

INSPECTION REPORT

Spreyton School

Spreyton, Crediton

LEA area: Devon

Unique reference number: 113124

Headteacher: Mrs Cynthia Higbee

Lead inspector: Hazel Callaghan

Dates of inspection: 24th to 26th January 2005

Inspection number: 267712

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: 4-11
Gender of pupils: Mixed
Number on roll: 37

School address: Spreyton
Crediton
Devon

Postcode: EX17 5AJ

Telephone number: 01647 231321
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Appropriate authority: Governing body
Name of chair of Mrs Juliane Montgomery
governors:

Date of previous 10-May-1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Spreyton Primary is a very small school with only 37 boys and girls on roll. However, the number of pupils on roll has increased over the last few years. One child attends school during the mornings only. Children are admitted full time to the school in the year in which they are five in either September or January, having spent a term attending only in the mornings. Children in the Foundation Stage are taught in the same class as pupils in Years 1 and 2. Pupils in Years 3 to 6 are taught in the older class. The school is situated in the centre of a small Devonshire village, but over half of its pupils live some distance away from the school. The socio-economic characteristics of the area are broad, but generally above average. The proportion of pupils eligible for free school meals is usually broadly average, but it changes from year to year. Children's attainment on entry is average. There are no pupils from minor ethnic groups and all pupils speak English as their first language. Currently 13.8 per cent of the pupils have been identified as having special educational needs. They have mostly speech and communication difficulties. The school has received two Healthy Schools Awards and is currently working towards its third. There are strong links with other schools in the Crediton Learning Community.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22254	Hazel Callaghan	Lead inspector	Foundation mathematics, information and communication technology, music, design and technology
	Tony Comer	Lay inspector	Stage, science, and technology,
	Janet Watts	Team inspector	English, history, geography, art and design, physical education, religious education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that is held in high esteem by the parents and the local community. It provides **an effective education** and the leadership of the headteacher is good. Pupils generally achieve well because of good teaching. The running cost of such a small school is high but it gives **satisfactory value for money**.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is good.
- Pupils achieve well in many aspects of their learning.
- Standards in speaking, reading, science and in art and design are above average.
- Pupils' standards in spelling and handwriting are below average.
- Targets for pupils' future work are not sufficiently rigorous to enable them to understand how they can improve.
- Provision for information and communication technology (ICT) has significantly improved.
- Relationships throughout the school are very good, as is the provision for pupils' pastoral care and welfare.
- Partnership with parents and links with the local community are very good.

There have been good improvements since the previous inspection, especially in the last three years. Additional staff have improved levels of support and flexibility for teaching. The key issues from the previous report have been addressed and significant improvements have been made to the accommodation.

STANDARDS ACHIEVED

Although standards are average overall pupils achieve well. The number of pupils in each age group is very small and this results in huge differences in standards from one year to the next according to the balance of abilities within the age group. Children's attainment when they start school is broadly average, but each year is different. By the end of the Foundation Stage most children are attaining the levels expected for their age in all areas of learning.

Care should be taken when interpreting the results of National Curriculum tests as there are less than ten children in each year group. In some year groups there are as few as two pupils and statistical data is unreliable when comparing results with those of other larger schools.

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

Key: A* - in top 5 per cent of all schools; A - well above average; B - above average; C - average; D - below

average; E - well below average; E in bottom 5 per cent of all schools
Similar schools are those whose pupils attained similarly at the end of Year 2*

Pupils through the school achieve well in their development of speaking and reading skills and standards are above average. The quality of pupils' writing, however, is impaired by the below average standards in spelling and handwriting. Pupils also achieve well in science to attain standards that are above average at the ages of seven and eleven. Pupils attain average standards in mathematics at the ages of seven and eleven and achieve satisfactorily through the school. Good progress has been made in the number and range of computers and pupils are given effective opportunities to develop their knowledge and skills in many subjects. This is resulting in raising standards and good achievement in ICT. Standards and achievement in religious education are in line with those expected in the locally agreed syllabus. A particular strength of the school is the provision for art and design which results in pupils' work being of an above average standard and often seen on display in the local community. It was not possible to judge standards of other subjects during the short time of the inspection.

Pupils have good attitudes to their work and behave well. **The provision for pupils' personal development, their spiritual, moral, social and cultural development is good.** Pupils attend school regularly and arrive punctually. Rates of attendance are above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good through the school. Teachers stimulate pupils' interest and curiosity. They monitor pupils' work effectively and provide activities that are well matched to their ages and abilities. Pupils with special educational needs make good progress because of the effective support they receive. Procedures for assessing pupils' standards and for monitoring their progress are satisfactory. Targets for what pupils are to learn next are not sufficiently focused so that pupils understand what they need to do to improve. Classroom assistants and other adults are used well to support pupils' learning. The curriculum is broad and relevant to pupils' needs. It is effectively enriched by additional activities, visits and visitors to the school. All enhance pupils' learning. The pastoral care and welfare of pupils are very good. This ensures pupils feel safe and secure and develop trusting relationships with all adults. The very good partnership with parents and very good links with other schools and the local community also have a positive impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are good. The headteacher has a clear vision for the future development of the school and provides a quiet and purposeful direction. She has successfully raised the profile of the school within the local community. She is an effective role model for staff and pupils and is well supported by staff and governors. The governing body carries out its statutory requirements well and it has a good understanding of the strengths and weakness of the school. Financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high opinion of the school and the education it provides. They give good levels of support. Pupils like their school and feel their views are listened to.

IMPROVEMENTS NEEDED

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

- raise standards in pupils' spelling and handwriting;
- develop strategies that support pupils' awareness of their own learning so they are able to evaluate their progress and understand how to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve **well**. Standards are **average** for children in the Foundation Stage and **average** for pupils in Year 2 and 6 overall.

Main strengths and weaknesses

- Pupils achieve well in most aspects of their learning.
- Standards in speaking and reading skills, science and art and design are above average.
- Pupils' standards in spelling and handwriting are below average.
- Pupils with special educational needs achieve well because of good levels of support.
- Pupils are not sufficiently involved in evaluating their own work and this slows progress.

Commentary

1. The overall attainment of children in the Foundation Stage changes from year to year as the number of children is very small and each child has a significant impact on the overall standard compared with that found nationally. Overall, attainment on entry to the school is judged as broadly average with the full range of abilities being evident over time. Most children attain the standards expected of them when they transfer into Year 1 in all areas of their learning. The children currently in the Foundation Stage exhibit above average standards in their speaking skills and in their knowledge of number. They achieve well in their communication, language and literacy and mathematical development. This is because activities are well matched to their age and abilities. In other areas of development children achieve satisfactorily. Standards in art are developing well as older children in the class act as good role models for children in the Foundation Stage.
2. Standards at the end of Year 2 and Year 6 also fluctuate from year to year because of the very small numbers in each group, so it difficult to identify trends over time and comparisons with standards at the previous inspection are also unreliable. Care also needs to be taken when the school's standards are compared with schools nationally and similar schools (those with a similar proportion of pupils identified as eligible for free school meals). There is a comparatively large number of pupils who are admitted into the school at other times than in reception. Some pupils joining the school are identified as needing greater support, especially in English and mathematics, and this has an impact on standards in some year groups. A number of pupils leave before Year 6 to take up places at nearby private schools. This sometimes reduces the school's potential standards. The achievement of boys and girls through the school is, however, good in most aspects of their learning even though standards are not always above average.

3. Currently pupils in Year 2 are attaining standards which are broadly average in writing, mathematics and ICT. Most pupils are on line to attain the standards expected but at present there is little evidence of pupils working at the higher standard of Level 3. Standards in their speaking skills, reading, science and art and design, however, are above average due to pupils' good achievement.

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

Standards in:	School results	National results
Reading	16.5 (17.0)	15.8 (15.7)
Writing	13.8 (15.0)	14.6 (14.6)
Mathematics	17.0 (19.7)	16.2 (16.3)

There were 8 pupils in the year group. Figures in brackets are for the previous year.

4. Pupils in Year 6 achieve well overall. It is evident in many lessons and is confirmed by the school's tracking of pupils' standards and progress over time. This good achievement, however, results in only average standards overall this year. Standards are above average in their speaking and reading skills and in science. Standards in mathematics this year are broadly average, but there are few pupils working within the higher standards of Level 5. The weekly lessons in which pupils in Year 6 are taught separately may have the desired effect to raise standards. Achievement in mathematics at present is satisfactory.

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

Standards in:	School results	National results
English	27.0 (30.0)	26.9 (26.8)
Mathematics	27.0 (27.0)	27.0 (26.8)
Science	27.0 (30.0)	28.6 (28.6)

There were 2 pupils in the year group. Figures in brackets are for the previous year.

5. Pupils throughout the school achieve satisfactorily in the development of their writing skills. At Year 2 and Year 6 standards of writing, in terms of its content, are broadly average. The quality of their work is impaired by the below average standards in handwriting and spelling. Pupils' work is not always carefully presented and, even by Year 6, they do not consistently use a joined, legible style.
6. Attainment in ICT at the previous inspection was average in Years 2 and 6 but the standards expected nationally now are much higher. Pupils have achieved well over the last few years as additional equipment and resources have been made available. They are attaining standards that are in line with those now expected. Pupils at eleven years of age have a broad range of knowledge and skills which they use well to support their learning in other subjects. Standards in religious education in Years 2 and 6 are in line with those expected in the locally agreed syllabus. Standards in art and design are above average through the school. The provision for art and design is a particular strength of the school and results in work of good quality which is often seen on display in the local community. The inspection did not focus on the other subjects and so there is insufficient evidence of pupils' work to make a judgement about standards.
7. Pupils with special educational needs make good progress towards their personal targets and they achieve well because of the good levels of support

they receive. Higher attaining pupils make similar progress to their peers. Pupils are not sufficiently involved in evaluating their own work and recognising what they need to do in order to improve and this slows their overall progress, especially for the potentially higher attaining pupils.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **good**. Pupils' attitudes and behaviour are **good**. Pupils' spiritual, moral, social and cultural development are **good** overall.

Main strengths and weaknesses

- Pupils enjoy school and attend regularly.
- The school successfully promotes very good relationships.
- Pupils' personal development is good.

Commentary

8. Attendance has been maintained at a level above the national average since the last inspection and, for this school year, there is evidence of further improvement. The school has good procedures in place to monitor and follow up on pupil absence. Unauthorised absence is very rare. Pupils arrive punctually at school and lessons begin on time.

Attendance in the latest complete reporting year 2003-4(%)

Authorised absence		Unauthorised absence	
School data:	4.8	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. Children in the Foundation Stage settle quickly into class and school routines. They enter the classroom with confidence and usually say goodbye to their parents happily. Their confidence and self-esteem are nurtured by the consistent positive response of all adults so they ask for help when they need it and respond appropriately to directions and questions. Children are praised and encouraged so they develop positive attitudes to their tasks.
10. Older pupils' attitudes towards school are also good and have been effectively maintained since the previous inspection. Pupils readily participate in the life of the school and the range of activities outside the classroom. They are prepared to take responsibility and show initiative, exemplified by their involvement in the school council and the willingness of the older pupils to care for and work with the younger ones. Relationships throughout the school are very good. Pupils demonstrate a satisfactory desire to learn, but they are not sufficiently encouraged to take responsibility for their own learning through clearly defined lesson objectives, greater focus on individual targets and being involved in self-evaluation. Pupils who were interviewed expressed very positive views about their school.

11. Behaviour is also good. Pupils move around the school sensibly and have very good and trusting relationships with each other and with adults, both at work and at play. There was no evidence of oppressive behaviour at the time of the inspection and there have been no exclusions. The school's aims and value systems ensure that pupils with special educational needs are respected and supported by the whole community. As a result, they are able to feel secure in their own development.
12. Provision for pupils' spiritual, social, moral and cultural development remains good overall. The provision for pupils' spiritual awareness is good and promoted through the religious education curriculum and assemblies. The personal, social and health education curriculum and 'circle time' class discussions provide opportunities for pupils to discuss and reflect on moral and social issues. However, there is a tendency for a significant minority of pupils not to listen effectively in lessons and to talk while others are talking and this reduces other pupils' concentration. The range of educational visits and additional activities outside the classroom also encourages pupils to develop socially and morally, as well as contributing to their achievement and personal development. The provision for pupils' cultural development is good and further improvement is being actively sought by the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning

Teaching and learning are **good** through the school. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Very good relationships stimulate pupils' desire to learn.
- Classroom assistants work closely with teachers to provide good levels of support.
- Activities are well matched to pupils' ages and abilities.
- Strategies for teaching spelling and handwriting are not consistently employed.
- Strategies for helping pupils understand how to improve are not strong enough.

Commentary

13. Teaching and learning in the Foundation Stage are usually good because the class teacher and teaching assistant know the children well and activities are well matched to their age and attainment. Most lessons are introduced as a whole class and this gives the youngest children an opportunity to participate in activities primarily planned for pupils in Years 1 and 2, but adapted so that they match the recommended curriculum for children in the Foundation Stage. These activities challenge the most able children in the Foundation Stage and stimulate the awareness of the rest of the group. These sessions are quickly followed by small group sessions where the youngest children usually work with

the teaching assistant. Very good relationships promote children's desire to do well in a sensitive and supportive environment.

14. Teaching and learning in Years 1 to 6 are also good overall. This enables pupils to make good achievement in most areas of learning even though standards are not always above average. The positive learning ethos is well promoted by all staff and pupils show interest in their tasks. In the most effective lessons activities are well matched to pupils' age and ability. This is a significant strength given the wide range of ages and abilities in each class. Teachers monitor pupils' work well and new activities build effectively on what pupils already know and can do.
15. Classroom assistants work closely with class teachers and are effectively used to promote learning in a variety of ways. They are essential in many lessons, enabling effective group work to be maintained and learning stimulated at all levels. Classroom assistants are well trained and lead many sessions where additional support for pupils with special educational needs is needed. Teaching of pupils with special educational needs is good and they make good progress towards their own targets for learning. When the 'second pair of hands' is not available in a lesson this puts particular strain on the teacher who has to try to maintain pupils' learning across a wide range of ages and abilities. The lack of additional support was the reason behind the one unsatisfactory lesson observed. Pupils were not sure how to tackle their activity for part of the session and so learning was impaired. The need for good levels of support and flexibility of teaching has been recognised by the governors who have allocated additional funds to maintain the good levels of staffing. Parents see the good number of teachers and support staff as a significant strength in a small school.
16. The management of pupils is usually good and lessons are well structured to support understanding. Teachers have good subject knowledge and provide good levels of challenge and encouragement. There is a strong family ethos in the school and as classes are fairly small a relaxed atmosphere is evident. Occasionally, pupils are not reminded that it is courteous to listen to each other and they call out and talk over the teacher and each other. This noise sometimes disrupts concentration and effective learning.
17. The teaching of English overall is good, but the elements of spelling and handwriting are not sufficiently well taught. The quality of pupils' work is impaired by the below average standards in handwriting and spelling. Teachers' expectations for the quality of pupils' work is variable and marking that highlights incorrect spelling and unsatisfactory presentation is inconsistent with the result that pupils' effort and attention to this aspect of their work are also inconsistent.
18. Pupils' attainment and progress through the school are satisfactorily assessed and monitored. Weaknesses in pupils' work are identified and strategies for improvement are developed. The headteacher sets projected targets for their future attainment against which their progress is judged in order to evaluate the effectiveness of teaching and learning. Where the school is less successful is in the setting of targets for what pupils are to learn next. Pupils identify those

areas they feel they need to improve, but these targets are not referred to on a regular basis to refocus the pupils on what they need to do. Targets are all subjective and not linked to the different National Curriculum levels pupils need to attain and consequently they do not have sufficient information to help them know how to improve.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	9	4	1	0	0

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

The curriculum

The school provides a **good** breadth of curricular opportunities and a **very good** range of enrichment activities for its pupils. Resources to support the curriculum are **satisfactory** overall, as is the accommodation.

Main strengths and weaknesses

- The breadth and balance of the curriculum are good.
- The curriculum is especially well enriched through the wide range of additional activities.
- There is good access and opportunity in the curriculum for all pupils.
- Provision of equipment and resources for ICT has been significantly improved.
- Resources and the available accommodation are well used to support effective learning.

Commentary

19. Aspects of the good curriculum reported at the previous inspection have been effectively maintained. The curriculum for the children in the Foundation Stage follows the recommended areas of study for these young children. The curriculum for pupils in Years 1 to 6 meets all statutory requirements and pupils of all abilities and backgrounds have equal access to all activities.
20. Personal, social and health education and citizenship now have a more prominent place in the curriculum, giving good support to pupils' personal development. The curriculum is well planned so that, in the context of a small school, pupils are able to experience all aspects of the National Curriculum programmes of study on a cyclical basis, building suitably on their previous learning and skills. There has been a significant improvement in provision for ICT since the last inspection, leading to further improvements in pupils' achievement. Good use is often made of literacy, numeracy and ICT skills to support pupils' learning in other subjects, but this is somewhat 'ad hoc' and is not currently planned for across the school. Whilst the core subjects are reviewed regularly, the foundation subjects do not yet have an audit and review process scheduled as part of the school improvement plan, so the school is not able to regularly evaluate its whole curriculum.

21. There is good access and opportunity in the curriculum for all pupils. The provision for pupils who have special educational needs is good. Individual education plans are reviewed termly and contain specifically targeted activities that will help pupils to achieve. All pupils are provided with a broad curriculum and teachers plan to ensure that pupils are able to work at their own level in lessons.
22. The school provides very good opportunities for the enrichment of the curriculum. Events such as the 'artists in residence', and the visit to Roadford Lake as part of the history provision, broaden the pupils' learning and improve their skills. Many visitors are invited to the school to help extend pupils' learning. The number of extra-curricular activities is good for a small school but most are sporting. Pupils take part in sporting events with other schools, often joining together with another small school so as to form a team. Pupils regularly have the opportunity to enjoy a residential visit, supporting their social development as well as enriching their curriculum experience. Pupils in Year 6 have very good opportunities to prepare for the next stage of their education through many contacts with the local secondary school.
23. The school is provided with a good number of teachers and classroom assistants for such a small school, who provide a broad and balanced curriculum. Several improvements have been made to the building since the previous inspection and the available accommodation is used well. Resources and accommodation are satisfactory overall, although there is an above average ratio of computers to the number of pupils in the school. The library and music room provide useful additions to the teaching space. The school does not have its own field or school hall, but these disadvantages are overcome by regular use of the village hall and adjacent playing field.

Care, guidance and support

The school ensures that pupils are **very well** cared for. The support, advice and guidance that pupils receive about their achievements and their personal development are **good**. The school involves pupils in its work and development **well**.

Main strengths and weaknesses

- The general care and welfare of pupils are very good.
- Pupils have very trusting relationships with adults in the school.
- Guidance on how pupils can improve their work is inconsistent.

Commentary

24. Policies and procedures for child protection and for promoting the general welfare of pupils are very good and have been improved since the last inspection. However, the school should ensure that the planned child protection refresher training is carried out as soon as possible. All staff know pupils and their families and cater for their needs very well. Parents are welcomed into the youngest class each morning and this significantly supports children's early days in school. Younger brothers and sisters often accompany their parents

each morning so building the very good relationships with staff that are evident when the children attend school. All pupils have very trusting relationships with one or more adults in the school. Adults provide good role models for the pupils.

25. The advice, support and guidance that pupils receive throughout their time at school are good despite the strategies to help pupils improve being variable. Personal, social and health education is provided effectively and pupils' personal development is monitored well. The school has established good relationships with outside agencies that provide support for pupils with special educational needs. Arrangements for the induction of children and pupils into the school are good. The school council provides effective pupil consultation, opportunities to express their views and ensures their involvement in the life of the school.

Partnership with parents, other schools and the community

The school's links with parents, the local community and other schools are **very good**.

Main strengths and weaknesses

- The school's partnership with parents is very effective.
- The school is highly regarded and very well supported by the local community.
- There are very beneficial links with other schools.

Commentary

26. The high number of parents who responded to the pre-inspection questionnaire (approximately 65%) and who attended the parents' meeting (15) all have very positive views of what the school provides and achieves.
27. The general information that parents receive through meetings, newsletters, notice boards and reports is good. The prospectus and the annual governors' report to parents have improved since the last inspection and now meet all statutory requirements. Newsletters to parents are regular and informative. Pupil reports provide good information about their standards, progress and personal development.
28. The school continues to make very successful efforts to encourage parental involvement in the life of the school and in their children's education. Many parents stay for the early morning activities in the youngest class, helping their child change its reading book, supporting their tasks or chatting with staff. This openness and early links with parents underpin the very good partnership that is developed through the school. Parents of pupils with special educational needs are encouraged to be fully involved with the review of pupils' individual education plans. Parents are consulted and their views sought through regular day-to-day contact and they are invited to provide input to the school improvement plan. There is a very supportive parent, teacher and friends association and a committed group of parent governors.

29. The school's links with the local community are very good. News items about the school that appear in the parish and village magazines ensure that the local community are fully involved with, and informed about, the life of the school. Links with other schools, particularly through the Crediton Learning Community, are strong and provide many additional opportunities to extend pupils' learning. Links with pre-school groups are good. The initial impact of the work done by the 'extended education officer' is particularly valued by the school. At present there are few cross-phase curricular projects but the very good links with the secondary schools support pupils' smooth transfer. All of these links provide benefits for pupils, staff and the school.

LEADERSHIP AND MANAGEMENT

Governance is good. The leadership of the headteacher is good. Leadership of other key staff is satisfactory. The effectiveness of management is good.

Main strengths and weaknesses

- The personal leadership of the headteacher is good.
- Staff work as a strong team to promote a positive learning ethos.
- Provision for pupils with special educational needs is well managed.
- The governors are very supportive of the school and promote the school successfully within the local community.
- The financial management of the school is good.

Commentary

30. The headteacher has a clear vision for the future development of the school and provides quiet yet purposeful direction. There is a strong ethos, shared by the whole school community and the quality of relationships at all levels is a real strength of the school.
31. The headteacher leads the school well with a clear direction and purpose. This has led to the overall good achievement of pupils. With the strong support of the governors, the headteacher has very successfully raised the profile of the school within the local community, and numbers on roll have risen substantially since her appointment. There have been some significant improvements since the previous inspection, most particularly in the last three years. Improved resources and provision for ICT have improved standards further and there have been several improvements to the building. The headteacher is an effective role model for staff and pupils. She is well supported by staff and governors. The good communications promote a strong team ethos where all involved strive for the very best quality of education for all pupils.
32. Although the aim to create a happy and challenging learning environment with an enriched curriculum is often met well, the management of the development of the foundation subjects needs to be reconsidered. As yet, foundation subjects are not scheduled to be audited and reviewed regularly as part of the school's improvement plan. Even within the context of a small school, some subject leaders have too great a range of responsibilities. This requires review.

33. The quality of teaching and learning satisfactorily monitored. Performance management targets for teachers are set regularly and linked to the progress of nominated groups or individuals. All staff share in a strength of the school, which is the promotion of equality of opportunity for all pupils and attention to the needs of individuals. Inclusion overall is good.
34. The special educational needs co-ordinator provides good leadership and manages the provision well. Overall, provision and support for pupils with special educational needs good and as a result they make good progress toward their targets and achieve well.
35. The governors are well informed and very supportive of the school. They share the school's vision and ethos and fulfil their statutory duties well. They are well aware of the strengths and weaknesses of the school. Although the school improvement plan is helpful and clearly sets the direction for the school, pupils' targets do not form a part of the plan. Consequently, it is difficult for governors to evaluate the success of any initiatives which need to be judged by their impact and effectiveness on pupils' learning and their performance.
36. Strategic thinking is frequently well linked to the needs of the school and the pupils. Additional funding has been used to allow a more flexible deployment of staff, some of whom are part time. This means that planned activities can be matched more closely to pupils' needs and provide the necessary challenge. The management of the deployment and workload of staff is satisfactory and plans are in place to implement the new working practices Act. The courteous and efficient school administrator ably assists the headteacher and governors and is closely involved with the work of the school.
37. Financial planning is good and governors monitor the budget closely. They regularly seek out the best value when considering the purchase of equipment or alterations to the building. However, they are not always able to monitor best value fully as the success criteria used to assess pupils' performance are not yet rigorous enough. The running costs of such a small school are of necessity high, but the school gives satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	154,518	Balance from previous year	9,003
Total expenditure	153,306	Balance carried forward to the next	10,215
Expenditure per pupil	4,645		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children's learning is **satisfactory** overall and it is **good** for communication, language and literacy and children's mathematical development. Teaching and learning are at least **satisfactory and they are often good**.

38. Children are admitted into the youngest class to attend part-time for the first term and then full-time in September or January. At the time of the inspection there were only five children in the class, three having only just started attending full time. The overall attainment of children in the Foundation Stage changes from year -to year as the number of children is very small and each child has a significant impact on the overall standard compared with that found nationally. Overall, attainment on entry to the school is judged as broadly average, with the full range of abilities being evident over time. Last year, however, there was a higher proportion of children with special educational needs than is usual. This year a good number of children are showing above average skills in some areas. Teaching and learning in the Foundation Stage are usually good because the class teacher and teaching assistant know the children well and activities are well matched to their age and attainment. This ensures that children make good achievement in communication, language and literacy and in their mathematical development. The class teacher and the teaching assistant work well together and children's work and responses are monitored effectively.

Main strengths and weaknesses

- Children develop their learning in a sensitive and supportive environment.
- Activities are well matched to their ages and abilities.
- Very good relationships promote children's desire to do well in a sensitive and supportive environment.

Commentary

39. Children make satisfactory progress in their **personal, social and emotional development**. Many have attended a pre-school group and part-time attendance at school prepares them well for learning. Teaching in this aspect of children's development is satisfactory and this enables all children to attain the expected standards in the Early Learning Goals. Children recognise daily tasks and settle to the activities allocated to them at the start of each day. They participate confidently in school routines such as assemblies. Their confidence and self-esteem are nurtured by the consistent positive response of all adults so they ask for help when they need it and respond appropriately to directions and questions. Children are praised and encouraged so they develop positive attitudes to their tasks. They work and play together collaboratively and show interest in each other's activities. Children are effectively involved in whole-class sessions and they are beginning to have the confidence to offer answers in front of the class. Children's independent learning skills are satisfactorily promoted.

They have daily opportunities to choose their own activities, but this is usually after they have completed the adult-led teaching activity. This restricts the opportunity for them to plan their own work and learn through self-directed play and develop greater independence in their learning. Children are, however, good at organising themselves in the activity they have chosen, selecting resources, equipment and materials sensibly. They are learning to share toys and resources, to respect each other's needs and to take turns in their activities.

40. Standards currently are of a range similar to that found nationally in the aspects of children's **communication, language and literacy**. Several children have above average speaking skills. Teaching in this aspect of children's learning is good and children's speaking skills and early reading and writing skills are effectively promoted. Children enjoy listening to stories and recognise how books are organised. By the end of the Foundation Stage, most are satisfactorily launched into the early stages of reading. Children are introduced through whole-class sessions to a range of stories, an understanding of letter sounds and an understanding of how writing is used to convey ideas. Stories are used well to promote children's imagination. The use of 'story sacks', for example, stimulates children's language and greater interest in books. Children satisfactorily learn how to recognise and write the letters of the alphabet and their own writing skills are successfully promoted as they write their own accounts and news. The early stages of mark making quickly develop into letter strings, with the older and most able children already writing recognisable words. The difficulties of children with special educational needs are satisfactorily identified in the reception year and sensitive support is provided so they make similar progress as their peers. Standards in communication, language and literacy fluctuate from year to year according to the number of children with literacy special needs. Currently the children are in line to attain average or better standards than those expected in the Early Learning Goals.
41. This term children's knowledge of number is good, but usually there is a full range of knowledge and skill in children's **mathematical development**. Children recite their numbers up to ten confidently. They are beginning to count with satisfactory accuracy. Teaching in this aspect is good, promoting children's good achievement. The class teacher gives clear instructions to support the classroom assistant, who usually leads this aspect. Her knowledge of the children is good and questions and activities are well matched to their different levels of ability. Whole-class sessions are often introduced with fun number songs and rhymes which the children greatly enjoy and give them confidence to try larger numbers as they sing along with the older children in the class. In a session observed, they counted carefully using their fingers and following the teacher as 'sausages sizzling in the pan went pop and another went bang'. Effective questioning by the teaching assistant during many activities consolidates their knowledge of colours and simple shapes. Computer programs are also used satisfactorily to consolidate simple counting skills. Most children attain average standards in line with those expected in the Early Learning Goals by the time they enter Year 1. More able children are well stimulated and are in line to be working within National Curriculum levels.

42. Children's **knowledge and understanding of the world** around them is similar to that found nationally when they start school. They make satisfactory achievement in this aspect of their learning because of the satisfactory teaching and balanced range of activities. Effective planning introduces an appropriate range of learning experiences that are well matched to the needs of the children and build well on their own experiences from home. This term's topic is about Homes and Houses. Children's early historical knowledge is promoted as the class explores the similarities and differences between their own homes. Early geographical skills are met as they design their own town on the computer and discuss where they live and how they get to school. Working alongside the older pupils in the class, children in the Foundation Stage have explored their favourite food and designed and made their own fruit salad, so developing the skills needed to cut and slice and discussing healthy foods. As part of the class religious education lessons, children learn satisfactorily about the festivals and beliefs of other people. By the time children enter Year 1 most have attained average standards in line with those expected in the Early Learning Goals.
43. Children achieve satisfactorily in their **physical development**. When children start in the Foundation Stage their large movements and control of large toys are similar to those found nationally. Their manipulative skills using simple tools and writing implements are also broadly average. Appropriate opportunities are provided for the children to develop these skills further and they make satisfactory progress overall. By the time children move into Year 1 their letter formation is developing satisfactorily, with the more capable children writing recognisable letters that are fairly even in size. Children's pictures show good control and children in the Foundation Stage use a range of equipment effectively in their art work. Children have regular opportunities to participate in physical education lessons in the village hall, although none of these sessions took place during the inspection. The playground apparatus also gives opportunities for children to climb in safety, so pursuing their adventurous games. They are developing satisfactory balance, mobility and control in their movements. Standards are average as they attain the expected standards in these aspects of physical development by the time they enter Year 1.
44. Children achieve well in their **creative development**. Satisfactory opportunities are provided for children to develop their imagination through stories and play in the role-play area that during the inspection had been made into a castle. One morning, for example, children made breakfast for the Giant using 'playdoh' and discussed the different foods they were creating. Regular music lessons with the rest of the class introduce children to different instruments and help to them to recognise different rhythms and high and low sound. They enjoy singing, especially when accompanying their songs with actions. Good opportunities for children to explore different materials and colours in art are evident from their beautiful pictures, textured patterns and drawings. Drawing programs on the computer give another opportunity to explore shapes, colour and lines. Standards are average with most children reaching the standards expected in the Early Learning Goals. Many are developing their artistic skills well because of the regular opportunities to see the work of older children and explore new techniques.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **good** overall.

Main strengths and weaknesses

- Across the school pupils achieve well in reading and speaking and standards are above average.
- Overall standards in English at the end of Years 2 and 6 are average.
- The quality of teaching is good.
- Standards of handwriting and spelling are below average

Commentary

45. Standards fluctuate from year to year but pupils achieve well because of good teaching. The number of pupils in each age group is very small and this results in huge differences in standards from one year to the next according to the balance of abilities within the age group. This can be seen clearly from the wide fluctuations in standards in the National Curriculum tests. In the current Year 2 class, for example, standards are broadly average in writing because fewer children are likely to attain the higher standard of Levels 3. Standards in Year 6 in English are also average but they are better in reading than in writing. Although standards are average pupils have achieved well in English since they started school. Boys and girls in both Years 2 and 6 achieve well in the development of their speaking and reading skills. Achievement in writing is satisfactory overall, but showing improvement especially in the booster group sessions for pupils in Year 6 where teaching is good. Pupils with special educational needs achieve well. Many of those pupils with individual education plans have literacy targets included and they make good progress towards them because of the good individual support they receive.
46. Across the school, pupils' speaking skills are above average. Most pupils listen attentively. Older pupils, especially, are often very articulate and demonstrate good use of their very extensive vocabulary. They are well able to express their views, explain their reasoning cogently and enjoy conversing. This extensive use of a wide vocabulary helps pupils' thinking, their learning and consequently their achievement.
47. Pupils read well with correct attention to punctuation. Older pupils frequently read fluently and with good expression. At both Years 2 and 6 standards of reading are above average. It has been recognised by the school that pupils' comprehension skills are not as highly developed as their ability to read new words. However, the comprehension skills of pupils in Year 6 are already benefiting from the advantages of being in a 'booster' group. Their teacher uses good, focused questioning to gain thoughtful and articulate responses from pupils, prompting them to explain why a word or sentence may convey a particular meaning.

48. At Years 2 and 6, standards of writing, in terms of its content, are broadly average. Pupils tackle, mainly successfully, a wide range of writing genres, but do not always complete their work through lack of time. The quality of their work is impaired by the below average standards in handwriting and spelling. Pupils produce sensitively written poetry. Play scripts, letters, descriptions, accounts and narratives also feature regularly, especially in the oldest class. Pupils in Year 1 and 2 confidently use their phonic knowledge when attempting to write new words, but they do not have an individual list of 'key words' that they are always expected to spell correctly. By Year 6, handwriting and spelling standards are below average. Whilst pupils are introduced to the use of a pen at a suitable age and stage, they do not consistently use a joined, legible style even by Year 6. Left-handers are not always reminded of where to sit or how to position their book or paper on the desk. The raising of standards of spelling has already been identified by the school as a priority for improvement, with a new policy and scheme to be introduced shortly.
49. Teaching and learning in all the lessons observed were good. Teachers have a good understanding of the skills that need to be developed and use effective strategies to support pupils' learning. Classroom assistants make a good and significant contribution to pupils' progress, especially with their reading and early introduction to sounds and letters. Insufficient attention is given, however, to the teaching of spelling and handwriting. Pupils' attitudes to their work are good overall but their work often lacks care. Planning is generally good, but teachers do not always share with pupils the objectives of the lesson and what they are expected to learn. Activities and tasks are well matched to the needs of pupils, with teachers using on-going assessments and their personal knowledge of pupils well to plan work suitable for individuals and small groups. Marking is usually thoughtful and in the main helps pupils to improve. The school has some useful procedures for assessing and tracking pupils' progress towards their individual targets. Pupils are encouraged to consider what aspects of their work need to be improved but these targets are not sufficiently focused on the next stage of development. Pupils are not encouraged to refer regularly to their targets in order for improvement to take place effectively. Pupils are not sufficiently clear about whether a target has been achieved or the level at which they are working. This limits their achievement.
50. Assessment procedures in English are satisfactory. Pupils' progress is tracked effectively over time to monitor their progress. A good feature is the use of literacy 'Progress Books', which contain examples of writing that are annotated and assessed by the teacher. Pupils and their parents can clearly see pupils' progress with writing as they move through the school. This process could be improved, though, especially for older pupils, by indicating at which level they are writing and what specifically they must do to move towards the next level.
51. The subject is satisfactorily led and managed. The subject leader provides a good role model in her own teaching of English. However, she co-ordinates three core subjects plus ICT, which means that she has too little time to undertake her delegated responsibility for managing and monitoring the provision in English.

Language and literacy across the curriculum

52. Language and literacy are effectively promoted in some subjects, such as history, science and religious education. In history, for example, a particularly good link was made when the older class were studying the Tudors and Stuarts. They wrote their own play scripts as a dramatisation of Tudor life and times. In religious education, pupils often use their literacy skills and wide vocabulary to good effect when writing about sensitive issues or when comparing similarities and differences between world faiths. A new library area has been provided. Although small, it is very well organised with non-fiction which supports pupils' research skills. All these activities extend pupils' reading and writing skills effectively.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' activities are well matched to their age and abilities.
- Insufficient time is given to sharing with pupils what they are to learn and be able to do by the end of the lesson.
- Targets for learning are not sufficiently focused on what pupils need to learn so they know how to improve.

Commentary

53. Standards in mathematics fluctuate from year to year because of small groups of pupils. Currently pupils are attaining standards broadly in line with those expected for their age in Year 2 and in Year 6. This represents satisfactory achievement through the school.
54. The quality of teaching and learning are satisfactory through the school. Only two lessons were observed - one in each class. There were good qualities in both lessons and many pupils made good progress but, from the scrutiny of pupils' work and discussion with pupils, it can be seen that achievement over time is satisfactory rather than good. In the most effective lessons activities are well matched to pupils' age and ability. This is a significant strength given the wide range of ages and abilities in each class. Teachers monitor pupils' work well and new activities build effectively on what pupils already know and can do. Very good relationships in both classes ensure that pupils ask for help when they are unsure and good teaching helps pupils gain understanding so they can proceed. Occasionally, pupils call out and talk over the teacher and each other. They are not always reminded that it is courteous to listen to each other. Classroom assistants work closely with class teachers and provide good levels of support, especially for pupils with special educational needs.
55. Where teaching was less effective it was due to insufficient time being given to clearly informing pupils about what they were to learn in the lesson. Sometimes this was apparent as the activity naturally followed what was being taught the day before. However, new learning was not sufficiently explored so that at the

end of the lessons pupils could evaluate how they had got on. Teachers and classroom assistants are quick to praise and encourage pupils but not as effective in developing their skills of evaluation and review. Insufficient time is given to the discussion of how pupils got their answers so that they gain confidence in developing a range of strategies for their calculations, especially those that are carried out completely in their heads.

56. Pupils' attainment and progress are satisfactorily assessed and monitored. Weaknesses in pupils' work are identified and strategies for improvement are developed. Where the school is less successful is in the setting of targets for what pupils are to learn next. Pupils identify those areas they feel they need to improve but these targets are not referred to on a regular basis to refocus the pupils on what they need to do. Targets are usually subjective and not linked to the different National Curriculum levels pupils need to attain and consequently they do not have sufficient information to help them know how to improve.
57. The curriculum is broad and well balanced, with activities often linked to real life circumstances to make pupils' tasks more interesting and meaningful. The subject is satisfactorily led and managed. The co-ordinator analyses test data to identify areas of weakness and discusses with other staff ways to strengthen these aspects of pupils' learning. Additional funds have been allocated by governors so that pupils in Years 3 and 6 are taught separately one day each week so that effective focus can be placed on aspects they need to improve with the aim of raising standards. Pupils' achievement in these sessions is good. The co-ordinator has started to observe other teachers' lessons, but there is no set timetable by which this is to be completed.

Mathematics across the curriculum

58. Mathematics is effectively promoted in other subjects such as science, geography and design and technology. Pupils' measuring skills are actively employed when collecting data in the experiments and their data is variously displayed as tables, histograms and graphs, sometimes generated by a computer.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Older pupils act as good role models for younger learners.
- There is an effective focus on investigation and experimentation to develop knowledge and understanding.
- ICT is used well to extend pupils' knowledge in science.

Commentary

59. As in other subjects, standards in science fluctuate from year to year because of the small numbers of pupils in each year group. Last year there were no pupils in Year 6 who attained the higher standard of Level 5. This year, however, there

are several pupils who are in line to do so. Pupils through the school achieve well.

60. Standards in Years 2 and 6 are above average because of the good number of pupils who are developing a wide range of scientific knowledge and a secure understanding of investigative principles. Pupils in Year 2, for example, observe carefully and are aware of the need to keep their investigations fair when making simple tests. Pupils in Year 6 select their equipment when designing and carrying out their investigations and experiments. They use their knowledge satisfactorily to solve problems but do not as yet sufficiently explain why things happen. There is a wide range of ages and abilities in each class. Lessons follow the same principles for the whole class but activities are effectively organised so that pupils are able, with support, to understand what is happening and why. Older pupils in each class act as good role models for the younger learners so that achievement over time is often good. Higher attaining pupils are challenged by the extension of ideas provided by teachers and their own research. This was seen well illustrated as more able pupils in Year 6 led the discussion about the technical names of different bones in the skeleton that they had discovered as part of their homework. Pupils with special educational needs also make good progress as they are effectively supported in their activities.
61. The quality of teaching and learning are good overall. This can be seen from the quality of pupils' work and their depth of understanding when they discuss their knowledge. Unfortunately no science lessons took place in the youngest class during the inspection and the focus of the one science lesson observed in the Key Stage 2 class was on data handling. This proved very challenging for pupils in Years 3 and 4 and they made only slow progress in the lesson. There was no additional adult in the class and the teacher found difficulty in maintaining the good levels of support needed for all groups to make satisfactory progress. The activity for Year 6 pupils using a data handling program on computers was well matched to their capabilities and they worked steadily throughout. Pupils' work in both classes shows good learning in lessons with activities effectively stimulating pupils' good effort. In the youngest class the range of tasks is wide with some group work used to aid pupils' recording. Work in the older class is not always carefully presented, but the information and diagrams show good learning. In discussion with pupils in Year 6, it was also apparent that they were able to use their knowledge effectively to solve problems. They successfully discussed, for example, how to use filtration, evaporation, condensation and magnetism when separating materials and the interaction of different materials when mixed together.
62. The curriculum is broad and well planned so it caters for the range of ages in both classes. Days focused on scientific exploration for all pupils in the school, which also involve parents and visitors, enhance pupils' experiences and interest. ICT is used well to promote pupils' learning and pupils' mathematical skills are well promoted as they measure findings and record evidence using a variety of tables and graphs. Pupils' attainment and progress are assessed satisfactorily and aspects that require further work are identified.

63. The co-ordinator leads the subject satisfactorily and she informally monitors what is happening in the school. Her co-ordination of three other core subjects has, however, impacted on her management of science. There has been insufficient time to monitor assessment arrangements or the quality of teaching in the other class and there is no clear action plan for the further development of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The provision for ICT has significantly improved and pupils now achieve well
- Teachers have secure knowledge of the subject and use ICT well to support pupils' learning in other subjects.
- The curriculum is enhanced by the school's links with the Crediton Learning Community.

Commentary

64. Attainment at the previous inspection was average in Years 2 and 6, but the standards expected nationally now are much higher. Over the last few years additional equipment and resources have been provided, enabling pupils to have greater access to ICT in many lessons. This has resulted in pupils' good achievement over a short period of time and standards are in line with those now expected across the required curriculum. Pupils at eleven years of age have a broad range of knowledge and skills using, for example, computerised monitoring equipment in their science experiments, data handling programs to sort and interrogate information and word processing programs to present their work. They use the Internet to research topics in history, for example. Higher attaining pupils in Year 6 have above average standards and have the confidence to use their knowledge in many new situations. The multimedia presentations completed last term are of good quality, using moving text, sound and graphics to tell a story on linked pages. Pupils in the youngest class are also developing a satisfactory range of knowledge and skills to an average standard.
65. The provision for ICT has significantly improved since the last inspection. The school has invested in a good number of computers including some laptop machines that can be used in both classrooms. The ratio of computers to the number of pupils is considerably higher than that found nationally. A good range of software and additional equipment also supports pupils' learning across a wide range of subjects. The quality of teaching and learning is good. Teachers and classroom assistants are confident in their teaching and present new skills effectively so that pupils are quick to assimilate them. Many pupils have computers at home and this also gives them the confidence to have a go at something new.
66. The curriculum is further enhanced by the very effective links with other local schools that make up the Crediton Learning Community. Staff have worked

together to develop an effective curriculum that is supported well by an advisory teacher who works regularly with each school further developing the knowledge and skills of pupils and staff. Standards in the school are monitored satisfactorily. Pupils use a simple self-assessment form that explores their abilities and confidence in learning new skills. The co-ordinator has worked well with staff to lead the subject and provides good levels of support when it is required. She has a good hold on standards and progress through the school and regularly discusses the learning of the youngest class with the teaching assistant who leads many of the sessions.

Information and communication technology across the curriculum

67. ICT is used well to support pupils' learning across the curriculum. Computers provide another tool for pupils to present their work in text, sound and graphics. They use it effectively to explore new learning and develop new skills. Pupils in the oldest class use the Internet as well as books to research a wide range of topics.

HUMANITIES

68. **History and geography** are both taught regularly. It was not possible to observe the one history lesson taught during the inspection and no judgement can be made on standards, teaching and provision. Teachers' planning and samples of work in both history and geography were studied. Pupils say that they enjoy history and their work is evidence of this. A satisfactory curriculum is in place for both subjects. It is enhanced through a range of additional activities and visits that extend pupils' learning. Pupils' knowledge and skills are monitored and appropriately reported to parents each year. The subjects do not have a specific co-ordinator. Staff work together to review and develop the subjects when they become a focus for the school improvement plan. There is not a rolling programme of review, but subjects become a focus of discussion as there is additional professional training available for staff or when a specific need is identified.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching, learning and achievement in religious education are satisfactory.
- Pupils' recorded work in Years 3 to 6 shows a wide study of different faiths.

Commentary

69. Standards in religious education have been maintained since the previous inspection and remain in line with the expectations of the locally agreed syllabus. All groups of pupils achieve satisfactorily.
70. Year 1 and 2 pupils learn about the life of Jesus and the Old and New Testament stories. During the inspection, they were thinking about their own baptism and were very interested in the artefacts, gifts and christening robes that some pupils had brought to school. The topic had begun with a visit to the local church so that the pupils could see the font and understand its use and position near the rear of the church.
71. Pupils in Years 3 to 6 study a wide range of world religions. Their recorded work shows a good ability to compare the similarities and differences between religious faiths. All pupils in the school have the opportunity to visit a range of religious buildings, such as a Buddhist centre and an Islamic place of worship. People of other faiths come to talk to the pupils about their religion and their

beliefs. Such opportunities enrich the curriculum provided and enhance pupils' cultural development as well as their knowledge and understanding of world religions.

72. Teaching and learning in the one lesson seen was satisfactory. Good use is made of pupils' wide vocabulary and good speaking skills. They are confident to present their views to their peers and these discussions have a positive impact on consolidating pupils' knowledge and understanding. Occasionally, however, they need reminding that it is courteous to listen to each other.
73. The knowledgeable co-ordinator has ensured a relevant scheme of work is available and has built up a sound resource base for the school. Due to illness, she has been unable to observe teaching and learning directly. Leadership and management of religious education are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons in **music** or **design and technology** were observed during the inspection and only one in physical education, so no judgements on standards, teaching or provision can be made in these subjects. Teachers' planning and some samples of work in design and technology were reviewed and show that a satisfactory curriculum is in place for both subjects. Pupils' knowledge and skills are monitored and appropriately reported to parents each year. Music is led by a member of staff but design and technology does not have specific co-ordinator to lead and manage the subject. The staff work together to review and develop both subjects when they become a focus for the school improvement plan. There is not a rolling programme of review, but subjects become a focus of discussion as there is additional professional training available for staff. Samples of pupils' work are gradually being collected to support teachers' planning in the future.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Across the school, pupils achieve well and they attain standards above those normally expected for their age groups.
- Pupils benefit greatly from contributions of 'artists in residence'.
- The teaching of art is often good.

Commentary

74. Through the rich experiences that the school provides, Year 2 and Year 6 pupils are developing an above average level of skills in a range of art and design techniques. This is an improvement since the previous inspection. Pupils in Year 2 use pastel and paint skilfully to produce lively portraits and pictures, with a good eye for proportion. They can make a model of their house from a photograph, choosing carefully from a range of materials and using scissors confidently. Year 6 pupils execute quick sketches with considerable skill and their observational drawing and painting show a good eye for detail. Many of

them produced paintings of real quality when working in the style of famous artists, for example Magritte and Escher.

75. A rich and valuable contribution is made to the pupils' developing art and design skills through artists invited to work with them. Especially effective prints are well displayed in the school, evidence of pupils' great patience and attention to colour and technique to produce work of high quality. The rich art curriculum provided and the pupils' good level of skills have resulted in some of their art work being displayed in offices and business premises in Exeter.
76. Teaching and learning are good. Teachers have great enthusiasm for the subject and this is conveyed to the pupils. Sometimes, teachers do not share the objectives with pupils of what is to be learned in the lesson or the skills which will be practised and developed. This reduces pupils' understanding of the purpose of their task. The standards attained, however, show that good teaching enables pupils to develop their skills effectively when using known techniques, such as observational drawing or when doing rubbings. Resources are well used and pupils treat equipment and tools with respect.
77. The co-ordinator leader has only recently been appointed and is a part-time member of staff. She has already helped to raise the profile of the subject and is beginning to lead and manage it well.

Physical education

78. The provision for physical education was sampled only and so no overall judgements can be made on standards, teaching or provision. In the one lesson observed which was on dance, about two thirds of the pupils attained standards higher than those normally expected for seven to eleven year olds. Pupils demonstrated good co-ordination and control as they attempted to design and choreograph a 'non-contact' sequence to illustrate fighting and aggression. Many pupils are lithe and agile, controlled and sensible. They were well able to remember the sequences learned during previous lessons and most pupils became completely absorbed in the dance, creating their movements. When moving to music, they showed a very good sense of rhythm and used space well. There was no firm judgement on standards in the previous inspection report, so it is not possible to make comparisons.
79. Teaching and learning in the lesson seen were very good. The teacher has very good expertise in the subject and so is able to inspire and enthuse the pupils. Pupils interpret the well chosen, rhythmic music very well. They respond well to constructive criticism, developing their skills of self-evaluation and improvement. They thoroughly enjoy performing to their peers. Behaviour is very good.
80. Although the school has no suitable accommodation for physical education on the school site, the nearby village hall and playing field provide a useful resource for the school's curriculum. Pupils are well supervised when walking the short distance to the hall. Swimming lessons are provided regularly at a local swimming pool. There are a good range of sporting activities after school run by parents, staff and other volunteers that extend pupils' knowledge, skills

and enjoyment. Very good links with other schools also provide opportunities for pupils to play competitive sports, so extending the opportunity for social interaction. Leadership of the subject is satisfactory. However, as there is no scheduled review of foundation subjects, management of physical education is underdeveloped.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. There were no lessons available to be observed in personal, social and health education and citizenship (PSHEC) during the inspection. Judgements are based on consideration of the planned programme and discussion with the subject leader.
82. Health awareness is well promoted and the school has received several Healthy Schools Awards. The school has a good programme of drugs awareness education. Sex education is taught and integrated frequently with the science curriculum. Parents are invited to see the materials used, fostering good links with parents and carers. Pupils are developing a good awareness of citizenship. There are elections for pupil representatives on the school council, so enhancing and supporting pupils' understanding of democratic principles and processes.
83. PSHEC makes a good contribution to pupils' personal development. The subject is well led. The co-ordinator has ensured that staff have the necessary subject knowledge. The co-ordinator has observed 'Circle Time' discussion sessions in each class and provided written feedback to teachers to support their professional development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
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	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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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).