

INSPECTION REPORT

Littletown Primary School

Honiton

LEA area: Devon

Unique reference number: 113099

Headteacher: Mrs C Bond

Lead inspector: Mr D Clegg

Dates of inspection: 8 – 10 November 2004

Inspection number: 267226

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	410
School address:	Honiton Bottom Road Honiton Devon
Postcode:	EX14 2EG
Telephone number:	01404 548749
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Jo Frith
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

A large primary school with 410 on roll including 43 nursery children who attend part time. There is a similar number of boys and girls although there is a significantly higher number of boys than girls in the reception class. There are 26 reception children due to join the school in January. There are very few pupils from minority ethnic groups: all pupils are fluent English speakers.

The proportion of pupils eligible for free school meals is below average. The proportion of pupils with special educational needs is about average: the proportion with statements is also average. The main learning difficulties are social and emotional, and speech and communications problems.

There have been some significant changes since the last inspection: almost two thirds of teachers are new to the school including the headteacher and deputy headteacher.

The school was awarded an achievement award in 2001.

There is a planned building programme to start shortly after the inspection to create a new information and communication technology suite.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4341	Mr D Clegg	Lead inspector	Mathematics Physical education English as an additional language
11096	Ms M Davie	Lay inspector	
4343	Ms S Billington	Team inspector	English Art and design Music Special educational needs
25778	Mr A Hicks	Team inspector	Science Information and communication technology Design and technology Geography
22421	Ms V McGrath	Team inspector	The Foundation Stage History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is providing a **satisfactory** quality of education but it is **underachieving**. Standards are generally below the national average and too many pupils could do better. Teaching is satisfactory and some lessons, particularly in years 3 to 6, are good. Senior managers recognise that standards are too low. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Too many children do not achieve as much as they could, particularly in writing and to a lesser extent in mathematics
- Pupils have good attitudes to work and are well behaved; there is good provision for their personal development
- Teachers' expectations are too low, particularly in lessons in the Foundation Stage¹ and years 1 and 2
- There is a growing sense of purpose and direction but not enough rigour in monitoring and evaluating how well the school is doing
- The school is very good at involving pupils in decision making
- Provision for physical education (PE) is good; standards are above expectations
- A good range of learning opportunities supplements work in lessons

The school has made unsatisfactory improvement since the last inspection. The pace of development has been adversely affected by the changes in leadership and management since the last inspection. There are signs of improvement taking place, although the impact is not yet being fully felt throughout the school. Standards in English are still too low, particularly in writing. Lesson planning generally incorporates work for the full range of ability. Swimming is now fully incorporated into the PE curriculum. Statutory requirements for collective worship are fully met.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2002	2003	2004 ²	2004
English	C	C	D	D
mathematics	B	D	C	C
science	C	E	D	D

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

Overall pupils' achievement is **unsatisfactory**. Children start school with broadly average standards. However, as they move through nursery and reception a significant proportion do not make as much progress as they should. This is particularly evident in the development of early literacy skills and in learning good work habits. By the time they start year 1 many children have not attained the standards expected, particularly in literacy and in personal and social development.

During years 1 and 2, pupils do not make up the lost ground so that, by the time they reach the end of year 2, results in national tests indicate well below average standards in reading, writing and mathematics. The results are also well below those of similar schools.

¹ The Foundation Stage refers to the nursery and reception classes

² The result of tests in 2004 are not yet validated

In years 3 to 6 pupils make better progress but this is insufficient to bring standards to where they should be. Results in the most recent tests (2004) are below the national average in English and science. This represents a decline in English but an improvement in science. In mathematics results are average. This is an improvement because a good proportion of pupils attained the above average levels, although the proportion of pupils attaining below average standards was also high. The results overall are improving at a slower rate than in most other schools. There are differences year on year between the results of boys and girls, although there is no clear pattern. The standards seen in the inspection largely reflect the results. Too many pupils do not achieve as much as they should, mainly because they do not make enough progress early in their school careers.

Pupils' personal development is **good**. The oldest pupils are sensible and accept a significant degree of responsibility.

QUALITY OF EDUCATION

The quality of education is **satisfactory** with the quality of teaching also being **satisfactory**. There are weaknesses in the way well pupils are managed in nursery to year 2. Teaching is better in years 3 to 6 where there is more good teaching, particularly in PE and science. Throughout the school, but again most significantly in the lower year groups, there are lessons where teachers' expectations are not high enough.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **satisfactory**. The headteacher has instilled an increasing sense of direction and purpose but there are weaknesses in the management systems due, partly, to the lack of sustained and consistent leadership over recent years. This has impacted particularly on how effective the school is in identifying weaknesses and taking appropriate action. Governors are supportive and committed to the school, but overall they have not challenged senior managers enough.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally positive about the school and feel that their children do well. A significant group of parents feel that communications between home and school could be improved. The governors are aware of this and are taking appropriate steps to improve the quality of information generally. Overall, the inspection found that the information sent to parents was generally good.

Pupils are very positive about the school. They enjoy their lessons and have a great deal of confidence in their teachers.

IMPROVEMENTS NEEDED

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

- ensure that all pupils achieve as much as they can, particularly in writing and mathematics
- continue to improve management systems to make better use of the information about how pupils are doing and take effective action to address weaknesses
- raise teachers' expectations of what pupils might achieve

and, to meet statutory requirements:

- make sure all staff have up to date training in child protection procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards overall are too low and too many pupils do not achieve as much as they should.

Main strengths and weaknesses

- Standards in writing and mathematics, particularly in years 1 and 2, are too low
- Children in the Foundation Stage³ do not make as much progress as they could in literacy and some aspects of personal and social development
- Pupils achieve well in PE and attain above expected levels

Commentary

Foundation stage

1. When children start school they are broadly attaining the levels expected. They make satisfactory progress in most areas of learning but they do not move on as much as they could in developing literacy and personal skills. By the time they start in year 1, many children still have not reached the expected levels in reading and writing and this impacts on how they are able to achieve in other subjects. Too many children have not started to develop good work habits and this results in a significant proportion of year 1 and 2 children struggling to keep concentrating and working hard.

Key Stage 1

Reading, writing and mathematics

Standards in national tests at the end of Year 2 – average point scores in 2004⁴

Standards in:	School results	National results
reading	13.7 (15.2)	15.8 (15.7)
writing	13.0 (14.4)	14.6 (14.6)
mathematics	15.1 (15.8)	16.2 (16.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year

2. Because many children have not achieved as much as they should before starting year 1, they struggle to make up lost ground. By the time they reach the end of year 2 the results attained in reading, writing and mathematics are well below the national average. The trend over time is for the results to be falling further behind the results nationally. The standards seen in the inspection largely reflect the results. Standards are particularly low in writing but in mathematics standards are below, rather than well below, the average. During these two years a significant proportion of pupils do not achieve as much as they should in the basic skills of literacy and numeracy.

Science

³ Foundation stage refers to children in nursery and reception classes

⁴ The results for 2004 are not yet validated but have been included in the report

3. Standards seen in science are broadly in line with what is usually found although recorded work suffers from the weak writing skills.

Key Stage 2

English, mathematics and science

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

Standards in:	School results	National results
English	25.7 (27.1)	26.9 (26.8)
mathematics	27.0 (25.7)	27.0 (26.8)
science	27.7 (26.7)	28.6 (28.6)

There were 60 pupils in the year group. Figures in brackets are for the previous year

4. Although pupils do better in years 3 to 6 it is not enough to make up the lost ground. They achieve better in mathematics and science where there have been some improvements between 2003 and 2004. In mathematics standards in year 6 are broadly average although a significant proportion of pupils do not achieve as well as they should; too many do not reach average standards. The proportion reaching above average levels is slightly above most schools. In science the current standards in year 6 are broadly average although there are some pupils who could do better. Standards in English are below average although in the inspection there were some signs of improving standards in years 4 to 6.
5. Overall, the trend in results is below the national trend. In comparison with the results from similar schools, results are below average in English and science and in line with results in mathematics.
6. There is often a difference between the results attained by boys and girls year on year although over time there is no significant pattern. Pupils with special educational needs achieve satisfactorily; they often benefit from the support of the teaching assistants in lessons.
7. In information and communication technology (ICT) pupils attain the expected level of skills in most aspects of the subject. In PE, pupils achieve well and often reach above expected levels in elements such as dance, games and gymnastics. Standards in religious education (RE) are in line with the expectations in the locally agreed syllabus. Standards in geography at year 6 are meeting expectations. There was not enough evidence to judge standards in history, art and design and design and technology, although in the former there were some examples of good work. No judgement is possible in music but it was clear that pupils have a good range of opportunities to learn musical instruments.

HOW WELL ARE ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES DEVELOPED

This is a good feature of the school. Pupils' attitudes to learning are good and they behave well. Their personal qualities, including their spiritual, moral, social and cultural development are good. Attendance levels are also good.

Main strengths and weaknesses

- Pupils' attitudes to learning and behaviour are mostly good, however, some of the younger pupils struggle to maintain concentration
- Pupils' personal development is good and they willingly take on responsibility and support each other
- Behaviour on the playground is sometimes too boisterous
- Provision for multicultural education is better than it was during the last inspection

Commentary

8. Older pupils' good attitudes and their eagerness to learn are having a positive impact in lessons. This is because they work hard and concentrate on their tasks. In a year 5 mathematics lesson, for example, pupils made good progress because they settled to their tasks quickly and were productive. Younger pupils often lack such motivation in lessons because expectations about how well they will work are too low and this is having a detrimental impact on their progress.
9. Pupils' willingness to take on responsibilities has a significant impact on school life. The school council supports pupils' social development very well and meetings during the inspection showed how seriously all class representatives take their roles. Older pupils help out in the office at lunchtime and support younger children on the playground in their roles as playground buddies and guardian angels. Some year 6 pupils are also playground buddies at the local special school and this is helping to develop their understanding and tolerance of the difficulties faced by some of their peers.
10. Behaviour is usually good because the school has successfully created a harmonious atmosphere where pupils develop good relationships and respect for each other and their teachers. During a Remembrance Day assembly, pupils were generally respectful during prayer and reflection but the occasion was a little spoilt by the unsatisfactory behaviour of a few pupils. Behaviour on the playground is occasionally boisterous and lining up disorganised. This results in some pupils being far too lively in afternoon lessons which impacts on learning.
11. It was necessary to temporarily exclude two pupils last year because of their unacceptable behaviour. Every effort was made to avoid taking this step but with limited success. Pupils do not feel that there is a problem with bullying and feel confident that staff will sort out any incidents.
12. Multicultural education has improved since the last inspection and is now satisfactory. This contributes positively to pupils' understanding of other faiths and cultures. Pupils study art and music from around the world and celebrate important festivals such as Diwali and the Chinese New Year. Visits, for example to a Mosque in Exeter, support the school's programme. The whole school community has chosen to support the charity Action Aid this year, which is improving pupils' understanding of the lives of children in Africa.

Attendance

13. The most recent attendance figures show an improvement on those for last year. Attendance rates are broadly in line with the national average and unauthorised absences have been reduced to 0.1 per cent, which is less than typically found in schools.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	338	2	0
White – Any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The overall quality of teaching and learning is satisfactory. The teaching in years 3 to 6 is better than that in nursery to year 2. Procedures for assessing how well pupils progress are satisfactory.

Main strengths and weaknesses

- Lessons generally make good use of resources although there is variation in how well teaching assistants are used
- Older pupils are well managed and motivated: they apply themselves well
- Teachers' expectations are sometimes too low, particularly in lessons with the younger children
- There are weaknesses in the teaching of writing skills

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (4%)	18 (36%)	28 (56%)	1 (2%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. There are a number of key variations in the quality of lessons that is making a difference to how well pupils achieve and how much they progress.
15. Most lessons make good use of resources. For instance, in many lessons the use of small white boards for individual pupils makes sure that all are fully involved. However, the impact of the teaching assistants varies. In the most successful lessons, the assistants make a valuable contribution. They are involved in the lesson right from the start; they work unobtrusively with a small group of pupils, reinforcing what the teacher is saying, providing more explanations for pupils who need it and encouraging pupils to respond to the teachers' questions. In the middle of lessons they often sit with a group of pupils providing more help and guidance. Their support is often very influential in helping pupils with learning difficulties achieve as much as they can. However, there are lessons where the assistants are not used in the most productive manner. In those lessons they are uninvolved at the start of lessons and therefore their impact is restricted to the middle part of lessons.
16. Good pupil management is a noticeable feature of lessons in years 3 to 6. Teachers provide pupils with very clear guidance about how they should behave and work. They reinforce this

through praise, encouragement and occasionally with sharp reminders to pupils who are disrupting the learning of other children. Consequently, lessons generally move on at a good pace and the atmosphere is calm and purposeful. In lessons with the younger pupils this is not always the case. Good working habits are not always consistently reinforced; children are not reminded enough about how they should relate to others and expectations are too low. This is not helping pupils to get in to good work habits as early as they could.

17. A key weakness in teaching is the lack of sufficient emphasis on teaching writing skills. This is making a difference to how well pupils do in different subjects. There are instances where writing is well taught through demonstrations and careful attention to the use of correct language. However, English lessons do not consistently provide enough clear guidance about how to write nor do teachers show children how to write by doing it themselves.

The curriculum

The curriculum is satisfactory. There are good opportunities for enrichment. Accommodation and resources are satisfactory and generally allow the curriculum to be taught effectively, however, classrooms are a little cramped for the number of older pupils in lessons.

Main strengths and weaknesses

- The school provides very well for pupils' personal, social and health education
- There are very good extra-curricular opportunities for pupils in years 5 and 6
- Provision for PE is very good but the learning experiences for children in the Foundation Stage are occasionally too limited
- There is good provision for pupils with special educational needs in mainstream classes

Commentary

18. Very good provision for pupils' personal, social and health education contributes significantly to their good attitudes and behaviour. Lessons encourage healthy lifestyles and give pupils the opportunity to talk about personal issues. Pupils in year 6 for example, were encouraged to explore their feelings about current events such as a recent train crash.
19. Both pupils and parents are pleased about the wide range of extra-curricular activities, particularly for pupils in years 5 and 6 and there is a high rate of participation. Older pupils learn French and extra-curricular sporting activities include football, rugby, netball, keep fit and participation in local team sports such as tag rugby in which the school reached the Devon finals this year. Many pupils receive music tuition, which is privately paid for by their parents, and there is a school orchestra for them to join, an unusual feature in a primary school. Opportunities for younger pupils are not as plentiful but they can participate in dance or recorder club. When they get to year 5 pupils have the opportunity to go on a team building residential visit to Dartmoor and in year 6 to France with pupils from other local schools.
20. There is good provision for PE and as a result standards are high. The school's own programme is enhanced by links with another local school, with sports specialist status; this provides access to specialist coaching and a greater range of facilities. Provision for swimming is better than at the time of the last inspection and regular lessons for pupils in years 4 and 5 enables most to achieve the required standards. The way the curriculum in the Foundation Stage is organised does not ensure that children are reaching the required standards in aspects of literacy and their social development.
21. Pupils with significant learning difficulties are often withdrawn for parts of literacy lessons for some extra support in small groups. This is usually focused on the areas of difficulty outlined in their individual education plans (IEPs). However, the work that they do does not link with the introductory sessions that they have with the whole class. There are occasions when helpful links could be made, for instance, by using the same story that has been read to the class to do

some work in the withdrawal group on word and sound recognition, but opportunities are missed to plan for this to happen.

HOW WELL ARE PUPILS CARED FOR, GUIDED AND SUPPORTED

Care for pupils is good and they are given satisfactory support and advice. The way pupils are involved in the school's work and development is a very good feature.

Main strengths and weaknesses

- The school is very good at involving pupils in its work
- Good systems ensure pupils are well cared for, but support staff have not had child protection training
- Personal development is closely monitored but there are weaknesses in the way academic progress is checked

Commentary

22. Older pupils are very involved in the work of the school. They feel that the school and class councils really make a difference. Even pupils who are not on the council feel that it works very well and take its role seriously. It encourages pupils to think about all aspects of school life and offer opinions about any changes that have been made. For example, they feel that the change to the packed lunch system for pupils in years 5 and 6 is going well but that the signs made to deter pupils from running on the grass bank are not having the desired result. The council provides a very good forum for the exchange of ideas between pupils and staff and therefore impacts positively on the good relationships within the school. Younger pupils are not yet involved in the council but the school has plans to rectify this in the near future.

23. Pupils are well cared for and say they trust the adults who work with them. This has a positive impact on their achievements because they feel that teachers and support staff will help them with their work or any problems they may have. Pupils are well supervised at all times during the day, but the way the use of the playground is organised at lunchtimes does not ensure they are always within sight of the meals supervisors, particularly when they are behind the grass bank. The headteacher is designated responsible for child protection issues and she will soon be attending further training to ensure she is up to date with requirements. However, teaching assistants and meals supervisors have not had any recent training, which is a weakness.

24. Teachers monitor pupils' personal development well and can therefore ensure they get any extra help they need. Bubble time⁵ gives teachers quality time with each pupil so they can get to know them better and special time and the special club give good additional support to the few children with behavioural problems. The way the school keeps track of how well pupils are doing academically is generally satisfactory, however, the information is not always used well enough to make sure that work is suited to individual needs and this is impacting significantly on how well they are doing.

How well does the school work with parents and the community

Links with parents are satisfactory. Links with the community and other schools are good and contribute positively to pupils' development.

Main strengths and weaknesses

- Information for parents is generally good but communication has not always been as good as it should be
- Good links with the local community and other schools enhance curriculum provision

⁵ Bubble time is an opportunity for all pupils in each class to have a one to one chat with his/her teacher

Commentary

25. Most parents are happy with the way the school works with them because they feel that communication is effective and that they get accurate information about how well their child is doing. The first newsletter of every term gives information about what children will be learning and there are two parent consultations during the year. Parents are also welcome to speak to their child's teacher after the annual year-end reports have been sent out or informally at any time if they have any concerns. A reading workshop was held at the beginning of term to give parents tips about how to help their child with reading and the special needs co-ordinator met with parents about the support their child would be receiving and how they could help at home. Year-end reports are good and are clear about how well children are doing and what they need to do to improve. National comparative test results were missing from the most recent prospectus but this was rectified immediately.
26. There have been a few occasions when parents rightly feel that communication with them could have been better. For example, a mix up about new procedures at the start of the school day resulted in some confusion and upset. Parents' views are not yet regularly sought to ensure that they are happy with the school.
27. Pupils' development is effectively supported by the school's links with the community and other local schools. They take part in concerts in the local church and the vicar helps with the teaching of religious education. Pupils visit local shops, the library and the museum where a year 4 pupil recently volunteered to be 'mummified'. Nursery children took a train ride to Axminster in order to broaden their experiences. The community police officer is regularly welcomed in to school and has close contact with pupils both in lessons and on the playground, which supports effective liaison with families.
28. A good link with the local secondary school enhances the school's own provision for PE. The Academic Council, which is a group of closely linked local schools including the community college, provides particularly good support for the transfer of pupils from year 6 to year 7.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is satisfactory. There is an increasing sense of purpose and direction shared by all the senior managers. There are weaknesses in management that are beginning to be addressed although it is too soon to see the impact. Governors are supportive and committed to the school but overall, they do not challenge the school enough.

Main strengths and weaknesses

- The leadership is growing in strength
- Not enough use is made of information about how well pupils are doing to guide improvement

Commentary

29. There have been a number of significant changes to the leadership and management of the school since the last inspection. However, notwithstanding these changes, the rate of improvement has not been fast enough given the decline in standards. Until recently the school lacked management systems that would help to identify the underachievement of some pupils. This lack of secure and reliable information has reduced the impact of developments. This issue is now being addressed. The school now has a system in place to check pupils' progress as they move through the school. This is providing senior staff with clear information that is beginning to guide improvement strategies. The school improvement plan for instance, clearly focuses on the need to raise standards in writing. The changes in staff have also had an impact on how some important subjects have been managed. This is particularly the case in English, which has lacked experienced and sustained leadership.

30. Key members of staff are beginning to take a more prominent role in how the school develops but, for instance, the regular checking up on teaching has only recently been embedded into the work of some of the key subject leaders. This means that some of the weaknesses in teaching are not being picked up quickly enough.
31. The governors have undergone some significant changes. They have recently re-organised themselves with a view to improving efficiency. They are very committed to and supportive of the school and generally fulfil their statutory responsibilities. Governors have a growing awareness of the strengths and weaknesses of the school but overall, they have not been as sharp as they could have been at holding the school to account.
32. There are weaknesses in the management of special educational needs. Two staff share responsibility for the deployment of support staff and the organisation of additional support programmes for individual and groups of pupils. However, the success of these programmes is not systematically evaluated and thus there is no clear view of the impact that they make. The quality of IEPs is variable. Some include clear and specific targets but at times the targets are too general. Reviews take place regularly, but progress against the targets is not always evaluated, the views of parents and pupils are not noted and nor is it clear who was present at the review.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	£979238	Balance from previous year	£33294
Total expenditure	£972259	Balance carried forward to the next	£12496
Expenditure per pupil	£2388.40		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Commentary

33. Children attend a morning or afternoon nursery class from the age of three years. Those children, who will be five in the autumn and spring terms, join a full time reception class from September. A second reception class will open in January.
34. The overall quality of teaching is satisfactory but it varies between different areas of learning. The teaching in communication, language and literacy is unsatisfactory; there is not enough systematic teaching of early literacy skills from the time children enter school. Teaching in personal, social and emotional development is satisfactory although there are weaknesses in teachers' expectations about how children will behave. Teaching in mathematics and physical development is satisfactory. Not enough teaching was seen in knowledge and understanding of the world and creative development to make an overall judgement.
35. The induction procedures together with the secure relationships make sure that children make a satisfactory start to school. They develop self confidence but there are weaknesses in the progress made in acquiring social skills and in early reading and writing. There are satisfactory systems for checking on how children are progressing. In the nursery all staff carefully observe children but do not record their progress through the stages towards the goals⁶ for five year olds. The national system for assessing children in the Foundation Stage has been fully implemented and is conscientiously completed. The use of assessment however, is unsatisfactory because there is too little analysis of how well children are doing in each area of learning. This has resulted in the underachievement of some children in key skills not being picked up and acted on.
36. The indoor accommodation and resources are good, and the curriculum overall is satisfactory. There is good enrichment through a range of visits and visitors. At the time of the last inspection there were weaknesses in the routine and planning for reception children. This has been improved and there is now a good balance of child initiated and adult led activity, planned in line with national guidance.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal and emotional development is **satisfactory**.

Main strengths and weaknesses

- Teaching promotes good levels of confidence
- Expectations for behaviour are not consistently set and maintained

Commentary

37. Most children achieve the early learning goals in personal and social development; attainment in social development is unsatisfactory. Good levels of engagement in activities are promoted by good provision of resources and good adult-child ratios. This promotes good concentration and

⁶ Early learning goals are the expected levels in different areas of learning that most children will reach before they start year 1

perseverance in child selected activities. These activities also provide good opportunities for developing independence and positive attitudes to work. However, during some whole group sessions there is insufficient rigour in the use of time, resources and how behaviour is managed. Consequently the youngest children learn some unsatisfactory behaviour when responding to questions and on occasions, become over-excited and do not listen well. This leads to underachievement in understanding codes of behaviour and respect for others in a group. The regular praise and encouragement leads to good levels of self-confidence in children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The level of challenge is not high enough throughout the Foundation Stage to promote satisfactory achievement
- Assessments are not used to ensure teaching builds on previous learning

Commentary

38. Children's language development is in line with expectations for their age on entry to nursery, with few children demonstrating below average competencies in speaking and listening. There is unsatisfactory progress in language and literacy over time. Teaching in this aspect is unsatisfactory in the nursery where language and literacy activities are not well matched to children's needs. Assessments show most children do not attain the goals expected by the age of five in writing and speaking and listening, and only about half attain this level in reading.

39. There are missed opportunities for developing early reading and writing skills in the nursery. More rigorous management of time, adults and groups of children is needed to improve the quality of children's experiences of books, letter sounds and early writing. Adults are not used effectively; they do not spend enough time talking with small groups of children. Teaching in whole class sessions is too challenging for some children, and lacks sufficient challenge for others. This is because assessment is not used to identify individual children's competencies.

40. In reception there is a well-planned programme for teaching letters and sounds and teachers read to, and with, children on a regular basis. Individual children are given good support when they write and are encouraged to use their knowledge of sounds and letters to build words. However, during the inspection, few children chose to use reading and writing areas independently because these areas lack sufficient stimuli to attract them. In whole group teaching a substantial minority of children behave immaturely. This slows the pace of teaching and learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical activities in small groups are effective
- There is not enough challenge for more able children

Commentary

41. Children show satisfactory achievement in their counting and number recognition as well as their understanding of shape and measurement. However, assessments show they do not achieve as well when trying to solve problems or add and take away. By the end of the reception year in

2004, most children were achieving standards in line with those expected for their age in mathematical development overall.

42. In one lesson reception children successfully drew and named common two-dimensional shapes. A well-planned range of practical activities maintained children's interest well as they used shapes to make pictures and pizzas. Nursery children consolidated their counting skills satisfactorily as they counted out animals to match numbers on dice. Higher attaining children, in the reception, add two numbers and read two digit numbers but overall, these children do not make as much progress as they should because the work is too easy. Teaching is satisfactory, although there is insufficient use of assessment to ensure the needs of individual children are met.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD AND CREATIVE DEVELOPMENT

43. It is not possible to make a judgement of provision for these areas because insufficient teaching was seen, although children were observed during child initiated activities. However, teachers' planning for knowledge and understanding of the world is weak. The work is not planned in a systematic way to build on what has been learned already.
44. Children play imaginatively in the well-resourced circus, vet's surgery and home corner. They control tools and materials as they paint, model, build and construct. Children successfully use a good range of art materials and tools. For example, in the nursery the children used tissue, cellophane and plastic bottles to make highly attractive and individual fish. The reception children confidently model with dough and clay and paint animals observed in books and stories. Good links are made with literacy, using class books as stimuli for creativity. Teaching assistants make a positive contribution, providing materials, demonstrating techniques, and talking to children about their ideas. There are missed opportunities, however, for developing children's initiative because art materials are not stored to enable easy and independent access for children.
45. Children enjoy a good range of first hand experiences to develop their knowledge and understanding of the world. For example they have explored habitats in the school grounds, and used pictures and books to learn about living things. They have also joined in a range of school celebrations and talked to visitors from the police, fire and health services. They have frequent access to computers in the classroom, using them to solve puzzles, 'paint' and to match sounds to pictures.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Nursery children frequently use the outdoor area, but insufficient adult involvement means children do not achieve as well as they could
- Reception children currently have insufficient access to the outdoors for promoting physical development

Commentary

46. Standards in physical development are in line with expectations by the end of the reception year. Whilst the nursery children can access the outdoors freely, the sparse involvement of adults in physical activity leads to some boisterous behaviour. Children, particularly boys, enjoy using wheeled toys, but the area is not well managed to ensure children engage in a range of physical activity, including climbing, balancing and using small apparatus to promote co-ordination and control. The school is planning to provide a much improved outdoor environment

for reception children as part of the pending building programme. This will give greater access to outdoor activities.

47. Both reception classes use the hall for physical development. Reception children successfully use low-level apparatus to practice balancing and travelling. Staff give positive encouragement throughout, but the pace of learning is slowed down because children spend too much time waiting for their turn. Children's manipulative skills are well developed through a wide range of activities involving constructing, cutting, drawing and modelling with malleable materials.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are not achieving as well as they should in reading and writing
- Some good teaching in years 4 to 6 is helping pupils to make up lost ground, but standards are still below average
- Discontinuity in leadership has affected developments and there are weaknesses in management

Commentary

48. Standards are below average, but there is variation across different aspects of the subject. Pupils' skills in speaking and listening are broadly average throughout the school; a minority of pupils in year 6 achieve well and reach high standards in this area. Standards in reading are well below average at the end of year 2 and below average at the end of year 6. In writing, standards are below average overall and well below average in some year groups.
49. In years 1 and 2, the majority of pupils respond appropriately to questions and explain their ideas clearly. Older pupils show increasing confidence in communicating their ideas in a variety of situations and most learn to adapt their speech to suit a variety of purposes. The majority of year 6 pupils use talk well to develop their ideas and explain their thinking, responding appropriately to others in group discussion and taking account of their views. A minority talks with assurance in a variety of situations, showing a wide vocabulary. This was evident in a lesson on 'Macbeth' in which pupils were describing the feelings and appearance of various characters in the witches scene.
50. In 2004, results of national tests in reading at the end of year 2 showed a decline from those of 2003. Just over half the year group reached average levels and a very small proportion reached the higher levels. Standards in the current year 2 group reflect the last set of results; very few pupils read with a degree of fluency or use a range of strategies to work out meaning. A significant proportion of pupils in this year group are in the very early stages of learning to read; these are getting some extra support and are beginning to recognise some commonly used words and are using sounds to work out three letter words. Older pupils generally read with accuracy and show understanding of the main points of what they read. However, many need clear guidance to get beyond the literal meaning and appreciate significant themes and the subtleties of a text. A small minority of year 6 pupils read with good understanding and expression and use their skills well, for example to scan parts of a text and extract key information.
51. In year groups throughout the school, many pupils show weak skills in writing. While many year 2 pupils have made good gains since the start of the year, only the higher attainers are working at broadly average levels. These pupils write reasonably well structured accounts and stories and are introducing connectives and speech to enliven their work. Many others write short

accounts with a reasonable structure but there are frequent spelling errors, even of commonly used words, and some pupils are still not secure in organising their work into sentences. In years 3 to 6, a high proportion of pupils struggle to organise their ideas and to sustain an appropriate form as they write. Several year 4 pupils, for example, lapsed from the past to the present tense in writing a diary extract, despite clear instructions from the teacher.

52. Teaching overall is satisfactory, but there are weaknesses. In some lessons, expectations of what pupils might achieve in the time available are too low. Teachers miss opportunities to write with, and for, the pupils, consequently, pupils do not have a clear view of the intended outcomes when they start their individual tasks. There are exceptions; in a good year 5 lesson, for example, the teacher helped pupils to improve their initial attempts at writing a poem by further work on personification. Discussion and demonstration of the use of metaphors was helpful in improving the quality of the work. In years 4 to 6, teachers are using some good strategies to help pupils with their written work. Good planning sheets help pupils to organise their ideas and analysis of authors' use of language helps pupils' appreciation of the characteristics of different forms of written work.
53. There has been no sustained leadership of the subject over a significant period. As a consequence, little has been done to check on the quality of teaching and standards. Systems for tracking pupils' progress have only recently been put in place; these are highlighting the underachievement of many pupils and there is much to do to improve provision and make up lost ground. A new co-ordinator took up post this year and has carried out an initial audit of strengths and weaknesses. The school has recognised the need to raise standards in writing and this is prominent in the current improvement plan.

Language and literacy across the curriculum

54. There is a reasonable range of opportunities to read and write in subjects across the curriculum, but some tasks are low level and do not extend pupils' skills. Year 2 pupils label diagrams in science, for example, to show the impact of exercise, but their understanding is often represented in drawings with simple captions. This is appropriate for the lower attainers but not extending the skills of those who could write a short explanation independently. Work for year 4 in science, geography and RE often takes the form of recording on proformas and worksheets that are the same for all pupils and therefore do not challenge potentially higher attaining pupils. There are some good examples of literacy skills being extended in years 5 and 6, where, for example, pupils write from the perspective of an evacuee in history and produce a well structured account of a science experiment that includes predictions and conclusions.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- There is some good teaching, particularly in years 3 to 6
- There is not enough monitoring of how well pupils are doing, although this is improving

Commentary

55. The standards have declined since the last inspection and too many pupils do not do as well as they could. The majority of pupils who start year 1 are attaining average levels but by the time they reach the end of year 2 the standards have fallen below the national average. Pupils struggle with simple operations and are not confident in using what they know to solve problems. As they move through years 3 to 6 pupils make better progress although the rate varies and it is not rapid enough to make up all the lost ground. However, by the time pupils leave the school the higher attaining pupils are doing reasonably well, in the most recent results (in 2004) almost one third of pupils attained above average results, but one quarter are attaining

below average results. Too many pupils are not secure in knowing their tables, do not fully grasp how numbers work and therefore find difficulties in solving problems.

56. In lessons, the progress made by pupils varies. The overall quality of teaching is satisfactory: it is generally better in years 3 to 6 than in years 1 and 2 although there is some good teaching in year 2. Lessons are generally well planned and teaching takes into account the range of ability of different pupils. However, the work given to pupils is occasionally too easy and undemanding. A particular feature of some of the lessons with the younger children is weak management of pupils; lessons are not entirely successful because children struggle to maintain their concentration. In contrast, the lessons with the older pupils are very well managed: teachers are very keen to keep pupils on task and have higher expectations of how well pupils will behave. Some of the mathematics teaching is lively and interesting and keeps pupils interested. Just occasionally, when pupils are working independently, teachers do not pick up mistakes or misconceptions and this slows the rate of progress. The support given to small groups by the teaching assistants is usually effective in picking up errors quickly.
57. The management of the subject has undergone some changes but overall it has not been sufficiently rigorous in tackling the underachievement. There is some effective analysis of the results of tests and this information is used to alter the balance of the curriculum to address areas of weakness. However, until very recently, there has been no regular checking up of how well pupils are doing as they move through the school. Information about how much progress is being made each year has been available but it has not been used in a systematic way to identify groups of pupils who may not be doing as well as they should. This is now starting to be addressed. There is limited checking up on teaching: this means that weaknesses have not always been addressed rapidly enough.

Mathematics across the curriculum

58. There was limited evidence of this aspect of mathematics. There was some good work in years 1 and 5 involving data handling and in spreadsheets that were applying mathematics in ICT lessons. There was also a good lesson involving year 5 pupils using ICT to create a worksheet focusing on the properties of two- and three-dimensional shapes. In science there is some use of measuring in investigations.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are average in year 2 and year 6 but some year 6 pupils do not do as well as they could
- Lessons are well planned with a good emphasis on practical investigation
- Systems for tracking pupils' progress are unsatisfactory

Commentary

59. Pupils in year 2 have a sound understanding of how humans develop from babies. They describe how exercise affects heart rate and know that it makes them hot and tired. Pupils achieve satisfactorily and standards are at the levels expected but there is little evidence of above average levels. Declining results up to 2003 in the annual tests for pupils in year 6 has been halted. There was a marked improvement in 2004 and one third of pupils attained higher standards than those expected for eleven-year-olds. Current year 6 standards are average overall in work on micro-organisms and on plant and animal adaptation to different habitats. Most pupils achieve satisfactorily. However, more could be expected of higher attaining pupils, for example through independent research and designing their own experiments.

60. Learning through practical investigation is central to science lessons and teachers teach most aspects of this work well. The quality of teaching seen during the inspection was good overall due largely to this emphasis. Older pupils plan experiments well, working together to investigate, for instance, the effects of light and the availability of nutrients on plant growth. They have a secure grasp of how to make the test fair by changing just one variable at a time. Pupils make sound use of their mathematical skills to record experimental data such as distances travelled by model cars or to illustrate results using simple graphs and tables. However, few pupils explain convincingly the conclusions they have come to as a result of their investigation.
61. Pupils do experiments in mixed ability groups. This arrangement generally works well, especially when there are high levels of adult support. Classroom assistants are briefed well about the experiments and supervise pupils effectively. Most are adept at questioning pupils to make them think for themselves, and explain, for example why marbles, sand and flour behave increasingly like liquids because of their decreasing particle size. Pupils with special educational needs make good progress because of the close support they receive from fellow pupils and classroom assistants.
62. Pupils enjoy science lessons and most work hard. However, a small number of lessons are too long which leads to loss of attention towards the end. Some younger pupils get over-excited and do not concentrate sufficiently on what they have to do, especially when working on their own. Consequently they do not always succeed in recording the results of experiments, which restricts their progress and that of the group overall.
63. The subject leader has highlighted weaknesses in assessment, especially inconsistencies in assessing and recording pupils' progress, and insufficient use of ICT to support teaching and learning. These areas for improvement have rightly been included in the science action plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards overall are in line with national expectations throughout the school and pupils achieve satisfactorily
- Lessons are organised well around practical tasks
- Systems for assessing and recording pupils' progress are not fully developed

Commentary

64. Standards of work overall are similar to those reported at the last inspection. Pupils in year 1 and year 2 know that information exists in many forms such as pictures and sound. Pupils develop secure keyboard skills, for example changing short pieces of text to improve spelling and punctuation. Pupils in year 2 are on track to reach expected levels. Year 6 combine text, pictures and sound effectively in good quality multimedia work. At the time of the inspection, pupils were just completing an assortment of interactive greetings cards. They added short, recorded messages made by themselves, and other sound samples to add interest to their work and began to develop additional linked pages such as an 'electronic envelope'. Work is on schedule to reach expected standards by the time it is completed.
65. Teaching overall is satisfactory. Teachers explain work well and pupils are clear what to do. Consequently work gets under way quickly with minimum adult help. Lessons are organised well to give plenty of time for practical work. Pupils in year 5 and year 6 make good progress in lessons because they work well on their own and some use their initiative to explore for themselves unfamiliar features of the computer program they are using. Teachers and support staff keep a close watch on all pupils, helping them to resolve difficulties as they occur. As a result, lessons move forward briskly and pupils maintain good concentration. Effective support

from adults and their working partner enables pupils with special educational needs to achieve equally as well as the remainder of the class. However, more could be done to plan for pupils of higher ability. Teachers rely too much at present on differences in the quality of presentation of work rather than differences in the level of challenge to distinguish between pupils of different abilities.

66. At the time of the inspection building was about to commence on a new computer suite. Long standing curriculum weaknesses in control technology and in the use of ICT for automatic data collection are acknowledged in the school development plan and are due to be addressed once the suite is completed later in the year. However, some weaknesses in systems for assessing and recording pupils' progress that were reported at the last inspection have still to be remedied. The rate of improvement in this aspect has been too slow.

Information and communication technology across the curriculum

67. Pupils make satisfactory use of their ICT skills to support learning in other subjects. For example, they draft and edit poems or write newspaper-style 'Mystery Man' reports in English. Older pupils develop simple mathematical models using spreadsheets, for instance to manage a budget for a house improvement project. Pupils use information sources such as CD-Roms and the Internet to find information about World War II or to investigate the flora and fauna of different mountain regions.

HUMANITIES

Religious education

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for pupils' to relate their own experiences to their studies
- Resources and visits to places of worship are used to good effect
- Marking does not always help pupils understand how they can improve
- Teaching relies too heavily on teacher exposition
- Many younger pupils struggle to record their work due to weak literacy skills

Commentary

68. Standards are in line with those expected by the age of seven and eleven, and are similar to those reported in the last inspection. Pupils achieve satisfactorily.
69. In years 1 and 2, teachers draw on pupils' own experiences to bring relevance and meaning to their lessons. For example, pupils reflect on giving and receiving gifts when thinking about God's gifts. They learn about the symbolism of light, and reflect on their own experiences of light in celebrations. However, most pupils lack confidence when recording their work because of their weak literacy skills. Pupils enjoy practical experiences such as visits to local churches. In one good lesson about light, children responded well to a stimulating range of photographs featuring light. In other lessons, however, pupils are expected to listen for too long with too few opportunities to respond.
70. Older pupils have been taught about Christianity, Islam and Judaism, and year 5 pupils have visited a synagogue. A study of the Wilton Diptych provided a good opportunity for pupils to understand how colour and symbols are used to communicate religious ideas. Good subject knowledge by the teacher, and good use of resources promoted good spiritual awareness. There are few examples of pupils using their literacy skills to write at length in RE, and marking does not always help pupils understand how they can improve. Teaching and learning is satisfactory overall.

71. The requirements of the locally agreed syllabus are met. New resources have been purchased and are well organised. The subject leader has started monitoring teaching and planning. She has appropriately identified extending pupils' knowledge of world religions as a priority for future development.

Geography

72. Geography has so far this year been taught in year 6 only. The lesson seen was well organised and enabled pupils to research the flora and fauna of different mountain environments, including using the Internet. Standards of work are at the expected level for pupils in year 6 and most achieve satisfactorily. However, work is largely descriptive and more could be demanded of higher attaining pupils, for example exploring relationships between climate and terrain to explain their joint impact on plant and animal life. Inspection of subject documentation shows that the school provides a satisfactory geography curriculum. Increased use of fieldwork and ICT are appropriate points for development.

History

73. It is not possible to make a judgement about provision in history because no lessons were seen during the inspection. There was insufficient recorded work to judge standards in year 2. Discussion with pupils, and a review of their work, indicates standards are in line with those expected in year 6. Year 6 pupils talked enthusiastically about history. They were particularly motivated by recent work on the Ancient Greeks and by the cross curricular links with art and design for making Medusa masks and tunics. Curriculum planning follows national guidance, and the units of work indicate the requirements of the national curriculum are being met.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical Education (PE)

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils often reach good standards and achieve well
- The subject is well led and managed
- An effective partnership with local schools enhances the quality of provision

Commentary

74. The subject has a high profile and PE is taken very seriously throughout the school. Children are encouraged to be active and to think carefully about how to attain good standards in dance, games and gymnastics. The school has taken the governments' recommendations to provide two hours of PE each week seriously and, through efficient use of the outdoors, all pupils now have a good deal of physical exercise. This is supplemented through other activities including the 'fitness for learning' club that takes place before school.

75. Good teaching helps pupils to achieve well. Lessons are well planned and teaching is knowledgeable. Pupils are given plenty of guidance about improving their skills in games and very clear explanations about improving the quality of their performances in dance and gymnastics. In a very good games lesson with year 5, the teaching focused carefully on developing key skills of throwing, catching and controlling a ball in preparation for short games. Children worked hard because they were encouraged and praised. The teacher's careful on-going evaluations of how well they were doing, gave all pupils useful tips about how they could get better.

76. Good gymnastics teaching emphasises the key elements of performance. Pupils are taught the appropriate stance at the start and finish of sequences and the need for careful concentration to achieve the necessary control when moving and balancing. Dance is also taken seriously. A successful year 2 lesson encouraged all pupils to work collaboratively as they put together a shadow dance.
77. The subject is well led and managed. There is clear guidance to help all teachers to plan successful lessons and the subject continues to develop. The impact of the partnership of a number of schools based on the local secondary school, is very positive. It has helped to raise the profile of the subject, improve provision and provide support for teaching and learning.

Design and technology

78. No lessons were seen. There is insufficient evidence to judge overall standards of work or pupils' achievement. Pupils in year 2 made an assortment of model buildings such as houses and castles. They drew pictures and their finished models were robustly constructed. Work is at the expected standard although there is little evidence that pupils attain higher levels of attainment, for instance by evaluating their work and improving their designs and models as they proceed. A recent review of the subject shows that the curriculum is satisfactory, but that work is needed to develop systems to track pupils' progress.

Art

79. No lessons were seen and it is not possible to judge the quality of provision. Scrutiny of collections of previous work and displays and discussion with the co-ordinator show that pupils have a good range of opportunities to work with different media and to study the work of some famous artists. Throughout the school, there are good examples of observational studies that show progression in pupils' skills. Year 1 pupils, for example, use mirrors to study, paint and draw pictures of themselves; some of these show good detail. Year 5 pupils, engaged in the same activity, use shading and tone to create depth and, in some instances, show a good sense of proportionality. Three-dimensional work by years 4 and 5, based on studies of Giacometti and Henry Moore, shows good representation of form and shape in charcoal sketches and sculptures.
80. Art is used well to support work across the curriculum, for example, in year 2's designs and drawings of buildings for work in design and technology. Links have been made with history as year 3 pupils used collage to good effect to create Egyptian profiles; year 5 pupils have depicted the Blitz using silhouettes and powerful colours and contrasts. Whole school projects have involved pupils across year groups in working together on collaborative projects during 'arts week', thus making a good contribution to their personal development.

Music

81. Only one lesson was seen and it is not possible to judge the quality of provision. This lesson, together with discussion with the co-ordinator and some incidental observation of activities, indicate that pupils have good opportunities to experience key elements of the subject and to become involved in performance. All class teachers use national guidance as a basis for planning, with some supplementary material available to support those who lack confidence. All year 2 pupils learn the recorder, thus giving them the opportunity for some early experience of playing an instrument.
82. The subject co-ordinator works hard to manage and provide a wide range of opportunities. A very good range of instrumental tuition is available, including the piano and stringed and brass instruments, for which parents are charged. Extra-curricular activities, such as the choir, orchestra and recorder groups, enable those pupils who have an enthusiasm for music to perform in concerts and local events such as the Honiton Festival. Visiting musicians demonstrate their skills and thereby extend pupils' interest in the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Only two lessons were seen in PSHE, but this aspect of pupils' development is given a very high priority and contributes significantly to the harmonious relationships and good ethos within the school. Very good support for pupils' personal well being includes developing their understanding of healthy lifestyles, with particular emphasis on healthy eating and the importance of exercise and ensuring that there is an adult with whom they feel confident to discuss any worries. Drugs and sex and relationships education meets requirements. The school has recently joined the 'fruit scheme', which means that the younger pupils will be given a piece of fruit every day. Travel plans, ensuring better crossing patrols and providing bike racks, so that the pupils who have passed their cycling proficiency tests can cycle to school, have received awards.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

