their own writing of a report. Lessons are carefully planned and provide appropriately for the mixed age classes of the school. Good use is made of the flexibility of mixed age classes to enable more able pupils to work with older pupils and for some lower attaining pupils to work with younger groups. Where teaching has weaknesses, they are concerned with the management of pupils and the impact of the inappropriate behaviour of a small number of pupils, on the learning of others in the group. Analyses of pupils' work in Years 2 and 3 indicate that teachers' expectations of the rate at which some pupils progress are too low and the actions taken to address underachievement are not consistent or sufficiently rigorous.

60. The management of English is satisfactory. While teaching and pupils' work are regularly monitored and areas for improvement are identified, the process has not been sufficiently effective to ensure that achievement is consistent across the school. Assessment in English is satisfactory. There are good systems in place to assess pupils' progress in writing and pupils' involvement in evaluating their own work is developing well. However these systems are not fully effective in ensuring all pupils' achieve as well as they should. Results of national tests are carefully analysed to identify areas where pupils have difficulty. These are used appropriately to establish group and individual targets for classes.

Language and literacy across the curriculum

61. Speaking and listening skills are developed well through all subjects in Years 5 and 6 but the development of good listening skills is not sufficiently emphasised in younger pupils. Opportunities to write in other subjects are not yet sufficiently developed to help pupils improve their writing skills. By Years 5 and 6 pupils use reference and resource books confidently.

MODERN FOREIGN LANGUAGES

62. The school has recently introduced the teaching of **Spanish** throughout the school. One part lesson was observed during the inspection with a group of Year 2 pupils. There is insufficient evidence to make a secure judgement about standards and teaching and learning across the school. In the lesson seen, the teacher made good use of pupils' skills in information and communication technology, to reinforce the vocabulary they had learnt about parts of the body. Discussions with the teacher, who is also the coordinator for the subject and discussions with pupils indicate that they enjoy the mainly oral approach to language learning. The curriculum makes appropriate use of nationally recognised schemes of work and lessons are planned carefully to encourage confidence and enjoyment.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses.

- Pupils achieve well across the school
- Standards in Year 6 are above average.
- The teaching of mathematics is well planned for all pupils.
- A good range of activities and teaching strategies is used to motivate pupils.
- Teaching and learning overall are good and very good in the Year 5/6 class.
- Good use is made of test and assessment data to ensure work for pupils is appropriate. .
- Information and communication technology in the subject is well developed.

COMMENTARY

63. Standards of mathematics are average by Year 2, and above average in Year 6. All pupils achieve well. The improvement since the last inspection has been good. Results of national assessments at the age of seven, over several years, have been consistently high and in 2004 were well above average compared to all schools and to similar schools. Current standards are not as high because this very small group has more pupils with special educational needs. In 2004, eleven-year-olds' results were very high when compared to all schools. However, there are very small numbers in each year group and comparisons with national statistics and similar schools are not secure. Additionally, there have been a number of pupils leaving or arriving at the school during Years 3 to 6, with a net effect of lowering the overall ability of the present Year 6 group. The work seen shows that progress for those pupils who were at the school from Year 2 to Year 6 was good and they made particularly good progress in their last two years in the school.

64. Pupils work well in all areas of mathematics. Pupils in Year 6 are able to use a variety of methods to calculate in all four operations and most show confidence in a range of mathematical strategies to work out answers in their head, although some take longer than others. They have a good understanding of place value, which enables them to work confidently and in most instances accurately with decimal fractions. They can write equivalent fractions as decimals and translate them to into percentages. Pupils are able to work out the area of regular shapes and are confident in working with angles. Attainment in data handling is also above average. Most pupils in Year 6 use their knowledge of mathematics competently to solve problems. Pupils in Year 2 can order numbers to and from 100, can count in tens, have an understanding of tens and units and are developing a good understanding of basic multiplication facts of two, five and ten. They have a secure knowledge of shape, space and measurement and are able to solve problems with money. By Year 2, most pupils have a sufficiently secure understanding of mathematical vocabulary to attack word problems with reasonable confidence.

65. Teaching and learning in mathematics are good throughout the school. Lessons are planned thoroughly and cater well for the mixed age groups within the classes. When pupils in the Year 2/3/4 class work independently, they are given activities appropriate to their abilities and are supported by the teacher and learning support assistants to ensure that they can make effective progress. Where appropriate, the more able pupils in Year 4 work with the older pupils so that the work is sufficiently challenging. There are significant strengths to teaching in the Year 5/6 class, which boost attainment and achievement. The very good teaching and learning are characterised by the confident use of the class teacher's very good knowledge and understanding of mathematics to set interesting and challenging activities. During the inspection, some particularly demanding work in data handling was observed when Year 6 pupils learnt to construct and interpret a conversion graph. Overall, a wide range of teaching strategies and resources are used to ensure that concentration is maintained and pupils are interested. As a result, pupils enjoy mathematics.

66. The co-ordinator has analysed test results carefully and identified common errors in order that teachers can use them to plan their teaching. Teaching and standards are monitored effectively, and action taken as a result. Successful leadership promotes a shared commitment to succeed and this is reflected in the achievement of the pupils.

Mathematics across the curriculum.

67. Mathematics skills are used well across the curriculum. The success of the initiatives to extend pupils' ability to apply the skills learned in mathematics is particularly evident in their work in ICT and in their handling of data and graphs when using databases. There is some useful support given by mathematics to other curriculum areas, such as science, where good use is made of tables and graphs to help pupils to understand their science work.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses.

- Analysis of work and discussions with pupils indicate effective teaching in the Year 5/6 class.
- Pupils enjoy science and talk knowledgeably of the work undertaken.
- There are regular opportunities for pupils to investigate and experiment.
- At times, inappropriate work is provided for Year 2 pupils in the mixed age class.
- The setting of targets for pupils is not embedded into current practice.

Commentary.

68. During the inspection, only one science lesson was observed in the Year 5/6 class, which was taught by a specialist teacher from the local secondary school. Pupils' work was carefully analysed and discussions held with pupils and staff. The evidence indicated that standards in Year 2 are average and above average in Year 6. However, this judgement does not match the 2004 national test results for pupils in Year 6 or the teacher assessments for pupils in Year 2 when standards in Year 6 were very high, as were the teacher assessments of pupils in Year 2. The results are unreliable because of the very small size of the groups and the different abilities of the pupils in the current Year 2 and Year 6. Standards at the end of Year 6 have improved since the last inspection when they were judged to be average.

69. Overall, pupils' achievement is good, but it is satisfactory in Year 2. This is because of the weakness in provision for Year 2 pupils in the mixed age class with Year 3 and 4 pupils. Although the teaching of science in Years 2 to 6 is undertaken by a part-time teacher who has specialist knowledge, on occasion, expectations are unrealistic and pupils in Year 2 are expected to undertake activities in a way that is suited to older pupils. For example, the expectation as to the extent to which young pupils can discuss independently how to set up a science investigation. This has been recognised by the school as an area for development and new activities have been introduced into the planning for these pupils.

70. Pupils make good progress in Years 3 to 6. In the Year 5/6 class there is a significant improvement in pupils' learning and their investigative skills are particularly well developed. This is because of the good teaching that these pupils receive. As a result by the time pupils reach Year 6, they know how to design appropriate investigations to answer a particular question. This was identified as a weakness in the school's previous inspection.

71. The very good lesson to pupils in the Year 5/6 class taught by a specialist teacher from the local secondary school, demonstrated to pupils the chemical reactions that occur when materials are mixed and gases such as carbon dioxide, oxygen and hydrogen are produced. Pupils were introduced very clearly to the work and through effective questioning techniques and the opportunity to ask questions, the pupils made very good progress in their learning. The very secure subject knowledge and lively teaching fired the pupils' enthusiasm and allowed all pupils to safely test the ideas for themselves. Subsequent discussions with them confirmed not only how much they understood and found out, but also how they applied previously gained knowledge to new learning.

72. Leadership of the subject is good. The co-ordinator is a part-time teacher employed by the school to teach science in Years 2 to 6. He has ensured the curriculum has a clear focus on the development of pupils' investigative skills. Management is satisfactory. Procedures for assessment are well established. However, pupils are not given targets to work towards, nor are they involved in deciding their own targets for the next steps in learning. Overall, pupils' recording makes a good contribution to the development of their literacy and numeracy skills, although the presentation of their work is often careless.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils attain above average standards across the school and build their knowledge and skills well.
- ICT is used systematically to support other subjects.
- Pupils are very confident and enthusiastic in their use of ICT.
- The resources are good and are used well to support pupils' learning in other subjects.
- The curriculum is well focused upon the development of skills and knowledge.
- Assessments of pupils' work and progress are well devised and used effectively by teachers.
- There are times when Year 2 pupils are not fully involved in lessons.

Commentary

73. The provision and standards in the subject are much better than at the last inspection. Standards are above the national expectation from Years 1 to 6 and all pupils across the school, including those with special educational needs, achieve well.

74. Pupils in Year 2 are able to use the computer with confidence and can log on, save and retrieve their work, and change the font of their written work. Their keyboard skills are developing well and they can talk about and explain their work fluently. Pupils in Year 6 are able to import images between programs and use the Internet and e-mail very competently. They input and change data, use the sum function and create their own personalised spreadsheets. Pupils use a variety of fonts and colours and save their work in their own folders. They have a good understanding of the wider uses of computers, of how to use them for research and of how to communicate and handle information.

75. The quality of teaching and learning is good overall. The impact of teaching on pupils' learning is significantly improved since the school's previous inspection through the school's recent investment in a wireless laptop system. This has enabled pupils to broaden their horizons and access information anywhere in the school. Teachers have secure subject knowledge and as a result the use of ICT is firmly established across the curriculum. The school employs a part-time teacher to support the teaching of ICT and his expertise contributes well to pupils' learning. The laptops are used constantly by all classes and as a result pupils reinforce their learning in the classrooms. There were however some weaknesses seen in the ICT lesson for Year 2 pupils in the Year 2/3/4 class. Notably, the organisation of groups led to the youngest pupils only observing and as a result they received little opportunity for 'hands on' experiences. However, in discussion with Year 2 pupils and observation of a Spanish lesson, pupils' confidently explained how to perform functions and competently demonstrated a range of skills. In the Year 5/6 class, the teacher created good links with history, as the pupils used the laptops to research and gain a greater understanding of the circumstances of King Tutankhamen's death. At the end of the lesson a pupil confidently presented her previously created PowerPoint work on '*Sekhmet, the lion headed goddess*'.

76. Pupils enjoy ICT and work enthusiastically and productively in pairs. They talk sensibly and support each other, helping any classmates who are having difficulties

77. The subject is led and managed well by the head teacher and the part-time teacher. There is an effective scheme of work and, at the end of each unit, teachers assess pupils' understanding of the work and pupils fill in a self-assessment sheet. This means that the progress of both groups and individuals can be tracked effectively. Equipment for ICT is good. The subject has had a high profile in the school through the recent acquisition of the wireless laptop system and has helped to embed the use of ICT securely across all teachers and pupils' work.

Information and communication technology across the curriculum

78. The use of ICT across the curriculum is good. Pupils use their skills well to support their work in subjects such as history and geography by using the Internet to gain information. They use word processing skills to present their poems in attractive ways and use art programs to illustrate their writing. Older pupils produce graphs and pie charts in mathematics and use their mathematical skills to draw up spreadsheets. In physical education, they use measurements of heart rates in a variety of activities to create graphs and charts. During the inspection younger pupils were seen using the laptops to reinforce their knowledge and understanding of Spanish.

HUMANITIES

History and geography were not inspected in this inspection.

79. No lessons were observed in **Religious Education** due to timetable arrangements but pupils' written work was scrutinised and discussions were held with Year 6 pupils and with the subject coordinator. No judgements can therefore be made on the provision or on teaching and learning in the subject. Indications are that standards in the subject in Year 6 meet the requirements of the locally agreed syllabus. Pupils were able to give a well detailed account of what they have learned about Judaism and were interested in their forthcoming visit to the synagogue in Exeter. They have a sound knowledge and understanding of aspects of the Christian traditions and beliefs and were able to make connections between Old Testament stories and personalities and Jewish traditions and the books of the Torah. In their written work they write newspaper reports about the significance of the finding of the Dead Sea scrolls and use their skills in ICT to find out more about a Jewish synagogue.

80. Pupils in Year 2 write about some of the main events in the life of Jesus, such as his visit to the temple as a boy. They record in mainly pictorial form different traditions and celebrations such as Harvest and the Chinese New Year and learn about Christian symbols and symbols in the Jewish faith.

81. The management of the subject is satisfactory and the coordinator carries out monitoring of planning and pupils' work. There are no systems in place for assessing pupils' work. The school has close links with the local parish church, with pupils visiting the church for festivals and celebrations. The clergy visit the school on a regular basis to take assemblies.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection three lessons were observed in music performance, one art lesson was observed and one lesson in PE. It was not possible to make a judgement on either provision, standards or teaching and learning in any of these subjects. Design technology was not inspected in this inspection.

Art

82. Analyses of pupils' work on display indicate that when pupils have suitable opportunities to develop their skills they produce work which is interesting and varied. A good example was the imaginative felted pictures, which had been produced with the support of an artist in residence. Older pupils explore techniques such as papier mache mask making through links with their work on Ancient Egypt and younger pupils sculpt daffodils in modroc as part of their class display on Spring. However there is limited evidence of the progressive development of pupils' skills throughout the school. The coordinator of the subject is new to the responsibility but she has begun to create a portfolio of pupils' work to show how skills progress from year to year. This is still at a very early stage and not yet supporting a wide range of skills or opportunities.

83. In the satisfactory lesson seen in the Year 2,3,4 class pupils were using their knowledge of colour and colour combinations to create a sunset picture. The teacher introduced the topic by asking pupils to observe a series of prints and photographs which depicted a sunset and to identify the colour combinations used to create the different effects. Older pupils were able to make thoughtful comments about the elements they liked and to give reasons for their answers. The pace

of the introduction was too leisurely to engage the younger pupils in Year 2 who had difficulty sustaining good levels of attention at times. However all pupils were more productively involved when the class was divided into two groups and the teacher and teaching assistant worked with half the class to create their own sunset picture either through collage or oil pastels. As a result of good support and guidance pupils made appropriate colour choices and explored how to use the tissue paper and oil pastels in different ways to achieve a variety of effects. By the end of the lesson all pupils had developed their ideas satisfactorily.

Music

During the week of the inspection it was only possible to observe the teaching of performance skills across the school. It is not possible therefore to make a judgement about other aspects of pupils' attainment in music or to make a judgement on the provision as a whole.

84. Performance skills are taught by a specialist music teacher who is also responsible for instrumental teaching for individual pupils. Class teachers teach the wider curriculum which includes all the required elements. It is a credit to the commitment of the school and to the expertise of the specialist teacher that all pupils in the school are able to play at least one instrument before they leave in Year 6.

85. The qualities of the very good teaching all pupils receive were well illustrated in the Year 6 lesson where pupils played together a series of jazz and blues arrangements they were preparing for a performance. Good habits of self discipline and organisation were evident as pupils prepared their instruments for playing with very little intervention by the teacher. The instruments played included, the keyboard, violin, flute, saxophone, guitar, recorder and percussion. All pupils were able to read standard notation, to maintain a good awareness of each other and to follow the conducting of their teacher. It was evident that pupils were used to playing together and were thoroughly enjoying the experience. The lesson was purposeful and focussed on improving and developing pupils' skills through encouragement and enjoyment. At the conclusion of the lesson pupils sang together using their voices confidently with a good regard for melody and dynamics. Music is given a high profile in the school and pupils play and sing together in assemblies, with older pupils providing good role models for younger pupils. Pupils take part in a variety of outside events including playing and singing in the local church and taking part in the South Devon Schools Proms. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development.

86. From the one lesson observed, it is not possible to make judgements on standards, achievement or provision in **physical education**. However, from discussion with the subject co-ordinator it is evident that pupils are provided with a curriculum that offers them many opportunities to develop their skills through a wide range of activities, despite the limitations of the accommodation. In the one lesson seen, teaching was satisfactory. Pupils in Year 2 moved around the playground with satisfactory levels of control when working with a hockey stick to dribble and pass a ball. Pupils in Years 3 and 4 showed accurate passing and reliable stopping of the ball. Satisfactory teaching enabled them to develop their understanding of tactics in hockey and they showed a secure understanding of the skills, putting their understanding into practice appropriately.

87. Good use is made of specialist physical education teachers from the local secondary school to provide enrichment opportunities for pupils in Year 6. Pupils also benefit from working closely with another local small school and from being involved in sports festivals within the Academic Council. Since the previous inspection, the school has effectively addressed the key issue to provide swimming lessons. All pupils now have the opportunity to achieve the national competency in swimming through the planned blocks of lessons. Although the school has limited facilities for physical activity it makes good use of the village hall and the school field. However, the field is some distance away and takes a considerable amount of time and organisation to get there.

88. Physical education is well led and managed and pupils benefit from a wide range of experiences, including the after school clubs that develop their games and athletic skills further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. No lessons were seen in this area during the inspection but discussions with the coordinator and scrutiny of planning for the subject indicate that provision reflects all the required areas and the impact of the school's provision on pupils' personal and social development is good. The subject is taught through an appropriate combination of regular sessions of Circle Time, House and School Council meetings and lesson in other subjects such as science, RE, and history.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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